

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 8-10, 2018**

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CONRAD ADAM**

1189-1190; 1193

ADJOURN

1848

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 8-10, 2018**

The South Dakota Board of Regents met on May 8-10 at the University of South Dakota in Vermillion, South Dakota, with the following members present:

Bob Sutton, President
Kevin Schieffer, Vice President
John Bastian, Secretary
Conrad Adam, Regent
Jim Morgan, Regent
Randy Schaefer, Regent
Jim Thares, Regent
Pam Roberts, Regent
Joan Wink, Regent

Also present during all or part of the meeting were Mike Rush, Executive Director and CEO; Guilherme Costa, Board of Regents General Counsel; Paul Turman, System Vice President for Academic Affairs; Nathan Lukkes, System Assistant Vice President for Research and Economic Development; Michele Anderson, System Internal Auditor; Kayla Bastian, System Director of Human Resources; Tasha Dannenbring, System Director of Institutional Research; Monte Kramer, System Vice President of Finance and Administration; Molly Hall-Martin, System Director of Student Preparation & Success; Janelle Toman, System Director of Communications; Mary Ellen Garrett, System Accounting Manager; Jay Perry, System Assistant Vice President for Academic Affairs; Janice Minder, Banner Student project leader; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Tom Jackson Jr., BHSU President; James Rankin, SDSM&T President; Tim Downs, NSU President; James Abbott, USD President; Marje Kaiser, Superintendent, SDSBVI/SDSD; Brandon Bentley, Jane Klug, Mike Isaacson, BHSU; Scott McKay, Marcus Garstecki, Stacy Krusemark, Judy Dittman, DSU; Veronica Paulson, Alan LaFave, NSU; Heather Forney, Pat Mahon, Steve Malott, SDSM&T; Dennis Hedge, Wesley Tschetter, Michaela Willis, SDSU; Jim Moran, Susan Curtin, Ben Schaap, Karen Kindle, John Howe, Carol Voss Ward, Sheila Gestring, Kim Grieve, Adam Rosheim, Scott Pohlson, Laura McNaughton, USD; Steve Brown, Christine Tjelmeland, Patricia Felecós, Michelle Green, USD Foundation; Claudean Hluchy, SDSD/SDSBVI; Abby Javurek, Andrea Diehm, Erin Larson, Ferne Haddock, South Dakota Department of Education; Alan Aldrich, SDEA/COHE; and other members of the regental system, public, and media.

TUESDAY, MAY 8, 2018

BOARD WORK

ROLL CALL:

Adam – PRESENT
Bastian – PRESENT
Morgan – PRESENT
Roberts – PRESENT
Schaefer – PRESENT
Thares – PRESENT
Wink – PRESENT
Schieffer – PRESENT
Sutton – PRESENT

Regent Sutton declared a quorum present and called the meeting to order at 2:05 p.m.

1-A Approval of the Agenda

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

1-B Declaration of Conflicts

No conflicts of interest were declared.

1-C Approval of the Minutes – Meeting on March 27-29, 2018; April 20, 2018; April 24-25, 2018

IT WAS MOVED by Regent Thares, seconded by Regent Roberts, to approve the minutes of the meetings on March 27-29, 2018; April 20, 2018; April 24-25, 2018; and May 1, 2018. Motion passed.

1-D Rolling Calendar

Regent Roberts asked whether it would be possible to combine meetings in May 2019 and June 2019, especially if limited Board business would allow for it. Regent Sutton suggested that regents approve holding the proposed dates for May 2019 as presented now. Further discussions could occur about a combined meeting as the time approaches.

IT WAS MOVED by Regent Morgan, seconded by Regent Wink, to approve May 14-16 as the dates and SDSU in Brookings as the location of next year's Board of Regents meeting. Motion passed.

A copy of the Rolling Calendar can be found on pages **1282** to **1286** of the official minutes.

JOINT BOARD OF REGENTS AND BOARD OF EDUCATION STANDARDS MEETING

2-A Special Schools Update – Interagency Agreement and Legislative Advisory Committee

Dr. Marje Kaiser, Superintendent of the South Dakota School for the Deaf (SDSD) and South Dakota School for the Blind and the Visually Impaired (SDSBVI), and Linda Turner, SD Department of Education (DOE) Special Education Director, provided an overview of the proposed changes to the interagency agreement involving the Board of Regents and Board of Education Standards. Dr. Kaiser and Ms. Turner also provided the boards with an update regarding future steps for fulfilling the requirements outlined in House Bill 1155 for the coming year.

Ms. Turner said the interagency agreement was written so that it would be regularly reviewed and shared with the two boards and other special education advisory panels for input or recommended updates.

2-B Proposed South Dakota High School Graduation Requirements

Dr. Paul Turman, System Vice President for Academic Affairs, and Erin Larson, Assistant Director of Secondary Career and Technical Education with the SD Department of Education (DOE), provided an overview of recent discussions regarding proposed graduation requirement revisions. Following a series of discussions with principals, school counselors, and superintendents, the DOE staff explained that they sought feedback from the Board of Regents on a number of possible changes and how these changes would align with Board of Regents' policy for admissions. These possible changes included removing the word "lab" from the course science requirements, taking an advanced computer science course in lieu of one of a lab science, and removing the listing specific to world history and geography on the postsecondary endorsement.

Several board members at the joint meeting discussed math-taking requirements and whether students who complete all math requirements earlier in their high school career are less prepared for college-level work. Board of Education Standards Member Jacqueline Sly suggested there might be a recommendation, but perhaps not a requirement, to encourage students to take a mathematics course in their senior year. Dr. Turman also said there is the potential to require math-taking in the senior year of high school as part of the Opportunity Scholarship requirements. He noted that this would require a legislative change to current statute. As a math teacher, Board of Education Standards Member Lori Wagner said she sees improvement in mathematics course taking among students who are preparing for college and pursuing the Opportunity Scholarship.

2-C Regents' Scholar Diploma

Dr. Paul Turman, System Vice President for Academic Affairs, noted that the Regents' Scholar Diploma curriculum mirrored the original curriculum for the South Dakota Opportunity Scholarship program until Career and Technical Education (CTE) coursework was added as an option to Modern/Classical Languages in 2010. Since that time, there has continued to be uncertainty among school personnel regarding the distinctions between the two curriculum models, Regents' Scholar Diploma and "Advanced Academic Preparation" certificate. Additionally, each year higher levels of engagement are required to encourage school district

personnel to submit the list of eligible recipients for the Regents' Scholar Diploma.

With the proposed updates to the South Dakota high school graduation requirements, the "Advanced Academic Preparation" designation would be assigned on the student high school transcript at the point of graduation. The only distinction between these two designations, Regents' Scholar Diploma and "Advanced Academic Preparation" certificate, are that students are allowed to enroll in approved CTE coursework rather than complete two units of Modern/Classical Languages for the Advanced Academic Preparation.

Dr. Turman explained that Board staff support aligning the Regents' Scholar Diploma with the "Advanced Academic Preparation" certificate. If the Board of Regents is supportive of this approach as well, the necessary changes would be made to the System Undergraduate Admissions policy at a future meeting. Additionally, the formal awarding of Regents' Scholar Diplomas would end after the May 2018 high school cohort graduates. Board members were supportive of the approach, but requested that options for continuing with the diploma for interested school districts be explored.

2-D Opportunity Scholarship Statute Changes

Dr. Paul Turman, System Vice President for Academic Affairs, stated that during testimony on Senate Bill 94 in the 2018 legislative session, legislators discussed the creation of the Opportunity Scholarship Program. At the time, some legislators said they felt the Board of Regents had overreached in its administrative rule-making authority by suggesting that (1) the required "C or higher," (2) GPA of 3.0, or (3) curriculum review at the district level, were never intended by the original crafters of the program. In an attempt to further balance the playing field for traditional high school graduates, the Board of Regents' staff suggested the removal of this particular administrative rule requirement. However, doing so would result in a significant added expense.

In addition to changes to the removal of the administrative rule requirement mentioned above, BOR central office staff presented other proposed revisions to the state statutes and administrative rules governing the program. These minor revisions to the statute governing the program included eliminating the curriculum requirements referencing those graduating prior to 2010. Additionally, if there is a desire to develop another option for home-schooled students, Dr. Turman explained that the section of statute implemented in response to House Bill 1160 would also need to be repealed.

2-E FAFSA Data Portal Demonstration

Dr. Paul Turman, System Vice President for Academic Affairs, and staff from the Enrollment Services Center introduced the concept of the FAFSA Completion Initiative, which once implemented will fit under the larger umbrella of programs related to increasing access and attainment that include Proactive Admissions and College Application Week.

Dr. Turman explained that in states where the state student aid agency is participating in the FAFSA Completion Initiative, schools, school districts, and states are demonstrating that this initiative can be a powerful resource in boosting FAFSA completion rates and helping more students to access student financial aid. The information received by the high schools from their state student aid

agency can be used to tailor personalized communications, support, and counseling to students, while helping the high schools track their students' FAFSA progress.

In order for the initiative to function at the desired level, school district personnel must be able to easily identify the students at their district who have not yet completed the FAFSA. In order to provide this level of data to district personnel, a data-sharing agreement with the SD Department of Education (DOE) is necessary to match completers against non-completers.

Dr. Turman explained that following discussions with DOE staff, it was noted that the primary data elements necessary to improve functionality of the FAFSA Portal were obtained in Exhibit D of the proposed data agreements between the two agencies. Additionally, updated language has been proposed to expand the intent of the data usage.

Linda Shumaker from the Enrollment Service Center joined Dr. Turman to provide a brief demonstration of the FAFSA Portal to both the Board of Regents and the Board of Education Standards to highlight functionality for school district personnel this coming academic year.

2-F BOR Interactive Dashboards Demonstration

Dr. Paul Turman, System Vice President for Academic Affairs, provided a demonstration of the BOR Interactive Dashboard to the Board of Regents and the Board of Education Standards to highlight the information available in the current slate of dashboards available on the BOR website, as well as the complete array of interactive tools associated with those.

2-G Smarter Balanced Consortium

Dr. Paul Turman, System Vice President for Academic Affairs, and Abby Javurek, Director of the Division of Assessment and Accountability with the DOE, provided a brief overview of the Smarter Balanced Assessment. It was noted that there is an increased reliance on Smarter Balanced scores for determining student placement and admission in the regental system. Future developments related to sharing scores across states, and the implications for high school accountability were also discussed. DOE Secretary Don Kirkegaard explained that the state would soon engage in a process to rebid its assessment system. Continued use of the Smarter Balanced assessment will depend on the outcome of that process.

RESOLUTION OF RECOGNITION FOR BOR EXECUTIVE DIRECTOR MIKE RUSH

Regent Sutton shared his appreciation for Dr. Rush's service and asked Regent Wink to read a resolution of recognition for Dr. Rush.

Whereas, Michael G. Rush served the people of South Dakota for nearly three years from June 29, 2015, through May 29, 2018, as executive director and CEO of the South Dakota Board of Regents; and

Whereas, in his service to South Dakota, Dr. Rush has worked diligently to improve the delivery of public higher education and the quality of special K-12 education in South Dakota; and

Whereas, during his time with the Board of Regents, the public university system addressed challenging demographics with new initiatives and efforts such as College Application Week and proactive admissions, which have enhanced new enrollment and recruitment opportunities; and

Whereas, during Dr. Rush's tenure, American Indian enrollments and degree production increased, while improved transfer procedures and changes in the general education core contributed greatly to enhance the undergraduate experience for all students; and

Whereas, Dr. Rush supervised institutional work to make significant improvements to campus infrastructure and student residence facilities, to include a state-of-the-art animal disease diagnostic laboratory, a first-in-the-nation precision agriculture education and research building, new science and technology facilities, and construction of a new School for the Blind & Visually Impaired; and

Whereas, during his public service in South Dakota, Dr. Rush worked with 12 regents and 10 institutional executives, and has provided leadership and advocated on behalf of higher education in his work with the State Higher Education Executive Officers organization and the National Association of System Heads.

Now, therefore, be it resolved that it is the desire of the Board of Regents to recognize Dr. Rush for his dedicated service, leadership, and vision; and

Be it further resolved that Michael G. Rush be thanked for his contributions and dedication to higher education and to South Dakota, and be it further ordered that this Resolution be spread on the minutes of this Board and that a copy thereof be forwarded to Dr. Rush.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to accept the Resolution of Recognition for Board of Regents' Executive Director Mike Rush. Motion passed.

IT WAS MOVED by Regent Bastian, seconded by Regent Morgan, that the Board dissolve into executive session at 5:30 p.m. on Tuesday, May 8, 2018, to discuss personnel matters; that it rise from executive session at 7:30 p.m.; that it reconvene in executive session at 8:00 a.m. on Wednesday, May 9, 2018, to discuss personnel matters, collective bargaining, pending and prospective litigation, contractual matters, and to consult with legal counsel; that it rise from executive session at 12:30 p.m. to resume the regular order of business; and that it report its deliberations while in executive session. Motion passed.

A copy of the Resolution of Recognition for Executive Director Mike Rush can be found on page **1191** of the official minutes.

WEDNESDAY, May 9, 2018

The Board reconvened at 1:14 p.m.

CONSENT AGENDA

IT WAS MOVED by Regent Bastian, seconded by Regent Wink, to approve consent agenda items 4-A through 4-K. Motion passed.

ACADEMIC AND STUDENT AFFAIRS

4-A Resolutions of Recognition – SDSBVI & USD

Recognize Kathryn Wagner, Laurel McNickle, Harlow Peterson, Sandra Payne, and Steve Kelsey for their years of dedicated service to the South Dakota School for the Blind and the Visually Impaired; and recognize Gene Thin Elk (USD) for his service to South Dakota's system of public higher education.

A copy of the Resolutions of Recognition – SDSBVI & USD can be found on pages **1365** to **1371** of the official minutes.

4-B SDSBVI Membership in the South Dakota High School Activities Association

Approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.

A copy of the SDSBVI Membership in South Dakota High School Activities Association can be found on pages **1372** to **1373** of the official minutes.

4-C Academic Calendar – Special Schools

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

A copy of the Academic Calendar – Special Schools can be found on pages **1374** to **1380** of the official minutes.

4-D Graduation Lists

Approve, effective at the conclusion of the Board of Regents meeting on May 10, 2018, the attached BHSU, DSU, NSU, SDSM&T, SDSU, and USD graduation lists contingent upon the students' completion of all degree requirements.

A copy of the Graduation Lists can be found on pages **1381** to **1434** of the official minutes.

4-E (1) New Program Requests – NSU – Minor in Chinese

Approve NSU's new program proposal for a minor in Chinese and online delivery of the minor as presented.

A copy of the New Program Requests for NSU – Minor in Chinese can be found on pages **1435** to **1442** of the official minutes.

4-E (2) New Program Requests – SDSU – Minor in Land Valuation and Rural Real Estate

Approve SDSU's new program proposal for a minor in Land Valuation and Rural Real Estate.

A copy of the New Program Request for SDSU – Minor in Land Valuation and Rural Real Estate can be found on pages **1443** to **1453** of the official minutes.

4-E (3) New Program Requests – USD – Minor in Russian Studies

Approve USD's new program proposal for a minor in Russian Studies as presented.

A copy of the New Program Request for USD – Minor in Russian Studies can be found on pages **1454** to **1460** of the official minutes.

4-F (1) New Certificate Requests – USD – Certificate in Professional Ethics (Undergrad)

Approve USD's new program proposal for a certificate in Professional Ethics as presented.

A copy of the New Certificate Request for USD – Certificate in Professional Ethics (Undergrad) can be found on pages **1460** to **1465** of the official minutes.

4-F (2) New Certificate Requests – USD – Certificate in Forensic Anthropology (Undergrad)

Approve USD's new program proposal for a certificate in Forensic Anthropology as presented.

A copy of the New Certificate Request for USD – Certificate in Forensic Anthropology (Undergrad) can be found on pages **1466** to **1469** of the official minutes.

4-G (1) New Specializations – SDSU – MS in Geography – Geographic Information Sciences Specialization

Approve SDSU's new program proposal for a Specialization in Geographic Information Sciences within the MS in Geography.

A copy of the New Specialization Request for SDSU – MS in Geography – Geographic Information Sciences Specialization can be found on pages **1470** to **1474** of the official minutes.

4-G (2) New Specializations – DSU – BS in Computer Science – Artificial Intelligence / Machine Learning Specialization

Approve DSU's new program proposal for a Specialization in Artificial Intelligence / Machine Learning in the BS in Computer Science.

A copy of the New Specialization Request for DSU – MS in Computer Science – Artificial Intelligence and Machine Learning Specialization can be found on pages **1475** to **1478** of the official minutes.

4-G (3) New Specializations – DSU – MS in Information Systems – Information Assurance Specialization

Approve DSU's new program proposal for a Specialization in Information Assurance in the MS in Information Systems.

A copy of the New Specialization Request for SDSU – MS in Information Systems – Information Assurance Specialization can be found on pages **1479** to **1482** of the official minutes.

4-H Agreements on Academic Cooperation – SDSMT

Approve the agreements on academic cooperation between South Dakota School of Mines and Technology and 1) Goa College of Engineering, Farmagudi, Panda Goa, India (GOA); 2) Kalasalingam Academy of Research and Education, India (KARE); 3) Madurai Kamaraj University, Madurai, Tamil Nadu, India (MKU); and 4) HAN University of Applied Sciences, Arnhem, Gelderland, Netherlands (HAN).

A copy of the Agreements on Academic Cooperation – SDSMT can be found on pages **1483** to **1495** of the official minutes.

4-I Articulation Agreements – SDSU

Approve the articulation agreements between South Dakota State University and 1) Oglala Lakota College, 2) Iowa Lakes Community College, 3) Iowa Central Community College, 4) Northwest Iowa Community College, 5) Sisseton Wahpeton Community College, 6) Western Dakota Technical Institute, and 7) Western Iowa Tech Community College.

A copy of the Articulation Agreements – SDSU can be found on pages **1496** to **1547** of the official minutes.

4-J Affiliation Agreement – NSU & UND

Approve the affiliation agreement between Northern State University and the University of North Dakota.

A copy of the Affiliation Agreement – NSU & UND can be found on pages **1548** to **1558** of the official minutes.

4-K Inactive Status and Program Termination Requests – USD

Approve USD's request to terminate their MA in School District Superintendent program.

A copy of the Inactive Status and Program Termination Requests – USD can be found on pages **1559** to **1560** of the official minutes.

PLANNING, GOVERNANCE, AND RESOURCE DEVELOPMENT

5-A Welcome and Presentation by USD President James Abbott

On the occasion of his final Board of Regents’ meeting prior to retirement, USD President James Abbott welcomed the audience to USD and was recognized by all in attendance. President Abbott said he was pleased with the state of research activities at USD. He introduced Dr. Mary Berry, USD Professor and Vice President of Research and Sponsored Programs, who highlighted some of the research work underway by faculty and students.

5-B Student Organization Awards – USD

Kim Grieve, USD Vice President for Student Affairs and Dean of Students, introduced the Student Organization Awards for USD. The Award for Academic Excellence for 2017 was presented to Sigma Alpha Epsilon. The Award for Community Service was presented to the Student Occupational Therapy Association (SOTO). The Award for Organization Leadership was presented to the Pi Beta Phi.

A copy of the USD Student Organization Awards can be found on pages **1561** to **1562** of the official minutes.

5-C Reports on Individual Regent Activities

Regent Conrad Adam reported on his graduation ceremony held the previous Saturday at the University of South Dakota and was thanked for his service to the state of South Dakota as a student regent.

5-D Reports from Individual Presidents and Superintendents

No reports were presented.

5-E Report and Actions of Executive Session

Upon convening at 5:30 p.m. on Tuesday, May 8, 2018, the Board dissolved into executive session in order to discuss personnel matters. The Board rose from executive session at 7:30 p.m. The Board reconvened in executive session at 8:00 a.m. on May 9, 2018, in order to discuss personnel matters, collective bargaining, pending and prospective litigation, contractual matters, and to consult with legal counsel. The Board rose from executive session at 12:30 p.m.

Regent Bastian reported that while in executive session, the Board considered personnel matters, collective bargaining, pending and prospective litigation, contractual matters, consulted with legal counsel, and gave directions to its executive director and general counsel concerning these matters.

IT WAS MOVED by Regent Bastian, seconded by Regent Adam, that the Board approve directions given to the executive director and the general counsel with respect to matters discussed in executive session, that it:

1. Approve the promotion and tenure requests of the universities:

- The BHSU promotion and/or tenure requests were approved for the following faculty members: Jerry Rawlings was promoted to Associate Professor and granted tenure; Desi Schoeneweis was promoted to Associate Professor and granted tenure; Jeffrey Wehrung was promoted to Associate Professor and granted tenure; Mary Caton-Rosser was promoted to Professor; Jonathan Nero was promoted to Professor; and Max Marc was promoted to Professor and granted tenure.
- The DSU promotion and/or tenure requests were approved for the following faculty members: Michael Gaylor was promoted to Associate Professor and granted tenure; Jun Liu was promoted to Associate Professor and granted tenure; and William Sewell was promoted to Associate Professor and granted tenure.
- The NSU promotion and/or tenure requests were approved for the following faculty members: Alyssa Anderson was promoted to Associate Professor and granted tenure; Allen Barclay was promoted to Associate Professor and granted tenure; Robert Preston was promoted to Associate Professor and granted tenure; Peter Ramey was promoted to Associate Professor and granted tenure; Terry Beckler was promoted to Professor; Alyssa Kiesow was promoted to Professor; and Rolf Olson was promoted to Professor.
- The SDSM&T promotion and/or tenure requests were approved for the following faculty members: Cassandra Degen was promoted to Associate Professor and granted tenure; Martha Garlick was promoted to Associate Professor and granted tenure; Christy Tidwell was promoted to Associate Professor and granted tenure; Purushotham Tukkaraja was promoted to Associate Professor and granted tenure; Yanxiao Zhao was promoted to Associate Professor and granted tenure; and Rajesh Sani was promoted to Professor.
- The SDSU promotion and/or tenure requests were approved for the following faculty members: Amanda Blair was promoted to Professor; Michael Brown was promoted to Professor; Moul Dey was promoted to Professor; Christine Stewart was promoted to Professor; Xiaoyang Zhang was promoted to Professor; Jill Anderson was granted tenure; Brian Graeb was granted tenure; Sandeen Kumar was granted tenure; Lora Perkins was granted tenure; Jennifer Anderson was granted tenure; Diana Behl was granted tenure; Evren Celik Wiltse was granted tenure; Nicole Flynn was granted tenure; Tyler Miller was granted tenure; Arthur Murphy was granted tenure; Dale Potts was granted tenure; William Wood was granted tenure; Tammy Yonce was granted tenure; Katherine Bertolini was granted tenure; Amber Letcher was granted tenure; Gary Van Guilder was granted tenure; Gary Hatfield was granted tenure; Guanghui Hua was granted tenure; Reinaldo Tonkoski was granted tenure; and Shaukat Ali was granted tenure.
- The USD promotion and/or tenure requests were approved for the following faculty members: Paul Formisano was promoted to Associate Professor and granted tenure;

Meghann Jarchow was promoted to Associate Professor and granted tenure; Lindsey Jorgensen was promoted to Associate Professor and granted tenure; Teddi Joyce was promoted to Associate Professor and granted tenure; Amik Mirzayan was promoted to Associate Professor and granted tenure; Joseph Tinguely was promoted to Associate Professor and granted tenure; Robert Turner III was promoted to Associate Professor and granted tenure; Paul Lombardi was promoted to Associate Professor and granted tenure; Mark Dixon was promoted to Full Professor; Eric Jepsen was promoted to Full Professor; Mark Sweeney was promoted to Full Professor; Deborah Check Reeves was promoted to Full Professor; David Holdhusen was promoted to Full Professor; Sean Kammer was promoted to Full Professor and granted tenure; Allen Madison was promoted to Full Professor and granted tenure; Jacqueline Faulhaber was promoted to Senior Lecturer; and Myanna Dellinger was granted tenure.

- The USD – Health Affairs/School of Medicine promotion and/or tenure requests were approved for the following faculty members: Ranelle Nissen was promoted to Associate Professor and granted tenure; Cherly Fischbach was promoted to Lecturer; Amy Nelson was promoted to Lecturer; Brian Burrell was promoted to Professor; Poppe Berg-Poppe was promoted to Professor; Carissa Regnerus was promoted to Senior Lecturer; Orvar Jonsson was promoted to Associate Professor; Steven Powell was promoted to Associate Professor; Peter Vitiello was promoted to Associate Professor; and Keith Baumgarten was promoted to Professor.
- The promotion and/or tenure requests were denied for the following faculty members: BHSU 4 was denied promotion to Professor; NSU 1 was denied promotion to Associate Professor and denied tenure; SDSMT 1 was denied promotion to Associate Professor and denied tenure; SDSMT 7 was denied tenure; SDSMT 8 was denied promotion to Professor; SDSU 22 was denied promotion to professor; USD 1 was denied promotion to Associate Professor and denied tenure; USD 25 was denied promotion to Associate Professor; USD 26 was denied promotion to Associate Professor; USD 30 was denied promotion to Professor.
- SDSU 21 resigned prior to the Board acting on the tenure request.

A copy of the promotion and tenure requests can be found on pages 1194 to 1196 of the official minutes.

2. Award an honorary Doctorate of Public Service to Mr. Lowell Amiotte (BHSU) and to Mr. Stephen D. Newlin (SDSM&T).
3. Approve the leave requests for Rajesh Shende (SDSMT), Patrick Gilcrease (SDSMT), Chaya Gordon-Bland (USD), Kaius Helenurm (USD), Paul Lombardi (USD), Heather Love (USD), Paula Mabee (USD), Shane Nordyke (USD), Soonhee Roh (USD), Silvana Rosenfeld (USD), and Matthew Sayre (USD).
4. Approve awarding four (4) years of prior service credit toward tenure and four (4) years of prior service credit toward promotion for Dr. Trisha Leann Horsley (SDSU).
5. Approve the request to grant tenure on appointment to Dr. Abdallah Badahdah (SDSU).

6. Approve the multi-year contract for SDSU Wrestling Coach Damion Hahn at an annualized salary of \$140,000 for the period of April 16, 2018 – June 21, 2021.
7. Approve the multi-year contract for USD Men's Basketball Coach Todd Lee at an annualized salary of \$265,000 for the period of April 5, 2018 – June 21, 2021.
8. Accept the promotion of Dr. Josh Pauli to DSU's Vice President of Research and Economic Development effective June 22, 2018, with a salary of \$300,000, funded 66% through DSU funds and 34% through outside funds; and accept the title change of Ms. Angi Kappenman from Director of Human Resources to the Vice President for Human Resources at DSU effective June 22, 2018, with an annualized salary of \$82,000.
9. Approve the contract for incoming USD President, Sheila Gestring with an annualized salary of \$381,413 and an effective date of June 22, 2018.
10. Approve the renewal of presidential contracts that expire on June 21, 2018, and approve the FY19 salaries effective June 22, 2018 – June 21, 2019, as follows: BHSU President Jackson - \$254,490; NSU President Downs - \$254,490; DSU President Griffiths - \$280,000; SDSU President Dunn - \$381,413; SDSBVI/SDSD Superintendent Kaiser - \$178,876.
11. For Faculty and NFE employees, approve the renewal of employment terms that expire on June 21, 2018, and approve FY19 annualized salaries to be effective June 22, 2018. A copy of the FY19 salaries can be found on pages **1197** to **1253** of the official minutes.
12. Approve the personnel actions as submitted by the Board office, campuses, and special schools. A copy of the personnel actions can be found on pages **1254** to **1281** of the official minutes.

Motion Passed.

5-F Report of the Executive Director

Dr. Mike Rush, Board of Regents Executive Director and CEO, summarized several building committee actions and also congratulated Regent Conrad Adam on his recent graduation from the University of South Dakota.

A copy of the Interim Actions of the Executive Director can be found on pages **1563** to **1566** of the official minutes

5-G USD Foundation Report

Steve Brown, President and Chief Executive Officer of USD Foundation, provided information about the USD Foundation and its recent activities.

A copy of the USD Foundation Report can be found on pages **1567** to **1572** of the official minutes.

5-H BOR Policy 1:6 – Appointment, Authority and Responsibilities of Presidents and Superintendents, and BOR Policy 1:5 – Executive Director Revisions (First Reading)

Kayla Bastian, System Director of Human Resources, explained that the substantive changes to both policies include delegation of most employment actions to the presidents, superintendent, or executive director, but outlines specific employment-related actions that still require Board approval. The revised policies also include language that the new provisions will supersede any other inconsistent policy requirements in the BOR policy manual relating to employment actions. This will allow the changes in delegation to occur without being inconsistent with other BOR policies. Following that, the intent is to do a review and restructuring of Section 4 (Personnel) of the BOR policy manual to clarify and organize in a more effective way.

Kayla provided a brief overview of other changes related to BOR Policy 1:5. An addition in Section C(1) includes language to align the employment terms for the executive director to be the same as for presidents and superintendents in BOR Policy 1:6. The language states, “The Executive Director shall serve on the basis of an employment contract.” Furthermore, in BOR Policy 1:6, she described (1) the addition in Section C(1) to include the following language: “The presidents and superintendent shall report to the Board of Regents through the Executive Director,” which is in line with 1:5 and (2) the deletion of C(2)(2.6), which removes unclear policy language.

IT WAS MOVED by Regent Bastian, seconded by Regent Morgan, to approve the first reading of BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents and BOR Policy 1:5 – Executive Director. Motion passed

A copy of the BOR Policy 1:6 – Appointment, Authority and Responsibilities of Presidents and Superintendents, and BOR Policy 1:5 – Executive Director Revisions (First Reading) can be found on pages **1573** to **1585** of the official minutes.

5-I USD Discovery District Annual Meeting

Nathan Lukkes, System Assistant Vice President of Research & Economic Development, said the Board of Directors passed the resolution set forth in Attachment II of the agenda item at a special meeting on May 7, 2018, which recommends and requests the Member (BOR) take the following action:

Appoint Daren Ketcham and Ryan Pidde to serve three-year terms on the Board of Directors of the USD Discovery District and appoint Deb Peters to serve the remainder of the vacant 2020 term.

The aforementioned resolution was needed to supplement the resolution passed by the Board of Directors at its annual meeting on March 20, 2018, as one of the initial nominees subsequently indicated he was unable to serve on the Board of Directors. As such, the May 7 resolution was passed to provide a full slate of nominations to fill the Board of Directors.

Rich Naser, President of the USD Discovery District, provided a brief update on the current status of operations at the USD Discovery District.

IT WAS MOVED by Regent Bastian, seconded by Regent Schaefer, to appoint Daren Ketcham and Ryan Pidde to serve three-year terms on the Board of Directors of the USD Discovery District and Deb Peters to serve the remainder of the vacant 2020 term. Motion passed.

A copy of the USD Discovery District Annual Meeting can be found on pages **1586** to **1591** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

6-A Student Federation Report

Matt Yetter, Student Federation Executive Director, explained that USD and SDSU representatives to the Student Federation have agreed to work together to establish policies to better represent students who attend the University Center at Sioux Falls. He also reported that a budget surplus in the Student Federation will be maintained as a reserve.

6-B BOR Policy 2:10 – Grades and Grade Point Averages Revisions (Second Reading), and BOR Policy 2:3 – System Undergraduate Admissions (First and Final Reading)

Dr. Paul Turman, System Vice President of Academic Affairs, explained that placing a student immediately on academic probation can be discouraging for students entering postsecondary education for the first time, whether it occurs after the initial freshmen semester or due to poor performance in a dual credit course(s). Campuses believe that the current approach sends the wrong message, which can potentially deter further enrollment and retention efforts. Adopting a graduated GPA threshold for academic probation allows students the opportunity to demonstrate their capacity during their first semester in the regental system.

After the proposed policy changes to BOR Policy 2:10 were discussed at the March 2018 BOR meeting, a corresponding policy reference was also identified for BOR Policy 2:3 System Undergraduate Admission. Currently, Section 9.7.1. of BOR Policy 2:3 specifies that “A transfer student or former student is admitted on probation if they do not have a minimum GPA of 2.0.” To ensure that the policy language in 2:3 aligns with the new framework for Good Academic Standing outlined in Policy 2:10, the additional revisions were made to the Admissions policy, which are reflected in Attachment II of the agenda item.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to (1) approve the second and final reading of BOR Policy 2:10 with the revisions provided in Attachment I; (2) waive the two-reading requirement of By-Laws Section 5.5.1; and (3) approve the first and final reading of BOR Policy 2:3 with the revisions as shown in Attachment II. Motion passed

A copy of the BOR Policy 2:10 – Grades and Grade Point Averages Revisions (Second Reading) and BOR Policy 2:3 – System Undergraduate Admissions (First and Final Reading) can be found on pages **1592** to **1614** of the official minutes.

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

Dr. Paul Turman, System Vice President of Academic Affairs, explained that the International Student Advisor Committee has been discussing a recommended change to the current approach for assessing different tuition and fees to students from non-reciprocal and reciprocal exchange agreements. The committee has proposed revisions to Section 3.2 of the current BOR Policy 5.5.4, which are provided in Attachment I of the agenda item. AAC members discussed the proposed policy language during their April 2018 meeting and were supportive of the revisions.

IT WAS MOVED by Regent Wink, seconded by Regent Adam, to approve the first reading of the proposed revisions to BOR Policy 5:5:4 as presented. Motion passed.

A copy of the BOR Policy 5:5:4 – Tuition and Fees: Fees Revisions (First Reading) can be found on pages **1615** to **1621** of the official minutes.

6-D BOR Policy 3:4 – Student Code of Conduct Revisions (First Reading)

Guilherme Costa, Board of Regents General Counsel, explained that as part of an ongoing review of Board policies that have free speech implications, Board Policy 3:4 contains a provision that includes ambiguous language that could be misinterpreted to restrict protected expression. The proposed revision is intended to eliminate the ambiguity to ensure that the policy continues to fully comply with free speech protections, both as written and as applied.

IT WAS MOVED by Regent Wink, seconded by Regent Bastian, to approve the first reading of the revisions to BOR Policy 3:4, as shown in Attachment I. Motion passed.

A copy of the BOR Policy 3:4 – Student Code of Conduct Revisions (First Reading) can be found on pages **1622** to **1623** of the official minutes.

6-E Selective Service Statement of Registration Compliance

Dr. Paul Turman, System Vice President of Academic Affairs, and Guilherme Costa, Board of Regents General Counsel, stated that when SDCL §§ 13-53-1.1 and 13-53-1.2 became law in 1988 the individual admission applications at the six regental institutions required students to indicate their compliance with the Military Selective Service Act. However, when the common application was developed (around the year 2000), the question was subsequently removed. Board staff was not able to find any documentation that would indicate why it was removed. Additionally, a review of Board minutes from 1988, 1989, 1999, 2000, and 2001 did not turn up any information at the Board level regarding selective service, likely indicating that this topic was addressed through Academic Affairs using the statutory language.

Rather than continuing to utilize the statutory language in the application, which a number of campus constituencies believe to be confusing to applicants, Board staff and campus representatives believe that a more user-friendly statement and process is desirable and would fulfill the legal requirements contained in state law. The proposed language outlined in the matrix provided has been vetted with representatives from admissions and the Academic Affairs Council.

IT WAS MOVED by Regent Wink, seconded by Regent Thares, to approve the proposed language contained in the matrix included in this Board item to the admissions and enrollment process for new and transfer students to obtain the statement of registration compliance from students prior to enrollment within the regental system. Motion passed.

A copy of the Selective Service Statement of Registration Compliance can be found on pages **1624** to **1626** of the official minutes.

6-F Program Productivity Review

Dr. Paul Turman, System Vice President for Academic Affairs, explained that Attachment I of the agenda item provides the list of those programs for FY17 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 at the January 2018 AAC meeting. Following discussion, the final set of recommendations and designations were developed and reviewed at the April 2018 AAC meeting, which can also be found in Attachment I. In total, 17 programs are slated for termination or have recently been terminated as a result of the program productivity review process that occurs every two years.

When the Board reviewed the current list of targeted programs at the December 2017 Board of Regents meeting, questions arose as to whether the current benchmarks were appropriate for managing this process going forward. The Board inquired whether a threshold set at seven graduates per year would be more appropriate compared to the current benchmark of five graduates for undergraduate programs. A similar process for identifying underperforming programs was re-run for the same five-year window. As an alternative, seven undergraduates per year was used rather than the current average of five, and then an average of five master's degree graduates per year was used rather than the three outlined in the current guidelines. The data identified an additional 28 degree programs that would be flagged and require rationales be provided by campus personnel to justify retaining at the institutional level.

Dr. Turman asked the Board members for guidance as to whether the new benchmarks of seven or five should be used going forward. He noted if the change is approved, updates will be made to the set of Academic Affairs guidelines, which are used to manage the program productivity review process.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to approve the recommended actions from the campuses regarding the programs flagged in the program productivity review as presented in Attachment I, with the exception of the Physical Science program at Dakota State University, which will undergo further review. Additionally, for the program productivity review guidelines moving forward, the following changes will be implemented: a new benchmark of seven undergraduate students and five graduate students will be used and low-enrolled programs will be flagged for preliminary review after four years. Motion passed.

A copy of the Program Productivity Review can be found on pages **1627** to **1634** of the official minutes.

6-G System Math Pathways Proposal

Dr. Paul Turman, System Vice President of Academic Affairs, stated that during the August 2017 retreat, the Board received an update on the various strategies/initiatives underway during the past five to seven years to advance the system's completion agenda. One particular area of focus was on efforts to improve student success in math, including the Board's efforts to increase success for remedial coursework. Using data available in the SDBOR Grades Dashboard, the slate of remedial courses was evaluated from FY07 to FY16.

Following the Academic Affairs Council discussion at its August 2017 retreat, an Improving Math Performance Task Force was formed and chaired by Kurt Cogswell (SDSU). The group held its first meeting in October 2017, and in the following months engaged in a comprehensive review of math pathway initiatives across a number of states. The final recommendations that were eventually advanced to the Math Discipline Council (MDC) are based upon a number of factors. These include best practices in place in major national efforts to reform developmental mathematics education, input from faculty and researchers in another state where reform has been in progress for four years, and input from mathematicians and other faculty across the SDBOR system. Following discussion at the March 2018 MDC meeting, the council accepted the task force recommendation outlined below.

The formal recommendations, which have substantial support from faculty around the state, is for a system-level plan for improving academic outcomes for students enrolled in developmental education courses (MATH 021, 095, and 101), with a goal of improving the overall throughput of these students to successful completion of a course that satisfies System Graduation Requirement #5: Quantitative Literacy. The major characteristics of the proposed recommendations include a uniform, system-wide set of options for students currently placing into developmental education mathematics courses that ensures ease of course transfer across the SDBOR system, while giving campuses flexibility to best serve their own students; the options include offering existing non-credit-bearing, developmental education mathematics courses, but not requiring a student to enroll in one of these courses; and immediate enrollment in a course that satisfies SGR#5.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to approve the recommendation for the system math pathway model submitted by the Math Discipline Council. Motion passed.

A copy of the System Math Pathways Proposal can be found on pages **1635** to **1641** of the official minutes.

6-H New Program Request – DSU – BS in Cyber Leadership & Intelligence

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Dakota State University (DSU) requests authorization to offer a Bachelor of Science (BS) degree in Cyber Leadership and Intelligence. The Board approved the intent to plan at the March 2018 meeting. The interdisciplinary program will provide students with knowledge of cyber systems and world cultures, international politics, human behavior, and leadership. Graduates will assist government leaders, corporation executives, states, and localities in developing anticipatory strategies to

defend organizations from cyber disruption by various kinds of criminals, non-state actors, or nations. DSU intends to offer the program both on campus and online.

He said no related programs currently exist in the regental system. DSU has existing related degree programs in Cyber Operations and Network and Security Administration. DSU expects to enroll over 100 students in the program after full implementation. DSU is not asking for new state resources to offer the program.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve DSU's new program proposal for a BS in Cyber Leadership & Intelligence and online delivery of the program. Motion passed.

A copy of the New Program Request – DSU – BS in Cyber Leadership & Intelligence can be found on pages 1642 to 1662 of the official minutes.

6-I (1) Intent to Plan Requests BHSU – MAT in Special Education

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Black Hills State University (BHSU) requests authorization to develop a proposal to offer a Master of Arts in Teaching (MAT) in Special Education. The degree would be a new degree for the university and for the regental system; the MAT differs from other education degrees by focusing predominantly on teaching. The program would provide students with certification in K-12 special education teaching. Prospective students would come from those seeking a transition to a special education teaching career through the degree or through alternative certification.

He said the Board office staff recommends approval of the intent to plan with conditions noted within the item.

IT WAS MOVED by Regent Wink, seconded by Regent Thares, to authorize BHSU to develop a proposal for an MAT in Special Education as presented. Motion passed.

A copy of the Intent to Plan Requests for BHSU – MAT in Special Education can be found on pages 1663 to 1676 of the official minutes.

6-I (2) Intent to Plan Requests SDSU – AS and BS in Data Science

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that South Dakota State University (SDSU) requests authorization to develop a proposal to offer both an Associate of Science (AS) and a Bachelor of Science (BS) in Data Science. The proposed programs will utilize data science-centered mathematics, statistics, and statistical computation courses created over the past several years by the Department of Mathematics and Statistics. The AS would stack naturally into the BS in Data Science and the BS in Mathematics with Data Science Specialization.

He said Board office staff recommends approval of the intent to plan with conditions noted within the item.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to authorize SDSU to develop proposals for an AS and BS in Data Science as presented. Motion passed.

A copy of the Intent to Plan Requests for SDSU – AS and BS in Data Science can be found on pages 1677 to 1687 of the official minutes.

6-I (3) Intent to Plan Requests DSU – PhD in Cyber Operations and PhD in Information Systems

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Dakota State University (DSU) is requesting authorization to transition its existing Doctor of Science (DSc) degree programs in Information Systems and Cyber Security to Doctor of Philosophy (PhD) degree programs. The PhD would be a new degree to the university. In addition, DSU will be changing its previous program name from Cyber Security to Cyber Operations, noting that “cyber security” is an umbrella term for more specific areas such as “cyber operations” and “cyber defense.” The Cyber Operations title will align with DSU’s existing BS in Cyber Operations. The two programs have produced 32 graduates between FY12 and FY17 (SDBOR Graduate Production Dashboard).

The PhD degree designation represents a new degree to the university and requires Board approval. On the surface, the degree shift does not change the nature or curriculum of existing doctoral programs at DSU; no laws, rules, or accreditation requirements exist that mandate distinctions between the two degree types. However, within the Regental System, the change represents a philosophical shift for the Board. The ability to grant PhD degrees has distinguished an institution’s purpose to include research initiatives matching (or nearly matching) the institution’s mission to provide teaching and learning. Currently, three such public institutions in South Dakota have PhD authority (South Dakota School of Mines & Technology, University of South Dakota, and South Dakota State University). Authorizing a fourth institution (DSU) to grant the PhD and expand graduate education options comes with potential restructuring of institutional focus and priorities, as well as the potential demand for future investments.

He said DSU estimates admitting 20 students on an annual basis to the Information Systems program and 15 students annually to the Cyber Operations program after the degree transition. DSU believes that the change in degree designation will attract additional students as the PhD is more commonly known than the DSc among applicants and employers.

Board office staff recommends approval of the intent to plan with conditions noted within the item.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to authorize DSU to develop proposals for a PhD in Information Systems and PhD in Cyber Operations (formerly Cyber Security) as presented. Motion passed.

A copy of the Intent to Plan Requests for DSU – PhD in Cyber Operations and PhD in Information Systems can be found on pages 1688 to 1702 of the official minutes.

6-I (4) Intent to Plan Requests DSU – PhD in Cyber Defense

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Dakota State University (DSU) requests authorization to develop a proposal to offer a Doctor of Philosophy (PhD) in Cyber Defense. The program would provide graduates with high-level expertise in security issues, practices, politics and cultures of terrorism, as well as a foundation in research methodology and practice related to cyber defense. The program would prepare students for opportunities in critical areas of high workforce need, both in the private and public sector, while leveraging DSU's existing expertise in this field. DSU has not provided sample curriculum as is customary at this point in the planning process because comparable doctoral programs are rare. This provides DSU with an opportunity for an early entry to the marketplace in a growing field.

He said Board office staff recommends approval of the intent to plan with conditions noted within the item.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to authorize DSU to develop a proposal for a PhD in Cyber Defense as presented. Motion passed.

A copy of the Intent to Plan Requests for DSU – PhD in Cyber Defense can be found on pages **1703** to **1710** of the official minutes.

6-I (5) Intent to Plan Requests DSU – MS in Security Policy & Management

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, stated that Dakota State University (DSU) requests authorization to develop a proposal to offer a Master of Science (MS) in Security Policy & Management. The program responds to increased demand for security policy leadership. Graduates would learn skills related to preparing and implementing cyber defense plans as well as gaining a foundation in practices, politics, and cultures of terrorism; best practices to cope with related emergencies; and recovery processes. DSU points to studies indicating an estimated global shortage of two million cyber security professionals by 2019 as evidence of demand for graduates.

He said Board office staff recommends approval of the intent to plan with conditions noted within the item.

IT WAS MOVED by Regent Wink, seconded by Regent Bastian, to authorize DSU to develop a proposal for an MS in Security Policy & Management as presented. Motion passed.

A copy of the Intent to Plan Requests for DSU – MS in Security Policy & Management can be found on pages **1711** to **1722** of the official minutes.

6-J Veteran Analysis 2018

Dr. Jay Perry, System Assistant Vice President for Academic Affairs, noted that South Dakota is a member of the Multi State Collaborative on Military Credit (MCMC), a collection of 13 states committed to advancing best practices to ease the transition of veterans and their families from

military life to college campuses. This work includes efforts to translate competencies and skills acquired through military training into academic credit and reducing barriers to postsecondary access. The Midwestern Higher Education Compact (MHEC) has coordinated the work of the MCMC, with the assistance of grant funding from the Lumina Foundation and Strada Education Network.

Veteran enrollment and degree conferrals in the regental system have declined in recent years. This decline mirrors national trends in veteran enrollment and graduation, as well as a decline in the number of veterans using education benefits.

He explained that this report is an outgrowth of the Board of Regents' continuing efforts to attract, retain, and graduate military veterans. As South Dakota continues efforts to recruit veterans and reduce obstacles to graduation, this report provides useful initial data points to measure the success of ongoing veteran initiatives.

A copy of the Veteran Analysis 2018 can be found on pages 1723 to 1731 of the official minutes.

6-K Dual Credit In-District Delivery Approvals

Dr. Paul Turman, System Vice President of Academic Affairs, stated that Dakota State University (DSU) is requesting to expand the in-district delivery of High School Dual Credit (HSDC) coursework to both Brandon Valley High School and Madison High School. This would be the first expansion of the program beyond Harrisburg High School, which served as the pilot school for the In-District Delivery model.

Brandon Valley High School has requested that DSU offer two courses. For the Fall 2018 semester, Brandon Valley has requested SPCM 101 – Fundamentals of Speech. For the Spring 2019 semester, the high school would like DSU to offer POLS 100 – American Government, and tentatively, another section of SPCM 101.

Madison High School has requested that DSU offer two courses as well. In the Fall 2018 semester, Madison has requested that DSU offer SPCM 101 – Fundamentals of Speech. In Spring 2019, the high school has requested MATH 102 – College Algebra.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve 1) the MOU between the Board of Regents and Brandon Valley School District, 2) the MOU between the Board of Regents and Madison Central School District, and 3) the courses as presented for the Fall 2018 and Spring 2019 semesters for in-district delivery of High School Dual Credit courses. Motion passed.

A copy of the Dual Credit In-District Delivery Approvals can be found on pages 1732 to 1739 of the official minutes.

BUDGET AND FINANCE

7-A Building Committee Report

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed the reports from the various building committees.

A copy of the Building Committee can be found on page **1740** of the official minutes.

7-B Capital Project List

Dr. Monte Kramer, System Vice President of Finance and Administration, presented the May Capital Project List.

A copy of the Capital Project List can be found on pages **1741** to **1746** of the official minutes.

7-C FY20 Informal Budget Hearings Format

Dr. Monte Kramer, System Vice President of Finance and Administration, explained that the FY20 informal budget hearing format will be the same as last year's format. The Board was asked whether further directions should be given to the campuses regarding the presentations. No further suggestions were offered.

A copy of the FY20 Informal Budget Hearings Format can be found on pages **1747** to **1748** of the official minutes.

7-D FY19 General Fund M&R Projects

Mary Ellen Garrett, System Accounting Director, reviewed the general fund M&R allocation formula, the FY19 available funding for M&R (\$8,596,636), and the M&R projects submitted by the institutions.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve the FY19 General Fund M&R requested projects as listed in the attachment. Motion passed.

A copy of the FY19 General Fund M&R Projects can be found on pages **1749** to **1752** of the official minutes.

7-E FY19 Tuition Rates for Montana and Colorado

Mary Ellen Garrett, System Accounting Director, explained that a correction to the March 2018 Board item is needed. The resident tuition rates to students attending DSU, SDSU, and USD from Montana and Colorado were not to be included in the expansion of resident rates to non-resident students. The correct FY19 rates for Colorado and Montana students are listed in the item.

IT WAS MOVED by Regent Roberts, seconded by Regent Adam, to approve the correction to the FY19 On-Campus Tuition rates. At DSU, the FY19 tuition rate for Montana and Colorado students will be \$342.40/credit hour. At SDSU and USD, the tuition rate for Montana and Colorado students will be \$360.50/credit hour. Motion passed.

A copy of the FY19 Tuition Rates for Montana and Colorado can be found on page **1753** of the official minutes.

7-F (1) BOR Policy Revisions BOR Policy 1:7:3 – Business Affairs Council Revisions (First Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, advised that BOR Policy 1:7:3 – Business Affairs Council has been put in the new format and includes the responsibilities of the Council.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve the first reading of BOR Policy 1:7:3 – Business Affairs Council with the proposed changes. Motion passed.

A copy of the BOR Policy 1:7:3 Business Affairs Council Revisions (First Reading) can be found on pages **1754** to **1756** of the official minutes.

7-F (2) BOR Policy 5:1 – Institutional Representation Account Revisions (First and Final Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, said that BOR Policy 5:1 – Institutional Representation Account has been updated to the new format.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 5:1 – Institutional Representation Account with the proposed changes. Motion passed.

A copy of the BOR Policy 5:1 – Institutional Representation Account Revisions (First and Final Reading) can be found on pages **1757** to **1759** of the official minutes.

7-F (3) BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition Revisions (Second Reading)

Mary Ellen Garrett, System Accounting Director, requested approval of the revisions made to BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve the second reading of BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition with the proposed changes. Motion passed.

A copy of the BOR Policy BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition Revisions (Second Reading) can be found on pages **1760** to **1763** of the official minutes.

7-F (4) BOR Policy 5:21 – System Collection Policy Revisions (Second Reading)

Mary Ellen Garrett, System Accounting Director, requested approval of the revisions to BOR Policy 5:21 – System Collection Policy. The change to the policy clarifies that a hold will be placed on an account for a student that has a balance of less than \$250.00, but is no longer at the institution.

IT WAS MOVED by Regent Roberts, seconded by Regent Schieffer, to approve the second reading of BOR Policy 5:21 – System Collection Policy with the proposed changes. Motion passed.

A copy of the BOR Policy 5:21 – System Collection Policy Revisions (Second Reading) can be found on pages **1764** to **1769** of the official minutes.

7-F (5) BOR Policy 5:25 – Auxiliary Revenue System Revisions (Second Reading)

Dr. Monte Kramer, System Vice President of Finance and Administration, requested approval of the revisions made to BOR Policy 5:25 – Auxiliary Revenue System. The previous version included policy direction within the definitions, as noted by Regent Bastian during the first reading. The policy guidance has been removed from the definitions and added to the body of the policy.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve the second reading of BOR Policy 5:25 – Auxiliary Revenue System with the revisions noted in the attachment. Motion passed.

A copy of the BOR Policy 5:25 – Auxiliary Revenue System Revisions (Second Reading) can be found on pages **1770** to **1775** of the official minutes.

7-G SDSU Chiller Upgrade and Cooling Services Preliminary Facility Statement

Dr. Monte Kramer, System Vice President of Finance and Administration, explained SDSU's request for approval of its Preliminary Facility Statement to upgrade the Chiller Plant. This upgrade will add cooling capacity and extend the chilled water system to reach the intramural buildings, Wagner Hall, and the Bailey Rotunda at an estimated cost of \$2,535,000. This project will be funded using rent revenues and 2018 and 2019 HEFF M&R. SDSU also requested that this project be exempted from further steps in the capital improvement process due to the maintenance and repair nature of the project. This would eliminate the need for a building committee, and instead, the project would be handled by the Office of the State Engineer.

It was noted that rent revenues are being used for the project given future plans to add Pierson and Mathews Hall to the chiller plant and replace some of the surplus capacity utilized in renovating Brown Hall and serving Larson Commons. Regent Schieffer noted that it is important that we be able to document the use and the future plans so the funding makes more sense.

IT WAS MOVED by Regent Roberts, seconded by Regent Schieffer, to approve SDSU's Preliminary Facility Statement for the additional high capacity chiller and extensions to reach the intramural buildings, Wagner Hall, and the Bailey Rotunda at an estimated cost of \$2,535,000 to be funded by rent revenues and 2018 and 2019 HEFF M&R. Further, it was moved that this M&R project be exempted from the capital improvement process requirements. Motion passed.

A copy of the SDSU Chiller Upgrade and Cooling Services Preliminary Facility Statement can be found on pages **1780** to **1784** of the official minutes.

7-H SDSU Southeast University Neighborhood Redevelopment Facility Design Plan

Dean Kattelmann, Associate Vice President of Facilities & Services at South Dakota State University, and Michaela Willis, Vice President of Student Affairs at South Dakota State University, explained SDSU's Facility Design Plan for the Southeast University Neighborhood Redevelopment. This plan includes the construction of a three-story apartment building and four to six townhouses to accommodate 204 to 228 students. The budget for the project was capped at \$20 million, given maintenance and repair needs of the auxiliary system. Parking was not included in the original \$20 million cap. A total budget of \$20,735,379, including the parking costs of \$335,379, is about \$400,000 over the \$20 million approved. On May 1, 2018, the Building Committee met and approved the Facility Design Plan at a cost not to exceed \$20,735,379 to be funded using \$18 million in revenue bonds debt serviced from student rent revenues and \$2,735,379 in cash from the auxiliary system.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve SDSU's Facility Design Plan for the Southeast Neighborhood Redevelopment and Construction of apartments and townhouses and related parking at a cost not to exceed \$20,735,379, to be funded using \$18 million in revenue bonds debt serviced from student rent revenues and \$2,735,379 in cash from the auxiliary system. Motion passed.

A copy of the SDSU Southeast University Neighborhood Redevelopment Facility Design Plan can be found on pages **1785** to **1806** of the official minutes.

7-I DSU New Housing and Student Life Facility Preliminary Facility Statement

Stacy Krusemark, Vice President for Business and Administrative Services for Dakota State University, and Marcus Garstecki, Vice President for Student Affairs for Dakota State University, reviewed DSU's request for approval of its Preliminary Facility Statement for a new facility to accommodate housing and student life space. Allowing DSU to move forward will allow them to gather important information needed to analyze the feasibility and size of a housing project. This step only allows for planning; this project is actually not approved until that Facility Program Plan is approved.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve DSU's Preliminary Facility Statement for a new Housing and Student Life facility. Motion passed.

A copy of the DSU New Housing and Student Life Facility Statement can be found on pages **1807** to **1811** of the official minutes.

7-J West River / Lyman – Jones Rural Water Systems, Inc. Easement Resolution (SDSU)

Nathan Lukkes, System Assistant Vice President of Research & Economic Development, explained SDSU's request to adopt the resolution granting an easement to West River/Lyman – Jones Rural Water Systems Inc. that allows West River/Lyman – Jones Rural Water Systems Inc. to locate a portion of its water pipeline on SDSU's property in Jackson County.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve and adopt the resolution set forth in Attachment I requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein. Motion passed.

A copy of the West River / Lyman – Jones Rural Water Systems, Inc. Easement Resolution (SDSU) can be found on pages **1812** to **1821** of the official minutes.

7-K City of Brookings Easement Resolution (SDSU)

Nathan Lukkes, System Assistant Vice President of Research & Economic Development, reviewed SDSU's request to adopt the resolution granting an easement to the City of Brookings to relocate its sanitary sewer line on SDSU's property in Brookings.

IT WAS MOVED by Regent Roberts, seconded by Regent Adam, to approve and adopt the resolution set forth in Attachment I requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein. Motion passed.

A copy of the City of Brookings Easement Resolution (SDSU) can be found on pages **1822** to **1830** of the official minutes.

7-L University Center-Sioux Falls Renovations Preliminary Facility Statement

Dr. Monte Kramer, System Vice President of Finance and Administration, presented on behalf of SDSU a Preliminary Facility Statement showing the need for improved space for the SDSU College of Nursing at the University Center – Sioux Falls. A plan for reassignment of space in the University Center's Administration/North Building and Science Center/South Building was agreed to by the two schools. Approximately 15,380 square feet of space on the second floor of the center has been designated for reassignment. Other impacted spaces occupied by USD, the University Center, and the Board of Regents will also need to be considered as part of the A/E work and coordinated with USD.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve SDSU's Preliminary Facility Statement to provide space planning, project scope, and cost analysis of all spaces impacted by the expansion of nursing space at University Center – Sioux Falls as agreed to by USD, SDSU, and the Board office. Motion passed.

A copy of the University Center-Sioux Falls Renovations Preliminary Facility Statement can be found on pages **1831** to **1847** of the official minutes.

7-M – RESERVED

7-N M&R Subcommittee Update

Dr. Monte Kramer, System Vice President of Finance and Administration, provided an update regarding the recent meetings of the M&R Subcommittee.

The committee asked to review the campuses' 10-year maintenance and repair lists and would also like Dr. Kramer to pursue the evaluation of the building replacement values with the Office of Risk Management. Finalizing the building values is the next step in identifying the actual M&R need and a step needed in clarifying our planning process.

A copy of the M&R Subcommittee Update can be found on page **1848** of the official minutes.

RESOLUTION OF RECOGNITION FOR USD PRESIDENT JAMES ABBOTT

Regent Sutton recognized the upcoming retirement of USD President James Abbott and his extraordinary contributions to the institution, regental system, and South Dakota as a whole. He asked Regent Schieffer to read a resolution of recognition for President Abbott.

Whereas, James W. Abbott served the people of South Dakota for 21 years from July 1, 1997, through June 21, 2018, as president of the University of South Dakota; and

Whereas, in his service to South Dakota, President Abbott has worked tirelessly to instill a culture of academic rigor by encouraging and recruiting talented scholars, by advocating quality curricula, and by supporting co-curricular and extracurricular programs designed to enhance student learning; and

Whereas, during his more than two decades of service at the University of South Dakota, the institution experienced strong and growing enrollments, expansion of university research activity, and a transition to Division I athletics; and

Whereas, scholarships and financial awards to USD students nearly tripled, from \$6.5 million in 1997, when Abbott arrived in the President's Office, to \$24 million last year; and

Whereas, the university's endowment is six times larger, growing from \$45 million to \$258 million, thanks to two highly successful fund-raising campaigns during President Abbott's tenure; and

Whereas, President Abbott has led campaigns to repair and refurbish historical campus structures, update laboratories, and build new facilities, including the Lee Medical Building, Muenster University Center, Beacom School of Business, Coyote Village, Wellness Center, and the Sanford Coyote Sports Center and Track-Soccer Complex; and

Whereas, throughout his service to the University of South Dakota and the Board of Regents, President Abbott has worked with enthusiasm, insight, creativity, rigor, and persistence;

Now, therefore, be it resolved that it is the desire of the Board of Regents to applaud and recognize President Abbott for his dedicated service, leadership, and vision; and

Be it further resolved that James W. Abbott be thanked for his outstanding contributions and dedication to higher education and to South Dakota, and be it further ordered that this Resolution be spread on the minutes of this Board and that a copy thereof be forwarded to President Abbott.

IT WAS MOVED by Regent Schieffer, seconded by Regent Adam, to accept the Resolution of Recognition for USD President James Abbott. Motion passed.

A copy of the Resolution of Recognition for USD President James Abbott can be found on page **1192** of the official minutes.

Campus Community Forum

The Board responded to questions from the campus and local communities.

THURSDAY, MAY 10, 2018

The Board reconvened at 7:30 a.m.

Breakfast Meeting with Area Legislators

Senator Art Rusch (District 17), Senator Jim Bolin (District 16), Senator Craig Kennedy (District 18), Representative Ray Ring (District 17), Representative Jean Hunhoff (District 18), and Representative David L. Anderson (District 16) met with board members to informally discuss campus free speech policies, academic program approval and productivity reviews, maintenance and repair funding, USD Law School developments, and REED Network funding.

RESOLUTION OF RECOGNITION FOR REGENT CONRAD ADAM

Recognizing that the May Board meeting was his last, Regent Sutton recognized the service of Regent Conrad Adam, congratulated him on his graduation, and wished him well in his next phase of life. In addition to presenting him an engraved medallion, he asked Dr. Rush to read a resolution of recognition for Regent Adam.

Whereas, Regent Conrad Adam served the people of South Dakota from June 2016 to May 2018 as a member of the Board of Regents and made significant contributions to its policy directions; and

Whereas, Regent Adam consistently articulated the needs of the citizens of South Dakota and college-going students, in particular by advocating for higher education access and affordability, improved student success initiatives, and prudent resource management; and

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

Whereas, Regent Adam served throughout his time on the Board of Regents with integrity and unflagging dedication to the improvement of South Dakota's system of higher education and its institutions;

Now therefore, be it resolved that it is the desire of the Board of Regents to applaud and to recognize Regent Adam for his service, leadership, and vision, and to congratulate him upon his graduation this month from the University of South Dakota Beacom School of Business with a degree in finance; and

Be it further resolved that Regent Conrad Adam be thanked for his outstanding contributions and dedication to South Dakota higher education, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Regent Adam.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to accept the Resolution of Recognition for Regent Conrad Adam. Motion passed.

A copy of the Resolution of Recognition for Regent Conrad Adam can be found on page **1193** of the official minutes.

ADJOURNMENT

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

Meeting adjourned at 9:10 a.m.

SPECIAL RESOLUTION

WHEREAS, Michael G. Rush served the people of South Dakota for nearly three years from June 29, 2015, through May 29, 2018, as executive director and CEO of the South Dakota Board of Regents; and

WHEREAS, in his service to South Dakota, Dr. Rush has worked diligently to improve the delivery of public higher education and the quality of special K-12 education in South Dakota; and

WHEREAS, during his time with the Board of Regents, the public university system addressed challenging demographics with new initiatives and efforts such as College Application Week and proactive admissions, which have enhanced new enrollment and recruitment opportunities; and

WHEREAS, during Dr. Rush's tenure, American Indian enrollments and degree production increased, while improved transfer procedures and changes in the general education core contributed greatly to enhance the undergraduate experience for all students; and

WHEREAS, Dr. Rush supervised institutional work to make significant improvements to campus infrastructure and student residence facilities, to include a state-of-the-art animal disease diagnostic laboratory, a first-in-the-nation precision agriculture education and research building, new science and technology facilities, and construction of a new School for the Blind & Visually Impaired; and

WHEREAS, during his public service in South Dakota, Dr. Rush worked with 12 regents and 10 institutional executives, and has provided leadership and advocated on behalf of higher education in his work with the State Higher Education Executive Officers' organization and the National Association of System Heads.

THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize Dr. Rush for his dedicated service, leadership, and vision; and

BE IT FURTHER RESOLVED, that Michael G. Rush be thanked for his contributions and dedication to higher education and to South Dakota, and be it further ordered that this Resolution be spread on the minutes of this Board and that a copy thereof be forwarded to Dr. Rush.

Adopted this 8th Day of May, 2018.

SOUTH DAKOTA BOARD OF REGENTS



Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

Special Resolution Number 9-2018

SPECIAL RESOLUTION

WHEREAS, James W. Abbott served the people of South Dakota for 21 years from July 1, 1997, through June 21, 2018, as president of the University of South Dakota; and

WHEREAS, in his service to South Dakota, President Abbott has worked tirelessly to instill a culture of academic rigor by encouraging and recruiting talented scholars, by advocating quality curricula, and by supporting co-curricular and extracurricular programs designed to enhance student learning; and

WHEREAS, during his more than two decades of service at the University of South Dakota, the institution experienced strong and growing enrollments, expansion of university research activity, and a transition to Division I athletics; and

WHEREAS, scholarships and financial awards to USD students nearly tripled, from \$6.5 million in 1997, when Abbott arrived in the President's Office, to \$24 million last year; and

WHEREAS, the university's endowment is six times larger, growing from \$45 million to \$258 million, thanks to two highly successful fund-raising campaigns during President Abbott's tenure; and

WHEREAS, President Abbott has led campaigns to repair and refurbish historical campus structures, update laboratories, and build new facilities, including the Lee Medical Building, Muenster University Center, Beacom School of Business, Coyote Village, Wellness Center, and the Sanford Coyote Sports Center and Track-Soccer Complex; and

WHEREAS, throughout his service to the University of South Dakota and the Board of Regents, President Abbott has worked with enthusiasm, insight, creativity, rigor, and persistence.

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

BE IT FURTHER RESOLVED, that James W. Abbott be thanked for his outstanding contributions and dedication to higher education and to South Dakota, and be it further ordered that this Resolution be spread on the minutes of this Board and that a copy thereof be forwarded to President Abbott.

Adopted this 9th Day of May, 2018.

SOUTH DAKOTA BOARD OF REGENTS



Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

ATTEST:

Michael G. Rush, Executive Director & CEO

Special Resolution Number 10-2018

SPECIAL RESOLUTION

WHEREAS, Regent Conrad Adam served the people of South Dakota from June 2016 to May 2018 as a member of the Board of Regents and made significant contributions to its policy directions; and

WHEREAS, Regent Adam consistently articulated the needs of the citizens of South Dakota and college-going students, in particular by advocating for higher education access and affordability, improved student success initiatives, and prudent resource management; and

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

WHEREAS, Regent Adam served throughout his time on the Board of Regents with integrity and unflagging dedication to the improvement of South Dakota's system of higher education and its institutions.

THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to applaud and to recognize Regent Adam for his service, leadership, and vision, and to congratulate him upon his graduation this month from the University of South Dakota Beacom School of Business with a degree in finance; and

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

Adopted this 10th Day of May, 2018.

SOUTH DAKOTA BOARD OF REGENTS



Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

ATTEST:

Michael G. Rush, Executive Director & CEO

Special Resolution Number 11-2018

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

BLACK HILLS STATE UNIVERSITY

Promotion: Jerry Rawlings
Desi Schoeneweis
Jeffrey Wehrung
Mary Caton-Rosser
Jonathan Nero
Max Marc

Tenure: Jerry Rawlings
Desi Schoeneweis
Jeffrey Wehrung
Max Marc

DAKOTA STATE UNIVERSITY

Promotion: Michael Gaylor
Jun Liu
William Sewell

Tenure: Michael Gaylor
Jun Liu
William Sewell

NORTHERN STATE UNIVERSITY

Promotion: Alyssa Anderson
Allen Barclay
Robert Preston
Peter Ramey
Terry Beckler
Alyssa Kiesow
Rolf Olson

Tenure: Alyssa Anderson
Allen Barclay
Robert Preston
Peter Ramey

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

Promotion: Cassandra Degen
Martha Garlick
Christy Tidwell
Purushotham Tukkaraja
Yanxiao Zhao
Rajesh Sani

Tenure: Cassandra Degen
Martha Garlick
Christy Tidwell
Purushotham Tukkaraja
Yanxiao Zhao

SOUTH DAKOTA STATE UNIVERSITY

Promotion: Amanda Blair
Michael Brown
Moul Dey
Christine Stewart
Xiaoyang Zhang

Tenure: Jill Anderson
Brian Graeb
Sandeem Kumar
Lora Perkins
Jennifer Anderson
Diana Behl
Evren Celik Wiltse
Nicole Flynn
Tyler Miller
Arthur Murphy
Dale Potts
William Wood
Tammy Yonce
Katherine Bertolini
Amber Letcher
Gary Van Guilder
Gary Hatfield
Guanghai Hua
Reinaldo Tonkoski
Shaukat Ali

UNIVERSITY OF SOUTH DAKOTA

Promotion: Paul Formisano
Meghann Jarchow
Lindsey Jorgensen
Teddi Joyce
Amik Mirzayan
Joseph Tinguely
Robert Turner III
Paul Lombardi
Mark Dixon
Eric Jepsen
Mark Sweeney
Deborah Check Reeves
David Holdhusen
Sean Kammer
Allen Madison
Jacqueline Faulhaber

Tenure: Paul Formisano
Meghann Jarchow
Lindsey Jorgensen
Teddi Joyce
Amik Mirzayan
Joseph Tinguely
Robert Turner III
Paul Lombardi
Sean Kammer
Allen Madison
Myanna Dellinger

Promotion: Ranelle Nissen
Cherly Fischbach
Amy Nelson
Brian Burrell
Poppe Berg-Poppe
Carissa Regnerus
Orvar Jonsson
Steven Powell
Peter Vitiello
Keith Baumgarten

Tenure: Ranelle Nissen

Name	Salary
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Christopher Crawford	\$177,100.00
Amy Fuqua	\$113,097.00
Richard Loose	\$72,641.00
Brandon Bentley	\$88,880.00
Angelica Tyler	\$55,045.00
Katrina Huft	\$33,621.00
Donald Keifert	\$32,000.00
Elizabeth Mundorf	\$37,037.00
Beth Oaks	\$65,854.00
Joanna Schriver	\$32,584.00
Megan Vetter	\$34,408.00
Jayce Winsell	\$42,122.00
Donald Coble	\$83,194.00
Leone Geppert	\$55,050.00
June Apaza	\$56,403.93
June Apaza	\$48,643.78
Julie Dahl	\$50,106.00
Deann Kertzman	\$67,547.00
Andrea Bakeberg	\$39,756.00
Gregory Farley	\$135,000.00
Michelle Kane	\$70,000.00
Dana Weber	\$35,350.00
Sharman Siebenthal	\$137,400.00
Melissa Woodall	\$35,700.00
Hannah Burt	\$37,531.00
Janette Hettick	\$35,700.00
Tracy Hunt	\$32,429.00
Randell Culver	\$92,737.00
Deborah Liddick	\$53,655.00
Michael Overby	\$68,713.00
Kathy Johnson	\$137,863.00
Debra Henriksen	\$73,074.00
Kimberly Nida	\$48,046.00
Peggy Diekhoff	\$74,947.00
Sabrina Egeland-Meeder	\$47,500.00
Murray Lee	\$65,675.00
Nicholas Oaks	\$79,282.00
Jesse Shelbourn	\$45,223.77
Jhett Albers	\$101,878.00
Brock Anundson	\$48,500.00
Kristin Carmichael	\$49,600.00
Melissa Christensen	\$61,720.00
Evan Eastburn	\$40,450.00
Connie Feist	\$10,000.00
Christopher Fields	\$40,400.00
Michael Greco	\$46,500.00
Anthony Kerr	\$44,500.00
Glen Lammers	\$60,700.00
Lane Leedy	\$47,520.00

Paige McFeeley	\$38,000.00
Seth Mischke	\$39,090.00
Colleen Mischke	\$49,590.00
Seth Mischke	\$10,810.00
Colton Nickelson	\$29,000.00
Mark Nore	\$68,400.00
John Reiners	\$67,770.00
Shawn Schnabel	\$32,400.00
Jay Smith	\$32,400.00
Jade Temple	\$50,870.00
Scott Walkinshaw	\$21,350.00
Scott Walkinshaw	\$42,570.00
Katie Ziemnik	\$35,500.00
Kaitlin Palmer	\$34,000.00
Scott Ahola	\$39,890.67
Scott Ahola	\$27,496.00
Frederick Nelson	\$74,135.00
William Kelly	\$81,653.00
Lois Flagstad	\$127,862.00
Michael Isaacson	\$87,304.00
Jane Klug	\$81,947.00
Jennifer Lucero	\$40,572.00
Judy Bauer	\$56,786.00
Philip Pesheck	\$55,129.00
April Meeker	\$73,753.00
Oxana Gorbatenko	\$36,629.00
Whitney Bischoff	\$27,930.00
Nathan Feldt	\$27,500.00
John Ginther	\$37,256.00
Becky Bundy	\$65,289.00
Margaret Norris	\$97,861.88
Bentley Sayler	\$140,000.00
Tamara Lawson	\$37,419.66
Summer Di Gioia	\$31,658.00
Peggy Madrid	\$43,120.00
Eva Doyle	\$36,554.00
Erica Whitiker	\$37,356.00
Kanda Guthmiller	\$48,789.00
Shauna Junek	\$67,294.00
Chad Lundberg	\$44,070.00
Steven Meeker	\$150,177.00
Hans Nelson	\$55,750.00
Thomas Wheaton	\$54,250.00
Rebecca Zaynor	\$53,600.00
Michael Jastorff	\$74,200.00
Monet Vermette	\$47,951.00
Valeriah Big Eagle	\$32,575.00
Gene Bilodeau	\$99,719.00
Rebecca Frerichs	\$32,575.00
Jacob Hamik	\$41,147.00
Charles Knauer	\$35,000.00
Carol Racanelli	\$39,615.00
Corinne Hansen	\$88,639.00
Gustave Karinen	\$40,555.00
Kristen Kilmer	\$59,582.00

PZRSMT

South Dakota Board of Regents
Black Hills State University

FY19 Unit Faculty Salary Analysis

08/27/2018 16:29:47

Version : 060916.1

Name	Salary
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Anastasia Nemec	\$26,028.00
Anastasia Nemec	\$18,070.00
Anthony Silva	\$28,120.00
Anthony Silva	\$29,480.00
Michael Tolan	\$55,448.00
Stephen Babbitt	\$44,198.00
Michael Baum	\$45,634.00
Matthew Bauman	\$43,718.00
David Berberick	\$52,038.00
Mary Caton-Rosser	\$66,842.00
Scott Chandler	\$45,115.00
Ryan Clark	\$58,910.00
Scott Clarke	\$64,146.00
David Cremean	\$65,564.00
Gina Gibson	\$64,442.00
Rachelle Greer	\$36,712.00
Christopher Hahn	\$51,370.00
Dustin Hinson	\$45,000.00
Du-lu Hsiao	\$43,820.00
Courtney Huse-Wika	\$30,925.00
Courtney Huse-Wika	\$30,758.00
Albert Juhrend	\$74,399.00
Vincent King	\$75,523.00
Karl Lehman	\$39,021.00
Ronda Mehrer	\$42,214.00
Jonathan Nero	\$66,007.00
Sonya Pagel	\$62,401.00
Meredith Parker	\$38,000.00
Jerry Rawlings	\$57,333.00
Andrey Reznikov	\$71,876.00
Nancy Roberts	\$59,855.00
Jami Schoenewies	\$55,961.00
Timothy Steckline	\$72,578.00
Altman Studeny	\$36,000.00
Nicholas Wallerstein	\$79,226.00
Symeon Waseen	\$57,698.00
Cheryl Anagnopoulos	\$90,980.00
Eric Clapham	\$63,068.00
William Cockrell	\$43,123.00
Laura Colmenero-Chilberg	\$73,237.00
Nathan Deichert	\$60,620.00
Trenton Ellis	\$54,360.00
Emilia Flint	\$62,858.00
Daniel Jensen	\$52,680.00
Sandra Marker	\$57,432.00
Christine McCart	\$54,636.00
Lesleigh Owen	\$52,229.00

Nicole Royer	\$43,676.00
Corey Selland	\$52,519.00
Craig Triplett	\$56,036.00
Donald Altmeyer	\$99,879.00
Adam Bailey	\$89,909.00
Hyunsuk Choi	\$68,416.00
David Crawford	\$116,589.00
Susan Dana	\$95,398.00
Shadiya Hossain	\$62,000.00
Chuandi Jiang	\$72,684.00
Hoolda Kim	\$68,993.00
Barbara Looney	\$7,998.09
Barbara Looney	\$54,191.91
Donald Looney	\$73,930.00
Patrick Mackin	\$98,493.00
Max Marc	\$89,485.00
Robin Meyerink	\$62,434.00
Sylvia Mwamba	\$62,000.00
Laura Prosser	\$72,156.00
Blake Rayfield	\$75,000.00
Wei Song	\$108,280.00
Jeffrey Wehrung	\$91,070.00
Christine Ahmed	\$50,369.00
John Alsup	\$87,571.00
Ryan Amys	\$49,737.00
Richard Carriveau	\$60,491.00
Breon Derby	\$50,485.00
Brian Eberhard	\$52,483.00
Faye LaDuke Pelster	\$15,412.24
Faye LaDuke Pelster	\$48,133.76
Cody Lawson	\$54,522.00
Jarrett Moore	\$50,657.00
Carin Neitzel	\$54,402.00
Elizabeth Silva	\$82,602.00
Jamalee Stone	\$61,408.00
Denice Turner	\$54,940.00
Laura Turner	\$55,580.00
Louise Yoho	\$54,703.00
Jessica Zanton	\$52,331.00
Adam Blackler	\$44,000.00
Pamela Carriveau	\$25,206.60
Pamela Carriveau	\$36,541.40
Jason Daniels	\$48,939.00
Colin Garnett	\$55,454.00
Carrie Gray-Wood	\$30,000.00
Douglas Heltibridle	\$40,441.00
Kelly Kirk	\$48,116.00
Daniel May	\$55,649.00
Parthasarathi Nag	\$14,488.00
Parthasarathi Nag	\$58,367.00
Shawn Silbernagel	\$44,000.00
Daniel Swenson	\$62,844.00
Jill Trimble	\$52,087.00
John Van Benthuyssen	\$46,854.00
Jeffrey Winter	\$12,760.10
Jeffrey Winter	\$29,774.90
Pamela Arneson	\$59,756.00

Amy Asunskis	\$42,440.00
David Bergmann	\$67,673.00
John Dixson	\$60,979.00
Abigail Domagall	\$60,349.00
Holly Downing	\$95,059.00
Daniel Durben	\$79,393.00
Vincent Hustad	\$42,575.00
Katrina Jensen	\$63,985.00
Elizabeth Jensen	\$40,000.00
Andy Johnson	\$59,539.00
Kara Keeter	\$75,209.00
Charles Lamb	\$47,593.22
Charles Lamb	\$68,794.87
Raeann Mettler	\$43,857.00
Brianna Mount	\$58,666.00
Justin Ramsey	\$54,778.00
Brian Smith	\$75,246.00
Micheal Zehfus	\$83,344.00

PZRSPMT South Dakota Board of Regents
 Black Hills State University
 FY19 Non-Unit Faculty Salary Analysis 08/27/2018 16:29:51
 Version : 060916.1

Name	Salary
-----	-----
Urla Marcus	\$69,238.00
Cynthia Anderson	\$16,493.00
Cynthia Anderson	\$45,719.00
Martin Fashbaugh	\$36,070.60
Martin Fashbaugh	\$23,894.40
James Hess	\$38,659.92
James Hess	\$53,153.08
Ronald Debeaumont	\$55,880.56
Ronald Debeaumont	\$42,822.44
Micheline Nelson	\$29,023.50
Micheline Nelson	\$29,220.50
Daluss Siewert	\$30,604.60
Daluss Siewert	\$45,651.40
Daniel Asunskis	\$25,920.20
Daniel Asunskis	\$38,650.80

PZRSPMT South Dakota Board of Regents
 Dakota State University
 FY19 Non-Faculty Exempt Salary Analysis 08/27/2018 16:29:52
 Version : 060916.1

Name	Salary
-----	-----
Amy Crissinger	\$82,990.00
Megan Leisinger	\$38,048.00
Deanna Robinson	\$35,124.00

Amber Schmidt	\$45,778.00
Austin Slaughter	\$40,425.00
Matthew Stone	\$38,048.00
Bruce Feistner	\$89,604.00
Jamal Branco	\$24,871.00
Ryan Conrad	\$12,380.00
Ryan Conrad	\$12,380.00
Jeff Dittman	\$104,370.00
Cody Foreman	\$29,009.00
Rachel Fricke	\$30,268.00
Milton Glover	\$15,206.00
Milton Glover	\$15,206.00
Taylor Hunt	\$24,761.00
Nicholas Huntimer	\$43,466.00
Matthew Ihler	\$46,918.00
Steven Kissel	\$21,072.00
Alexander Kretzschmar	\$24,761.00
Ceanna Larson	\$26,789.00
Kimberly Leibel	\$32,154.00
Corbett Miller	\$28,440.00
Mara Beth Riedel	\$31,279.00
Geoffrey Schaab	\$20,684.00
Lucas Skibba	\$24,761.00
Renae Spohn	\$91,054.00
Kelly Barnes	\$45,000.00
Janelle Nielsen	\$42,000.00
Kevin Atkins	\$66,227.00
Stacie Davis	\$52,406.00
Daniel Halverson	\$54,421.00
Colette Hesla	\$54,421.00
Tara Leonard	\$66,515.00
Kathleen Engbrecht	\$18,295.00
Kathleen Engbrecht	\$35,772.00
Ross Hansen	\$70,534.00
Eric Holm	\$60,658.00
Scott Paulsen	\$78,613.00
Minakshi Pokharel	\$70,650.00
Stephanie Baatz	\$84,305.00
Paul Ersland	\$96,155.00
Craig Miller	\$19,881.20
David Miller	\$77,866.00
David Overby	\$121,178.00
Brent Van Aartsen	\$101,434.00
Haomin Wang	\$85,209.00
Patricia Beck	\$49,776.00
Nicole Bowen	\$44,756.00
Jordan Schuh	\$38,404.00
Jack Thompson	\$20,750.00
Jack Thompson	\$21,191.00
Carrie Graves-Warden	\$46,180.00
Kati Larsen	\$40,974.00
Lori Engebretson	\$21,097.00
Kristine Harms	\$75,082.00
Laura Osborn	\$49,125.00
Annette Miller	\$44,246.00
Melinda Fedeler	\$46,199.00
Denise Grayson	\$73,000.00

Rachel Novak	\$29,205.00
Dillon Pearson	\$44,389.00
Alicia Entringer	\$43,908.00
Erin Kline	\$45,000.00
Debra Pauley	\$51,498.00
Barbara Stacey-Olajide	\$48,703.00
Jane Utecht	\$48,703.00
Jayne Valnes	\$45,176.00
Eric Hass	\$50,703.00
Judith Dittman	\$170,302.00
David Link	\$97,171.00
Kathleen McClatchey	\$97,325.00
Scott McKay	\$177,080.00
Robert Preloger	\$88,200.00
Kelli Whiteing	\$47,396.00
Peter Hoelsing	\$63,738.00
Jill Ruhd	\$62,908.00
Kathryn Callies	\$72,137.00
Jay Kahl	\$88,040.00
Kristy Ullom	\$71,720.00
Dorine Bennett	\$137,565.00
Nicole Claussen	\$60,468.00
Jan Enright	\$78,609.00
Daniel Friedrich	\$84,234.00
Richard Hanson	\$169,963.00
Mark Hawkes	\$146,132.00
Sarah Rasmussen	\$80,377.00
Corey Braskamp	\$83,500.00
Amy Dockendorf	\$84,000.00
Sara Hare	\$77,000.00
Angi Kappenman	\$82,000.00
Stacy Krusemark	\$142,063.00
Kristi Voss	\$56,993.00
Corey Gunderson	\$106,283.00
Steven Bartel	\$77,419.00
Donna Fawbush	\$49,142.00
Marcus Garstecki	\$131,598.00
James Jacobsen	\$80,000.00
Amanda Parpart	\$46,119.00
Debra Roach	\$71,500.00
Michelle Ruesink	\$56,396.00
Patricia Weber	\$53,563.00

PZRSPMT

South Dakota Board of Regents
Dakota State University

FY19 Unit Faculty Salary Analysis

08/27/2018 16:29:53

Version : 060916.1

Name	Salary
Richard Avery	\$111,920.00
Kristel Bakker	\$82,244.00
Angela Behrends	\$41,900.00
Glenn Berman	\$59,770.00
Stacey Berry	\$58,914.00

Justin Blessinger	\$75,799.00
Joseph Bottum	\$68,689.00
Sandra Champion	\$23,952.00
Sandra Champion	\$23,952.00
Susan Conover	\$70,438.00
Dale Droge	\$7,828.00
Dale Droge	\$84,392.00
Ryan English	\$49,680.00
Kari Forbes-Boyte	\$98,372.00
Michael Gaylor	\$69,887.00
Jeffrey Howard	\$57,623.00
Deana Hueners-Nelson	\$47,331.00
Viki Johnson	\$63,305.00
Kimberly Jones	\$40,523.00
Thomas Jones	\$81,498.00
Kurt Kemper	\$69,094.00
Michael Lynch	\$38,806.00
James Maloney	\$60,618.00
Alan Montgomery	\$84,797.00
Nevine Nawar	\$51,021.00
John Nelson	\$72,985.00
Timothy Orme	\$50,263.00
Jeffrey Palmer	\$87,456.00
Zhe Ren	\$50,498.00
David Richardson	\$40,610.00
William Sewell	\$56,816.00
Mark Spanier	\$54,429.00
Joseph Staudenbaur	\$54,578.00
Patrick Videau	\$51,500.00
Richard Wicklein	\$53,301.00
Joshua Anderson	\$34,894.00
Anthony Drealan	\$21,964.00
Ronald Garner	\$36,284.00
David Moe	\$24,500.00
Stephen Vassalotti	\$20,776.00
Amy Veenhof	\$24,785.00
Yen-Ling Chang	\$102,986.00
Robert Girtz	\$85,647.00
Scott Morstad	\$100,705.00
Michael Roach	\$85,741.00
Zixing Shen	\$97,000.00
Daniel Talley	\$110,944.00
Debra Tech	\$99,792.00
Jackson Walters	\$126,449.00
Sulabh Bhattarai	\$55,183.00
Steven Graham	\$91,235.00
Thomas Halverson	\$119,563.00
Robert Honomichl	\$54,362.00
Jason Jenkins	\$50,345.00
Stephen Krebsbach	\$110,982.00
Barbara Myers	\$55,460.00
Austin O'Brien	\$73,570.00
Kyle Cronin	\$89,619.00
Edward Dennis	\$80,000.00
Scott Graham	\$50,332.00
Michael Ham	\$85,753.00
Andrew Kramer	\$53,000.00

Wayne Pauli	\$113,124.00
Ashley Podhradsky	\$97,921.00
Pamela Rowland	\$85,647.00
Kevin Streff	\$128,507.00
Joshua Stroschein	\$85,865.00
Brent Tulloss	\$63,492.00
Yong Wang	\$104,259.00
Cody Welu	\$53,387.00
Katie Anderson	\$52,641.00
Timothy Fiegen	\$63,681.00
Mark Geary	\$61,578.00
Kari Hall	\$41,772.00
Daniel Klumper	\$50,102.00
Scott Klungseth	\$49,449.00
Jennifer Munger	\$54,359.00
John Mydland	\$62,401.00
Jennifer Nash	\$73,921.00
Kindra Schneider	\$49,619.00
Kevin Smith	\$61,410.00
Scott Staiger	\$53,457.00
Sandi Steinhoff-Muller	\$57,831.00
Linda Parks	\$73,938.00
Julie Wulf Plimpton	\$61,264.00
David Bishop	\$88,297.00
Jun Liu	\$104,644.00
James McKeown	\$68,020.00
Cherie Noteboom	\$103,813.00
Christopher Olson	\$99,806.00
Insu Park	\$88,803.00
Ronghua Shan	\$95,136.00
Qiang Zeng	\$85,742.00
Mary Francis	\$64,658.00
Vaughan Hennen	\$48,638.00
Lacy Patnoe	\$17,122.00
Lacy Patnoe	\$51,367.00
Abby Wortman	\$27,179.00
Angela Keith	\$40,478.00
Kelly Steinmetz	\$42,789.00

PZRSPMT

South Dakota Board of Regents

Dakota State University

FY19 Non-Unit Faculty Salary Analysis

08/27/2018 16:29:57

Version : 060916.1

Name	Salary
Jill Olson	\$47,151.00
Mary Reinesch	\$21,768.00
Mary Reinesch	\$65,120.00
Benjamin Jones	\$64,179.00
Benjamin Jones	\$61,821.00
Crystal Pauli	\$56,700.00
Crystal Pauli	\$56,150.00

Name	Salary
-----	-----
Layton Cooper	\$40,630.00
Tyler Haaland	\$40,000.00
Tena Heikes	\$39,420.00
Jessica McCloy	\$37,000.00
Kathryn McNeal	\$35,840.00
Brent Aldridge	\$81,600.00
Dean Berry	\$52,996.00
Roscoe Burkett	\$47,948.00
Thomas Dosch	\$92,380.00
John Eckstein	\$38,450.00
Zachary Flakus	\$69,907.00
Dylan Fritz	\$45,806.00
Jennifer Fuller	\$44,400.00
Myers Hendrickson	\$53,400.00
Austin Hieb	\$38,450.00
Kurt Holinka	\$30,000.00
Terri Holmes	\$52,161.00
Steven Kehm	\$45,566.00
James Lewis	\$33,250.00
Nicole Monanian	\$42,525.00
Zachary Parks	\$36,000.00
Lindsey Partridge	\$36,500.00
Matthew Racowski	\$40,550.00
Paul Sather	\$100,000.00
Nehemaia Tupou	\$30,400.00
Britt Lorenz	\$51,299.00
Deborah Bumpous	\$121,500.00
Keith Griebel	\$60,459.00
Debra Wenzel	\$53,709.00
Jodi Casanova	\$80,131.00
Kay Fredrick	\$86,012.00
Cory Anderson	\$36,663.00
Kelly Bindenagel	\$38,508.00
Erin Olson	\$39,078.00
Trevor Carrier	\$40,350.00
Sharon Kienow	\$104,633.00
Becky Pribyl	\$47,315.00
Kelli Fritz	\$50,130.00
Cathy Hall	\$96,140.00
Todd Jordre	\$126,500.00
Jon Olson	\$95,859.00
Jennifer Bengs	\$36,100.00
Bruce Brown	\$41,818.00
Gregory DePies	\$56,560.00
David Downham	\$38,304.00
Ioana Hojda	\$41,613.00
Melinda Millermon	\$38,000.00
Stacey Schmidt	\$39,257.00
Kathryn Cochran	\$26,898.00

Corey Klatt	\$26,898.00
Susan Bostian	\$82,640.00
Monte Mehlhoff	\$81,338.00
Justin Fraase	\$76,050.00
Lisa Grote	\$52,233.00
Alan LaFave	\$158,846.00
Joshua Moon	\$111,122.00
Jeremy Reed	\$121,440.00
Kenneth Boulton	\$116,150.00
Ronald Brownie	\$98,601.00
Mary Cundy	\$87,138.00
Joshua Hagen	\$116,610.00
Joelle Lien	\$104,395.00
Brenda Mammenga	\$72,060.00
Timothy Mantz	\$121,200.00
Karen Marchant	\$92,628.00
Leigh Neys	\$73,876.00
Robert Russell	\$82,985.00
Peggy Hallstrom	\$74,003.00
Rebecca Johnson	\$37,250.00
Timothy Moffett	\$39,175.00
Sara Olson	\$28,175.00
Terry Piatz	\$26,402.00
Abby Exner	\$39,300.00
Erin Foshier	\$43,350.00
April Hinze	\$43,780.00
Carol Knecht	\$55,443.00
Andrea Prehn	\$47,000.00
Doris Stusiak	\$51,285.00
Beth Rasmusson	\$72,395.00
Justin Bartel	\$37,725.00
Krista Bau	\$37,552.00
Madia Droppers	\$48,230.00
Vicki Evans	\$47,825.00
Laci Hettick	\$51,300.00
Rebecca Jensen	\$37,500.00
Peni Mouna	\$47,519.00
Lara Nelson	\$45,520.00
Steven Rasmussen	\$66,103.00
Hillary Robinson	\$38,567.00
Kami Spieker	\$32,384.00
Veronica Paulson	\$140,707.00
Francesca Leinwall	\$90,178.00
Matthew Perreault	\$37,555.00
Martin Sabolo	\$56,000.00

PZRSPMT South Dakota Board of Regents
 Northern State University
 FY19 Unit Faculty Salary Analysis
 Version : 060916.1

08/27/2018 16:29:59

Name	Salary
-----	-----
Candida Olson	\$50,773.00

Gregory Blair	\$56,457.00
Gratia Brown	\$40,910.00
Keum-Taek Jung	\$54,377.00
Peter Kilian	\$75,597.00
Nadya Preszler	\$48,089.00
Guangwei Ding	\$53,150.00
John Long	\$50,882.00
Jon Mitchell	\$59,863.00
George Nora	\$55,975.00
Andrew Russell	\$47,098.00
Keun Lee	\$78,491.00
John Peterson	\$90,350.00
Kristi Brownfield	\$47,577.00
Ric Dias	\$89,950.00
Erin Fouberg	\$80,113.00
David Grettler	\$97,798.00
Arthur Marmorstein	\$78,230.00
Lysbeth Benkert-Rasmussen	\$74,700.00
Andrzej Duszenko	\$60,708.00
Justin Foote	\$47,484.00
Julie Johnson	\$46,178.00
Virginia Lewis	\$69,523.00
Penni Pearson	\$69,952.00
Peter Ramey	\$62,901.00
Elizabeth Sills	\$47,949.00
Kristi Bockorny	\$82,420.00
Douglas Ohmer	\$95,334.00
Erin Brownlee	\$48,750.00
Ricardo Rojas	\$49,094.00
William Trentham	\$48,766.00
Stacy Trentham	\$49,370.00
Scott Peterson	\$63,310.00
Darci Bultema Skyles	\$54,738.00
Marcela Faflak	\$60,006.00
Marla Fogderud	\$42,256.00
Joshua Frachiseur	\$53,221.00
Frederic Hemke	\$49,146.00
Grant Manhart	\$73,332.00
Audrey Miller	\$43,152.00
Rolf Olson	\$79,671.00
Michael Skyles	\$42,340.00
Wendy VanGent	\$48,436.00
William Wieland	\$96,011.00
Timothy Woods	\$72,171.00
Daniel Yurgaitis	\$72,778.00
Kenneth Blanchard	\$78,049.00
Teresa Stallings	\$49,171.00
Timothy Houge	\$51,873.00
Jeffrey Jay	\$102,673.00
Craig Kono	\$55,695.00
Andria Moon	\$53,838.00
Cheryl Wold	\$51,707.00
Lori Bruns	\$46,966.00
Gregory Cantrell	\$53,692.00
Thomas Orr	\$55,589.00
Ahmet Can	\$55,431.00
Karyl Meister	\$53,369.00

Brian Bengs	\$52,919.00
Julie Schroer	\$38,931.00
Courtney Waid-Lindberg	\$59,641.00
Amber Mathern	\$76,795.00
Hassan Niazi	\$51,839.00
Robert Preston	\$89,955.00
Hannah Walters	\$52,027.00
Gregory Francom	\$63,788.00
Constance Geier	\$91,817.00
Anna Schwan	\$58,000.00
Jessica Vogel	\$46,711.00

PZRSPMT South Dakota Board of Regents
 Northern State University
 FY19 Non-Unit Faculty Salary Analysis 08/27/2018 16:30:02
 Version : 060916.1

Name	Salary
-----	-----
Megan Baule	\$55,605.00
Tara Currier-Hofer	\$55,550.00
Amanda Fa'Onelua	\$54,594.00
Beata Ferris	\$56,616.00
Kami Fischbach	\$58,381.00
Joanna Goetz	\$71,298.00
Steven Gough	\$58,190.00
Joy Korman	\$56,616.00
Anna Lohmeyer	\$25,977.00
Bobbi Maher	\$56,616.00
Gayla Martens	\$65,160.00
Michelle Nelin-Maruani	\$56,616.00
Jacqueline Omland	\$69,243.00
Lisa Peterson	\$54,594.00
David Pierson	\$62,131.00
Amy Pierson	\$56,560.00
Jennifer Thiel	\$56,616.00
Danielle Thooft	\$54,648.00
Lori Wagner	\$56,616.00
Jeffrey Walz	\$58,248.00
Paula Wetenkamp	\$59,306.00
Kristin Echtenkamp	\$47,830.00
Lynn Klundt	\$45,013.00
Sara Schmidt	\$100,428.00
Sara Christensen-Blair	\$68,065.00
Alyssa Kiesow	\$65,804.00
Jodie Ramsay	\$82,211.00
Steven Usitalo	\$69,663.00
Juan Gonzalez	\$55,069.00
Elizabeth Haller	\$58,821.00
Terry Beckler	\$71,513.00
Jon Schaff	\$92,126.00
Alan Neville	\$59,871.00
Jeffrey Howard	\$54,942.00
Allen Barclay	\$92,001.00

PZRSPT

South Dakota Board of Regents

South Dakota School of Mines and Tech.

FY19 Non-Faculty Exempt Salary Analysis

08/27/2018 16:30:04

Version : 060916.1

Name	Salary
-----	-----
Demitris Kouris	\$229,744.24
Michelle Lineweber	\$52,624.00
Molly Moore	\$100,216.48
Michael Carter	\$70,740.31
Heather Forney	\$102,192.97
Anne Langdell	\$67,884.96
Barbara Mustard	\$60,177.41
Taylor Davis	\$40,730.98
Samantha Haverly	\$35,420.00
Kristen Kugler	\$43,010.00
Brittney Lystad	\$35,420.00
Ashli Maddox	\$35,420.00
Samantha Smith	\$42,712.50
Kinsey Whidby	\$42,712.50
Todd Curtis	\$59,176.88
Joshua Hammell	\$78,328.80
Haiping Hong	\$86,382.30
Kathryn Alley	\$112,577.48
Brian Hardy	\$55,660.00
Joel Lueken	\$101,694.00
Shaun Skavang	\$35,509.06
Steven Johnson	\$55,218.00
Derek Flom	\$40,000.00
Darrell Sawyer	\$84,517.37
Saurabh Dhiman	\$67,975.19
Ivan Filipov	\$62,030.15
Navanietha Krish Rathinam	\$55,660.00
Kurt Chowanski	\$50,250.00
Jared Thompson	\$38,757.58
Darren Clabo	\$77,385.00
Heidi Sieverding	\$48,751.43
Daniel Dolan	\$42,789.26
Ryan Koontz	\$71,046.32
Kimberly Osberg	\$71,250.97
Andrew Brady	\$78,905.30
Chunhui Chen	\$65,780.00
Bert Mannhalter	\$75,334.56
Mary Jo Farrington	\$27,765.34
Jeremy Kendall	\$41,694.40
Megan Reder-Schopp	\$62,905.92
Nancy Sprynczynatyk	\$41,775.36
Jason Henry	\$75,450.56
Darren Schwede	\$46,997.28
Janet Taylor	\$52,162.80
Thomas Durkin	\$60,973.22
David Lingenfelter	\$52,570.11
Kandice Green	\$39,671.97

Margaret Smallbrock	\$53,541.40
Thomas Delgado	\$46,450.80
Michael Mannhalter	\$71,695.35
Douglas Parrow	\$46,565.33
Jerilyn Roberts	\$100,612.30
Frank Malott	\$139,939.36
David Martin	\$73,706.36
Erin Richards	\$58,287.07
Valerie Solano	\$57,519.02
Travis Dixon	\$33,165.00
Bowan Montgomery	\$33,000.00
Cody O'Neill	\$34,408.00
Levi Suiaunoa	\$48,500.00
Christopher Pellowski	\$60,720.00
William Roggenthen	\$82,887.01
Daniel Soeder	\$110,000.00
Sui Tung	\$30,360.00
Maribeth Price	\$151,800.00
Daniel Sepion	\$77,173.71
Rachel Mannhalter	\$29,596.80
Kelsey O'Neill	\$53,785.78
Kelli Shuman	\$103,350.00
Vanessa Sevier	\$12,016.68
Nathan Belcher	\$63,756.00
Vickie Bender	\$86,369.67
Jason Erickson	\$74,010.28
Bryan Schumacher	\$100,888.63
Bradley Blume	\$51,789.00
Jennifer Buddle	\$48,498.07
Eric Glenn	\$38,923.15
Ryan Larsen	\$65,851.00
Derrick Lecy	\$37,489.21
Tiffany McCampbell	\$62,893.00
Zachary Tinker	\$89,056.00
Susan Aadland	\$70,330.50
Beth Riley	\$45,760.96
Ann Brentlinger	\$79,482.48
Julia Easton	\$48,576.00
Charles Ray	\$56,660.00
Lynn Taylor Rick	\$44,601.88
Andrea Surovek	\$64,085.83
Jesus Herrera	\$57,090.13
Kaylynn Two Bulls	\$37,650.04
Danielle Serratos	\$45,529.40
Sally Shelton	\$67,808.73
Brandon Scott	\$48,576.00
Jade Herman	\$50,000.00
Philip Hunt	\$72,631.24
Cabot-Ann Christofferson	\$70,628.56
Katie Ludvigson	\$68,250.00
Jan Puszynski	\$184,021.76
Joseph Wright	\$127,886.20
Stephanie Lindsley	\$59,630.44
Andrew Conniff	\$41,945.38
Ryan Thompson	\$29,700.00
Graham Davis	\$44,319.53
Cory Headley	\$55,660.00

Matthew Hanley	\$51,255.00
Patricia Mahon	\$142,783.08
Lisa Carlson	\$81,972.00
Thomas Mahon	\$48,407.20
Marlin Kinzer	\$63,621.79
Sarah Folsland	\$21,514.31
Hope Bonlander	\$34,812.80

PZRSPMT South Dakota Board of Regents
 South Dakota School of Mines and Tech.
 FY19 Unit Faculty Salary Analysis 08/27/2018 16:30:05
 Version : 060916.1

Name	Salary
-----	-----
Kenneth Benjamin	\$89,084.00
Timothy Brenza	\$87,628.00
David Dixon	\$122,611.00
Patrick Gilcrease	\$110,608.00
Lori Groven	\$89,414.00
Todd Menkhaus	\$111,437.00
Rajesh Sani	\$91,908.00
Rajesh Shende	\$90,256.00
Lois Arneson-Meyer	\$65,528.00
Jennifer Benning	\$87,467.00
Clifford Bienert	\$64,698.00
William Capehart	\$92,793.00
Venkata Gadhamshetty	\$98,124.00
Mengistu Geza Nisrani	\$80,709.00
Bret Lingwall	\$85,417.00
Christopher Shearer	\$85,322.00
James Stone	\$101,480.00
David Waterman	\$80,709.00
Matthew Adkins	\$62,914.00
Erica Haugtvedt	\$59,582.00
Michael Hudgens	\$57,257.00
Laura Kremmel	\$59,582.00
Rodney Rice	\$76,166.00
Christy Tidwell	\$63,318.00
Xinhua Bai	\$81,485.00
Luke Corwin	\$77,592.00
Michael Dowding	\$48,925.00
Adam French	\$84,226.00
Rafal Oszwaldowski	\$73,286.00
Juergen Reichenbacher	\$78,894.00
Vladimir Sobolev	\$83,944.00
Frank Strieder	\$100,785.00
John Dreyer	\$61,167.00
Jonathan Gibson	\$61,143.00
Kayla Pritchard	\$60,041.00
Frank Van Nuys	\$72,013.00
Tsvetanka Filipova	\$57,555.00
Hao Fong	\$101,470.00
Kelsey Gilcrease	\$47,066.00

David Gilley	\$93,273.00
Dan Heglund	\$72,852.00
Lisa Kunza	\$76,391.00
Joseph Marshall	\$45,291.00
Mark Novak	\$79,081.00
Rebecca Pinkelman	\$65,699.00
Alevtina Smirnova	\$76,145.00
Zhengtao Zhu	\$76,196.00
Debra Bienert	\$46,496.00
Karen Braman	\$77,435.00
Kyle Caudle	\$68,151.00
Julie Dahl	\$69,338.00
Brent Deschamp	\$49,073.00
Patrick Fleming	\$48,009.00
Martha Garlick	\$62,658.00
Peter Grieve	\$45,251.00
Paul Hinker	\$86,136.00
Roger Johnson	\$98,847.00
Christer Karlsson	\$88,528.00
Donna Kliche	\$86,181.00
Robert Kowalski	\$79,725.00
Tristin Lehmann	\$43,672.00
William Leonard	\$48,279.00
Jeffrey McGough	\$103,943.00
Larry Pyeatt	\$94,595.00
Mengyu Qiao	\$96,109.00
Lisa Rebenitsch	\$85,894.00
Michelle Richard-Greer	\$47,390.00
Roben Rudy-Hinker	\$43,672.00
Roger Schrader	\$59,301.00
Donald Teets	\$102,041.00
Cindy Davies	\$58,001.00
Diana Messick	\$27,810.00
Randy Hoover	\$87,055.00
Thomas Montoya	\$95,560.00
Zeynep Baran	\$74,819.00
Kurt Katzenstein	\$83,004.00
Liangping Li	\$88,920.00
Timothy Masterlark	\$105,632.00
Darrin Pagnac	\$65,854.00
Curtis Price	\$58,991.00
John Sawyer	\$82,553.00
Larry Stetler	\$95,536.00
Gokce Ustunisik	\$75,616.00
Paula Jensen	\$64,418.00
Dean Jensen	\$83,478.00
Stuart Kellogg	\$129,343.50
Carter Kerk	\$115,798.00
Saurav Kumar Dubey	\$75,740.00
Frank Matejcik	\$77,949.00
Adam Piper	\$78,760.00
Grant Crawford	\$100,211.00
William Cross	\$100,763.00
Bharat Jasthi	\$80,693.00
Jon Kellar	\$136,492.00
Mohammad Sadegh Safarzade	\$79,732.00
Duane Abata	\$120,462.00

Jason Ash	\$89,024.00
Nickolaus Bruno	\$83,359.00
Cassandra Degen	\$91,667.00
Hadi Fekrmandi	\$83,713.00
Ardell Knudson	\$61,694.00
Aaron Lalley	\$88,529.00
Bamdad Lessani	\$84,761.00
Karim Muci Kuchler	\$124,851.00
Albert Romkes	\$85,067.00
Khosro Shahbazi	\$90,343.00
Ivy Allard	\$72,707.00
Mark Bowron	\$66,700.00
Andrea Brickey	\$87,928.00
Kelli McCormick	\$77,992.00
Purushotham Tukkaraja	\$87,727.00
Scott Ahrenkiel	\$93,366.00
Robert Anderson	\$76,216.00
Scott Wood	\$72,650.00

PZRSPMT South Dakota Board of Regents
 South Dakota School of Mines and Tech.
 FY19 Non-Unit Faculty Salary Analysis
 Version : 060916.1

08/27/2018 16:30:10

Name	Salary
Christian Widener	\$139,740.00
Robb Winter	\$87,367.50
Robb Winter	\$87,367.50
Scott Kenner	\$80,806.00
Scott Kenner	\$80,806.00
Marc Robinson	\$88,256.00
David Salem	\$158,640.00
Haley Armstrong	\$63,745.00
Matthew Bumbach	\$62,179.00
Robert Corey	\$86,852.00
Richard Schnee	\$70,356.50
Richard Schnee	\$70,356.50
Allison Gilmore	\$35,899.75
Allison Gilmore	\$71,799.50
Allison Gilmore	\$35,899.75
Kyle Riley	\$71,243.50
Kyle Riley	\$71,243.50
Patricia Andersen	\$83,743.00
Magesh Thiyagarajan	\$88,520.00
Magesh Thiyagarajan	\$88,520.00
Edward Duke	\$108,693.00
Laurie Anderson	\$83,675.00
Laurie Anderson	\$83,675.00
Nuri Uzunlar	\$80,793.50
Nuri Uzunlar	\$80,793.50
Jeffrey Woldstad	\$88,478.00
Jeffrey Woldstad	\$88,478.00
Michael West	\$68,762.00

Michael West	\$68,762.00
Pierre Larochelle	\$90,959.00
Pierre Larochelle	\$90,959.00
Lance Roberts	\$78,247.50
Lance Roberts	\$78,247.50
Steve Smith	\$165,155.00

PZRSPT

South Dakota Board of Regents

South Dakota State University

FY19 Non-Faculty Exempt Salary Analysis

08/27/2018 16:30:11

Version : 060916.1

Name	Salary
-----	-----
Laura Alexander	\$37,182.00
Jane Amiotte	\$37,182.00
Mary Bauer	\$37,182.00
Laurie Elmore	\$18,309.00
Amber Erickson	\$42,540.00
Maria Feldhaus	\$38,752.00
Ronald Frederick	\$37,182.00
Deanna Gall	\$43,915.00
Aminah Hassoun	\$37,512.00
Lauren Hollenbeck	\$37,182.00
Katherine Jaeger	\$50,616.00
Kaycee Jones	\$40,092.00
Laura Kahler	\$37,182.00
John Keimig	\$57,000.00
Anneliese Klinzmann	\$36,453.00
Megan Kludt	\$37,182.00
Tracey Lehrke	\$49,165.00
Phoebe Lemke	\$17,625.00
Debra Lessman	\$18,810.00
Jodi Loehrer	\$43,755.00
Sonia Mack	\$46,620.00
John Madison	\$38,757.00
Charles Martinell	\$46,216.00
Michelle May	\$40,668.00
Kimberly McGraw	\$46,236.00
Matthew Olson	\$37,182.00
Jennifer Ringkob	\$44,301.00
Hilary Risner	\$40,494.00
Audra Scheel	\$38,085.00
Nathan Skadsen	\$38,596.00
Amanda Stade	\$40,494.00
Becca Tullar	\$38,757.00
Jennifer Voigt	\$39,623.00
Dennis Hedge	\$254,514.00
Mary Helling	\$162,283.00
Janell Hoffelt	\$50,005.00
Karla Howard	\$57,865.00
Vincent Lahren	\$58,681.00
Matthew Badura	\$53,000.00
Stephanie Bebensee	\$49,000.00
Nicole Gertken	\$46,067.00

Linde Murray	\$51,187.00
Christy Osborne	\$45,562.00
Jody Owen	\$65,208.00
Justin Parks	\$37,236.00
Karen Jastram	\$101,000.00
Sara Mooney	\$65,000.00
James Rogness	\$77,386.00
Ross Pirlet	\$59,700.00
William Moore	\$96,395.00
Seth Conley	\$37,731.00
Tate Dejong	\$37,500.00
Anastasia Dill	\$40,203.00
Michelle Kuebler	\$77,541.00
Lisa Schramm	\$67,430.00
Ryan Vande Kieft	\$50,158.00
Jennifer Veurink	\$40,595.00
Kelly Wendell	\$53,056.00
Alexander Wood	\$46,970.00
Nathan Edwards	\$52,227.80
Laura Edwards	\$74,030.00
Jasmine Greene	\$48,702.00
David Kringen	\$62,558.00
John Maursetter	\$51,231.00
Jeffrey Vander Schaaf	\$52,106.00
Ryan Vanderleest	\$43,034.37
Christine Wood	\$56,015.00
David Gay	\$54,043.00
Jack Ingemansen	\$103,519.00
Cody Moret	\$48,297.00
Ann Taecker	\$53,469.00
Melissa Vande Weerd	\$64,725.00
Lindsey Gerard	\$51,466.00
Lora Berg	\$89,762.00
Bradley Blaha	\$53,196.00
Mary Christensen	\$66,444.00
John Killefer	\$240,000.00
Angela Loftesness	\$65,319.00
Donald Marshall	\$182,904.00
Justin Werkmeister	\$75,883.00
Jessica Burke	\$42,863.00
Michelle Glanzer	\$44,731.00
Gwen McCausland	\$78,448.00
Dawn Stephens	\$44,731.00
Carrie Van Buren	\$45,813.00
Alvaro Garcia	\$108,376.00
Amanda Bachmann	\$66,401.00
Sara Bauder	\$59,566.00
Ruth Beck	\$66,176.00
Anthony Bly	\$69,948.00
Neal Foster	\$91,111.00
Karla Hernandez	\$59,100.00
Allen Heuer	\$44,530.00
Paul Johnson	\$81,203.00
Deepak Joshi	\$37,182.00
David Karki	\$64,658.00
Jonathan Kleinjan	\$64,397.00
Liming Lai	\$45,555.00

Delwyn McCarty	\$37,189.68
Bradley McManus	\$51,455.00
Janet Miller	\$38,112.00
Christopher Nelson	\$43,679.16
Dan Olson	\$51,779.00
Graig Reicks	\$51,124.00
Philip Rozeboom	\$41,725.00
Gared Shaffer	\$58,629.00
Connie Strunk	\$68,351.00
Padmapriya Swaminathan	\$51,045.00
Julie Thomas	\$44,594.34
Patrick Wagner	\$58,709.00
Travis Clement	\$70,095.00
Steven Dilberger-Lawson	\$59,290.00
Nuria Garcia-Fernandez	\$52,530.00
Jane Hennings	\$114,058.00
Julia Nelson	\$50,572.00
Rajeshkumar Parmar	\$62,471.00
Dana Rausch	\$49,203.00
Laura Ruesch	\$39,142.00
Aaron Singrey	\$59,261.00
Bridget Skeels	\$44,154.00
Fernando Vicoso Bauermann	\$59,043.00
Heidi Carroll	\$55,249.00
Jennifer Forney-Eide	\$47,994.00
Jason Griffin	\$47,922.28
Taylor Grussing	\$52,242.00
Adele Harty	\$58,721.00
Karolynn Marsan	\$47,500.00
David Ollila	\$73,220.00
Stephanie Perkins	\$32,468.18
Cameron Pewe	\$50,507.00
Warren Rusche	\$70,920.00
Robin Salverson	\$63,530.00
Paul Schlobohm	\$47,994.00
Emily Secrest	\$33,320.96
Ronald Skovly	\$50,964.00
Chelsea Sorensen	\$46,179.00
Kevin Vander Wal	\$47,994.00
Katherine Erdman Becker	\$78,342.00
Jessica Lewis	\$49,128.00
Jason Zimmerman	\$136,461.00
Scott Bird	\$36,316.10
Bradley Rops	\$52,736.00
Peter Sexton	\$103,467.00
Chelsea Sweeter	\$34,007.35
Liping Gu	\$72,130.00
Ashley McConnell	\$48,505.00
Marjoanne Thompson	\$51,430.00
Kendell Rohrbach	\$68,265.00
Leo Gannon	\$60,500.00
BreeAnn Brandhagen	\$56,412.00
Jason Kerkvliet	\$67,050.00
Rebecca Leddy	\$37,439.28
Tao Lin	\$47,145.00
Kari Peterson	\$48,338.27
Harika Vuppula	\$43,000.00

Zhiling Zhang	\$33,028.81
Joanita Kant	\$67,774.00
Kenneth Sherin	\$79,450.00
Barbara Fourney	\$48,623.00
Samuel Bjornestad	\$65,000.00
Zachary Boyle	\$47,776.68
Christopher Funk	\$65,477.14
Daniel Moerke	\$57,279.00
Kari O'Neill	\$73,521.00
Lorna Saboe-Wounded Head	\$64,711.00
Peggy Schlechter	\$61,730.00
Paul Thares	\$56,382.00
Lindsey Hamlin	\$100,067.00
Laura Hayden-Moreland	\$49,047.00
Tracia Hogue	\$43,912.00
Carey Kilmer	\$63,370.00
Aimee Maher	\$42,900.00
Jenna Nelson	\$42,279.00
Moneik Stephens	\$38,086.00
Melissa Vandekieft	\$43,510.00
Leacey Brown	\$49,137.00
Aimee Ladonski	\$53,100.00
Audrey Rider	\$61,464.00
Michelle Bayer	\$59,099.00
Kevin Sackreiter	\$81,659.00
Steven Beckman	\$62,750.00
Curtis Braun	\$27,328.00
Tracey Erickson	\$77,499.00
John Haberkorn	\$77,852.00
Akimoto Ichinomiya	\$48,069.00
Peter Linke	\$55,150.00
Melissa Schmitt	\$48,069.00
Raunak Shukla	\$48,074.00
Vijay Sundaram	\$53,172.00
Dwayne Beck	\$62,676.00
Dwayne Beck	\$51,280.00
Camila Diel	\$48,068.00
Michele Mucciante	\$106,200.00
Daniel Scholl	\$227,250.00
Gilbert Ustad	\$112,510.00
Jack Davis	\$67,993.00
Heather Gessner	\$56,890.00
Kayte Haggerty	\$49,995.00
Shannon Sand	\$55,173.00
Cindee Stedman	\$57,692.00
Carla Anderson	\$53,920.00
Jane Hegland	\$66,306.00
Jane Hegland	\$70,517.00
Melissa Ochsner	\$45,509.00
Nicole Peschong	\$43,490.00
Kristina Stulken	\$46,165.00
Jill Thorngren	\$208,013.00
Matthew Vukovich	\$140,169.00
Chanda Walter	\$46,195.00
Daniel Flaskey	\$46,870.00
Jason Sternhagen	\$100,354.00
Jayme Trygstad	\$64,738.00

Rachel Flaskey	\$50,688.00
Richard Reid	\$157,517.00
Gregory DeRynck	\$68,572.00
David Haugan	\$47,714.00
Tammy Hintz	\$49,682.00
Bruce Will	\$47,150.00
Jessica Andrews Giard	\$45,542.00
Dennis Helder	\$184,507.00
Morakot Kaewmanee	\$55,670.00
Larry Leigh	\$78,310.00
Timothy Ruggles	\$49,800.00
Cibele Teixeira Pinto	\$55,670.00
Samuel Jennings	\$93,130.00
Kenneth Larson	\$45,424.00
Joshua Mann	\$54,309.00
Gary Yarrow	\$96,704.00
Wendy Dailey	\$55,775.00
Dean Kattelmann	\$152,000.00
Jennifer Kindt	\$59,353.00
Jonathan Meendering	\$73,500.00
Leslie Olive	\$114,063.00
Troy Syhre	\$68,000.00
Keith Enevoldsen	\$74,795.00
Colin Gaalswyk	\$79,538.00
Amy Jones	\$75,000.00
David Law	\$80,000.00
Reed Leibel	\$56,700.00
Abby Whitelock	\$56,000.00
Dawn Syhre	\$53,650.00
Barry Mielke	\$87,023.00
Donald Peacock	\$60,922.03
Zachary Rykhus	\$70,912.00
Tanner Aiken	\$59,000.00
Holly Beutler	\$65,163.00
Kathy Busch	\$55,734.00
Becky Degen	\$100,510.00
David Gilkerson	\$66,600.00
Michael Holbeck	\$110,000.00
Brady Klocker	\$130,200.00
Derek Peterson	\$115,000.00
Annalisa Reed	\$70,000.00
Kacie Richard	\$71,272.00
Angie Rondeau-Hyde	\$20,872.80
Erin Staniszewski	\$51,584.00
Sydney Chapman	\$32,488.98
Hayli De Jong	\$32,488.98
Cheryl Glazier	\$36,669.69
Carolyn Halgerson	\$79,380.00
Micah Hansen	\$51,925.00
Ismael Pallares	\$32,488.98
Beth Vollan	\$51,497.00
Samantha Dvorak	\$38,320.00
Nathania Knight	\$37,182.00
Rachel Lindvall	\$46,736.00
Jason Schoch	\$48,074.00
Suzanne Stluka	\$94,873.00
Kimberly Wilson-Sweebe	\$48,088.00

Emily White	\$10,492.53
Adam Dosch	\$109,354.00
Alexey Egorov	\$54,633.00
Geoffrey Henebry	\$157,970.00
Debra Anderson	\$139,050.00
Anna Atteberry-Gustafson	\$71,859.00
Jenna Cowan	\$48,584.00
Patricia Da Rosa	\$67,655.00
Callie Jodozi-Molengraaf	\$45,731.00
Jennifer Kerkvliet	\$63,268.00
Mary Minton	\$136,800.00
Marie Schmit	\$52,862.00
Kinchel Doerner	\$168,442.00
Kristen Kponyoh	\$43,853.00
Nicole Lounsbery	\$81,395.00
Loretta Gross	\$51,081.00
Heather Johnson	\$59,142.00
Bobby Markham	\$55,314.00
Melissa Miller	\$50,779.00
Jill O'Neil	\$78,500.00
Douglas Ward	\$49,040.00
Michael Biondo	\$42,585.00
Emmeline Elliott	\$40,375.00
Wyeth Lynch	\$40,275.00
Kristi Tornquist	\$177,392.00
Megan Erickson	\$52,108.00
Megan Jacobson	\$51,149.00
Becky Jensen	\$65,368.00
Hope Kleine	\$46,545.00
Nikki Prosch	\$51,706.00
Prairey Walkling	\$48,094.00
Rebecca Bott	\$147,383.00
Hanna Holmquist	\$44,618.00
Jon Christenson	\$58,000.00
Michelle Johnson	\$77,250.00
Jessica Lankford	\$49,000.00
Mary Larson	\$64,098.00
Craig McCuin	\$50,000.00
Marc Serrett	\$123,000.00
Ryan Knutson	\$110,923.00
Jana Hanson	\$90,202.00
T McLaughlin	\$62,374.00
Dmitry Suspitsyn	\$89,000.00
Jennifer Vander Wal	\$63,129.00
Ju-Yu Chang	\$58,650.00
Amanda Fickes	\$45,352.00
Kim Karolczak	\$56,458.00
Shouhong Zhang	\$86,357.00
Eric Adolph	\$43,516.00
Robert Arnheim	\$45,000.00
Joseph Barnes	\$50,600.00
Brian Bergstrom	\$67,000.00
Robert Bishop	\$70,840.00
Rachel Boone	\$38,004.00
Elyse Brouillette	\$33,902.00
Scott Brown	\$96,140.00
Clinton Brown	\$93,000.00

Brody Busho	\$41,880.00
Cody Caldwell	\$44,528.00
Nicole Cirillo	\$75,190.00
Caylee Costello	\$32,448.00
Hailey Cowles	\$39,432.00
Woodrow Dahl	\$37,448.00
Marc Davis	\$44,000.00
Blake Day	\$57,178.00
Rodney DeHaven	\$68,706.00
Jeffrey Drietz	\$32,448.00
Jason Eck	\$80,000.00
C Eidsness	\$93,000.00
Jeffrey Eisenbaum	\$52,129.00
David Ellis	\$45,540.00
Tyler Glidden	\$40,480.00
Brian Grunzke	\$41,521.00
Damion Hahn	\$160,000.00
Eric Hanenberger	\$51,109.00
Justin Hansen	\$32,627.00
Benjamin Heinze	\$60,720.00
Eric Henderson	\$86,020.00
Kathleen Heylens	\$71,849.00
Jeff Holm	\$85,901.00
Jason Hove	\$52,071.00
Douglas Humphrey	\$64,768.00
Daniel Jackson	\$57,000.00
Andrew Janssen	\$40,480.00
Michael Jewett	\$74,000.00
Aaron Johnston	\$235,000.00
Charles Klinkefus	\$86,020.00
Tyler Lippert	\$38,718.00
Tamara Loban	\$48,938.00
Matthew Maher	\$96,140.00
Tyler Merriam	\$55,660.00
Nathan Moe	\$57,404.00
Mitchell Mormann	\$33,092.00
Mary Murphy	\$37,444.00
Thomas Otzelberger	\$350,000.00
Adam Parsons	\$38,004.00
James Rogers	\$63,000.00
Luke Schleusner	\$55,000.00
Michele Schmidt	\$38,060.00
Justin Sell	\$270,000.00
Jennifer Sell	\$43,812.00
Christian Smith	\$45,000.00
Andrew Sogn	\$37,182.00
David St John	\$51,109.00
John Stiegelmeier	\$255,000.00
Loran Strunk	\$37,444.00
Brock Thompson	\$62,744.00
Calli Tosney	\$37,444.00
Casey VanDamme	\$80,470.00
Kristi Villar	\$33,165.00
Curtis Weathers	\$80,000.00
Christi Williams	\$49,416.00
Krista Wood	\$71,932.00
Sally Gillman	\$74,578.00

Kirsten Linke	\$44,301.00
Briana Litz	\$43,055.00
Derek Schmidt	\$42,863.00
Rusty Wienk	\$54,359.00
Greg Wymer	\$77,399.00
Tianna Beare	\$62,860.00
Maggie Minett	\$62,775.00
Bonny Specker	\$180,665.00
Jianli Qi	\$45,759.12
Christina Lind-Thielke	\$36,981.69
Lisa Marotz	\$57,865.00
Cynthia Pfennig	\$49,596.00
Christopher Schlenker	\$48,149.00
Jessica Rients	\$46,000.00
Peter Bauman	\$77,447.00
Peter Bergmann	\$34,658.37
James Doyle	\$53,582.00
Sean Kelly	\$53,582.00
Ann Zurbriggen	\$33,612.15
Amanda Mitchell	\$67,485.00
Jeren Vanduch	\$46,212.00
Xiangming Guan	\$143,885.00
Nathan Bylander	\$48,096.00
Suzanne Fierstine	\$52,503.00
Mary Fishback	\$55,730.00
Daniel Hansen	\$127,083.00
Asha Hertler	\$48,096.00
Jane Mort	\$212,500.00
Tiffany Niemann	\$43,533.56
Michelle Parker	\$57,471.00
Kyle Schaefer	\$44,650.00
Bernard Hendricks	\$84,777.00
Justin Goetz	\$76,321.00
Tracy Greene	\$148,004.00
Shana Harming	\$70,901.00
Jessica Huyck	\$49,482.25
Jamison Lamp	\$51,714.00
Nicole Picconi	\$46,000.00
Linda Schumacher	\$56,782.91
Karyn Weber	\$94,052.00
Robert Carlson	\$70,671.00
Doug Odegaard	\$50,605.43
Vicki Soren	\$64,520.00
Joyce Kepford	\$69,577.00
James Doolittle	\$160,422.00
Pamela Adler	\$44,304.00
Carolyne Hart	\$43,566.00
Jodi Lundgren	\$48,353.00
Lisa Scholten	\$51,040.00
Mary Verschoor	\$94,242.00
Andrew Peterson	\$59,833.00
Gregory Vavra	\$66,443.00
Karla Trautman	\$126,028.00
Bruce Anderson	\$54,498.00
Lowell Haag	\$48,746.00
Erica Quam	\$45,000.00
Brian Stemwedel	\$42,356.00

Donna Dunn	\$45,584.00
Meghan McLaughlin	\$42,980.00
Janet Peterson	\$77,500.00
Jolane Tomhave	\$75,500.00
Kimberly Yunginger	\$54,920.00
Karin Burdick	\$30,985.00
Morgan Catlett-Ausborn	\$42,863.00
Russel Chavez	\$60,803.00
April Eastman	\$64,071.00
Connie Johnson	\$39,050.00
Craig Jucht	\$79,981.00
Amber Morseau	\$42,023.00
Douglas Wermedal	\$120,401.00
Michaela Willis	\$167,310.00
Florencio Aranda	\$45,579.00
Samantha Contarino	\$48,095.00
Emily Crooks	\$34,508.00
Carl Douglas	\$93,255.00
Nancy Hartenhoff-Crooks	\$50,719.00
Jordan Hilbert	\$30,378.00
Jeffrey Vostad	\$51,288.00
Kas Williams	\$49,110.00
Stephanie Brown	\$49,146.00
Kayla Bucknell	\$50,655.00
Sherry Fuller Bordewyk	\$70,356.00
Georgia Groeneweg	\$42,000.00
Adam Karnopp	\$64,992.00
Jennifer Novotny	\$93,209.00
Jerad Schlobohm	\$43,876.00
Adam Skoglund	\$51,342.00
Keith Skogstad	\$63,153.00
Susan Smith	\$53,980.00
Mary Stock	\$49,122.00
Matthew Tollefson	\$49,146.00
Mark Venhuizen	\$56,962.00
Vance Owens	\$143,741.00
Kristine Brockhoft	\$42,496.00
Rachel Busmann	\$57,672.00
Elizabeth Mayrose	\$37,413.00
Kimberlie Goodfellow	\$72,097.00
Linda Burdette	\$125,115.00
Kathleen Fitzgerald-Ellis	\$49,130.00
Barbara Hobbs	\$133,629.00
Trisha Horsley	\$126,500.00
Cassy Hultman	\$75,059.00
Laura Jacobs	\$51,216.00
Jacquelyn Kirby	\$47,735.00
Benjamin Moyer	\$48,653.00
Meghan Peterson	\$53,410.00
Cassi Severson	\$45,626.00
Todd Stricherz	\$79,874.00
Aaron Tonsager	\$60,494.00
Lois Tschetter	\$119,291.00
Camilla Veire	\$51,708.00
Christie Delfanian	\$50,398.00
Matt Halvorson	\$38,765.00
Andrea Kieckhefer	\$58,488.00

Michael Lockrem	\$126,250.00
Matthew Schmidt	\$51,301.00
Nicole Youmans	\$52,640.00
Kevin Brandt	\$86,425.00
Maria Kalyvaki	\$64,654.00
Brian Moore	\$67,003.00
Amber Healy	\$57,500.00
Samantha Tutt	\$51,000.00
Bryan Bisson	\$51,294.00
Brian Dominguez	\$43,573.00
Daniel Gissing	\$27,795.00
Christina Kaberline	\$63,347.00
Joshua Maples	\$28,141.00
Andrea Mayrose	\$27,569.00
Margaret Miller	\$43,128.00
Eric Miner	\$27,569.00
Rebecca Peterson	\$91,091.00
James Schmaedeke	\$54,535.00
Nicholas Shirley	\$27,582.00
Tobias Uecker	\$56,372.00
Dylan Walker	\$27,040.00
Brooke Walker	\$27,809.00
Timothy Heaton	\$85,008.00
Michael Kilber	\$61,182.00
Michael Adelaine	\$186,850.00
Wendy Craddock	\$78,099.00
Ronnie Straub	\$65,162.00
Jerrell Kelly	\$37,485.00
Shari Landmark	\$73,086.00
Carson Petersheim	\$38,491.00
Mariah Weber	\$44,281.00
Brenda Andersen	\$96,289.00
Karla Anderson	\$45,487.00
Polly Davis	\$38,210.00
Gabriel Hertler	\$38,191.00
Janae Jacobsen	\$67,332.00
Carrie Jorgensen	\$37,262.00
Tamara Lunday	\$70,901.00
Jessica McLaughlin	\$38,080.00
Darci Nichols	\$62,069.00
Lindsay Olson	\$62,540.00
Gregory Wasberg	\$36,531.00
Kristi Cammack	\$126,500.00

PZRSPMT South Dakota Board of Regents
 South Dakota State University
 FY19 Unit Faculty Salary Analysis
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Name	Salary
-----	-----
Gary Anderson	\$74,827.00
Aaron Franzen	\$76,000.00
ZhengRong Gu	\$85,117.00

Rachel McDaniel	\$83,144.00
John McMaine	\$82,672.00
Kasiviswanathan Muthukuma	\$110,886.00
Douglas Prairie	\$70,843.00
Todd Trooien	\$92,699.00
Nicholas Ulk	\$64,257.00
Lin Wei	\$76,891.00
Shaukat Ali	\$72,184.00
John Ball	\$92,801.00
Arvid Boe	\$93,661.00
Rhoda Burrows	\$77,764.00
Emmanuel Byamukama	\$73,506.00
Melanie Caffé	\$83,405.00
David Clay	\$101,562.00
Sharon Clay	\$106,603.00
Anne Fennell	\$99,000.00
Billy Fuller	\$70,391.00
Hani Ghosheh	\$64,802.00
Karl Glover	\$86,832.00
Jose Gonzalez Hernandez	\$80,922.00
Christopher Graham	\$70,402.00
David Graper	\$89,058.00
Xingyou Gu	\$86,802.00
Jose Guzman	\$76,972.00
Paul Johnson	\$74,450.00
Peter Kovacs	\$77,218.00
Sandeep Kumar	\$83,394.00
Marie Langham	\$76,291.00
Qin Ma	\$85,354.00
Febina Mathew	\$76,532.00
Thandiwe Nleya	\$61,652.00
Brett Owens	\$56,375.00
Cheryl Reese	\$68,043.00
Sunish Kumar Sehgal	\$83,227.00
Senthil Subramanian	\$80,374.00
Adam Varenhorst	\$77,411.00
Howard Woodard	\$80,779.00
Jixiang Wu	\$78,185.00
Diego Diel	\$89,294.00
Jane Hennings	\$46,587.00
Larry Holler	\$103,530.00
David Knudsen	\$113,210.00
Dale Miskimins	\$103,366.00
Angela Pillatzki	\$113,824.00
Joy Scaria	\$89,677.00
Alan Young	\$101,936.00
Amanda Blair	\$84,561.00
Jeffrey Clapper	\$77,554.00
Michael Gonda	\$78,226.00
Judson Grubbs	\$71,828.00
Jeffrey Held	\$88,542.00
Brady Jensen	\$56,140.00
Crystal Levesque	\$76,741.00
Kenneth Olson	\$79,521.00
George Perry	\$85,401.00
Benoit St Pierre	\$70,513.00
Robert Thaler	\$97,624.00

Keith Underwood	\$78,023.00
Julie Walker	\$79,565.00
Tofuko Woyengo	\$73,618.00
Cody Wright	\$83,077.00
Robert Arlt	\$55,452.00
Jessica Garcia Fritz	\$64,440.00
Federico Garcia Lammers	\$64,292.00
Brian Lee	\$59,482.00
Charles Macbride	\$86,991.00
Fang Xu	\$55,452.00
Donald Auger	\$87,511.00
Bruce Bleakley	\$76,015.00
Heike Bucking	\$99,119.00
Nicholas Butzin	\$75,847.00
Andrew Ellis	\$51,805.00
Charles Fenster	\$103,055.00
Michael Hildreth	\$98,925.00
Anne-Marie Hoskinson	\$72,656.00
James Ladonski	\$52,948.00
Kristin Lenertz-Kersey	\$52,806.00
Wanlong Li	\$76,520.00
Feng Li	\$108,739.00
Jaime Lopez	\$75,872.00
Shin-Yi Marzano	\$73,745.00
Terry McCutcheon	\$51,027.00
Jessica Mediger	\$53,311.00
Mark Messerli	\$74,920.00
Madhav Nepal	\$79,318.00
Mandy Orth	\$51,075.00
Scott Pedersen	\$92,198.00
Samson Smith	\$51,852.00
Isaac Vroman	\$50,961.00
Xiuqing Wang	\$87,617.00
Randall Warren	\$52,496.00
Yajun Wu	\$79,590.00
Yang Yen	\$90,536.00
Ruanbao Zhou	\$111,294.00
Suvobrata Chakravarty	\$74,372.00
Jihong Cole-Dai	\$100,478.00
Darci Fink	\$73,818.00
Nicole Grove	\$69,036.00
Tanya Gupta	\$73,120.00
Fathi Halaweish	\$97,321.00
Adam Hoppe	\$83,711.00
Surtaj Iram	\$73,241.00
Melody Jewell	\$81,867.00
Julie Leibold	\$57,694.00
Brian Logue	\$97,175.00
Sara Madsen	\$82,496.00
Matthew Miller	\$81,254.00
Jay Shore	\$75,273.00
Severine Van Slambrouck	\$74,068.00
Marla Williams	\$55,017.00
Cheng Zhang	\$77,442.00
Rouzbeh Ghabchi	\$81,888.00
Zachary Gutzmer	\$62,846.00
Guanghai Hua	\$92,956.00

Allen Jones	\$100,676.00
Kyungnan Min	\$61,642.00
Junwon Seo	\$83,461.00
Mostafa Tazarv	\$84,424.00
Francis Ting	\$109,271.00
Byron Garry	\$85,744.00
Yilei Huang	\$75,414.00
Ekaterina Koromyslova	\$82,001.00
Huitian Lu	\$100,986.00
Janet Merriman	\$68,726.00
Robert Miller	\$63,798.00
Norma Nusz	\$68,597.00
Jason Prout	\$50,135.00
Carrie Steinlicht	\$79,751.00
Albena Yordanova	\$66,848.00
Axton Betz-Hamilton	\$66,794.00
Cody Christensen	\$72,256.00
Kimberly Gustafson	\$59,203.00
Wookjae Heo	\$66,252.00
Anne-Marie Junker	\$46,260.00
Xu Li	\$78,904.00
Nancy Lyons	\$68,614.00
Kunsoon Park	\$74,519.00
Julie Tkach	\$59,163.00
Valerie Albert	\$47,789.00
Andrea Bjornestad	\$64,281.00
Staci Born	\$63,575.00
Hande Briddick	\$72,006.00
William Briddick	\$71,276.00
Christin Carotta	\$65,706.00
Ann Daniels	\$82,616.00
Alan Davis	\$89,412.00
Melissa Granum	\$40,464.00
Amy Holm	\$40,629.00
Teri Johnson	\$46,793.00
Amber Letcher	\$73,247.00
Natalie Mook	\$40,629.00
Amy Pedersen	\$43,529.00
Kristine Ramsay Seaner	\$61,906.00
Katelyn Romsa	\$63,641.00
Bonnie Shinn	\$42,504.00
Sanjeev Anand	\$83,204.00
Jill Anderson	\$77,907.00
Howard Bonnemann	\$59,961.00
Srinivas Janaswamy	\$77,660.00
Padmanaban Krishnan	\$94,689.00
Sergio Martinez Monteagud	\$72,037.00
Johan Osorio Esteves	\$72,027.00
Maristela Rovai	\$73,533.00
Chunyang Wang	\$102,091.00
Thomas Clark	\$64,434.00
David Davis	\$112,939.00
Matthew Diersen	\$105,653.00
Victoria Dubbelde	\$72,706.00
Lisa Elliott	\$81,148.00
Matthew Elliott	\$79,324.00
Curtis Gustafson	\$95,139.00

Barbara Heller	\$70,199.00
Hailong Jin	\$97,635.00
Myoung Gin Keay	\$97,055.00
Deepthi Kolady	\$81,301.00
Elijah Kosse	\$65,659.00
George Langelett	\$109,779.00
Andrea Leschewski	\$80,557.00
Ryan McKnight	\$76,045.00
Jamie O'Brien	\$103,511.00
David Palmer	\$75,000.00
Annaleena Parhankangas	\$156,652.00
Anna Sadovnikova	\$116,282.00
Joseph Santos	\$119,221.00
Craig Silvernagel	\$106,506.00
Pei-Yu Sun	\$141,644.00
Nacasius Ujah	\$153,619.00
Everhardus Van der Sluis	\$107,058.00
Zhiguang Wang	\$112,110.00
Tong Wang	\$83,865.00
Darin Wipf	\$70,969.00
Jerry Cooley	\$45,691.00
Robert Fourney	\$90,906.00
Kenneth Gamradt	\$68,350.00
Timothy Hansen	\$90,025.00
Steven Hietpas	\$104,880.50
Paula Kurtenbach	\$58,617.00
Yi Liu	\$96,904.00
Cory Mettler	\$69,331.00
Zhen Ni	\$88,719.00
Qiquan Qiao	\$144,464.00
Alireza Salehnia	\$100,126.00
Sung Shin	\$133,843.00
Songxin Tan	\$89,453.00
Reinaldo Tonkoski	\$98,235.00
Kwanghee Won	\$80,364.00
Yue Zhou	\$87,721.00
Randi Anderson	\$41,981.00
Paul Baggett	\$65,730.00
Nicole Biever	\$40,912.00
Laurie Ferrell	\$40,350.00
Nicole Flynn	\$66,132.00
Darin Halvorsen	\$45,637.00
Gwen Horsley	\$41,160.00
Lynn Hublou	\$46,947.00
Amber Jensen	\$42,739.00
Michael Keller	\$94,459.00
Jennifer Kluck	\$40,967.00
Lisa Madsen	\$47,927.00
Katherine Malone	\$60,159.00
April Myrick	\$44,724.00
Michael Nagy	\$59,883.00
Nathan Serfling	\$43,646.00
Sharon Smith	\$66,293.00
Stephen Snyder	\$41,081.00
Christine Stewart	\$71,666.00
Steven Wingate	\$66,496.00
Dapeng Li	\$65,735.00

Darrell Napton	\$95,037.00
Jamie Spinney	\$64,228.00
George White	\$85,769.00
Rasmus Houborg	\$98,160.00
David Roy	\$147,692.00
Xiaoyang Zhang	\$124,723.00
Victoria Britson	\$100,834.00
Janice Conlee	\$67,652.00
Kay Foland	\$79,954.00
Polly Hulme	\$103,339.00
Mary Isaacson	\$73,555.00
Sheryl Marckstadt	\$69,079.00
Thomas Stenvig	\$90,203.00
Michele Christian	\$72,835.00
Jason Curtis	\$64,626.00
Elizabeth Fox	\$80,922.00
Linda Kott	\$61,614.00
Mary Kraljic	\$101,619.00
Lisa Lindell	\$81,358.00
Nancy Marshall	\$72,672.00
Karlyn Schumacher	\$50,420.00
Morgan Sederburg	\$60,501.00
Bradley Bowser	\$72,080.00
Christopher Comstock	\$52,064.00
Moul Dey	\$102,774.00
Elizabeth Droke	\$69,013.00
Mary Gengler	\$56,457.00
September Kirby	\$61,214.00
Hung-Ling Liu	\$65,056.00
Lacey McCormack	\$66,128.00
Jessica Meendering	\$81,636.00
Tracy Nelson	\$55,644.00
Bernadette Olson	\$69,350.00
Cydne Perry	\$64,688.00
Trevor Roiger	\$59,145.00
Bryan Romsa	\$65,042.00
Igor Sergeev	\$80,344.00
Gary Van Guilder	\$73,053.00
Mary Zwart	\$56,082.00
Evren Celik Wiltse	\$73,156.00
Lisa Hager	\$64,729.00
Christopher Hummel	\$54,368.00
Arthur Murphy	\$65,901.00
Gregory Peterson	\$82,314.00
Dale Potts	\$63,314.00
George Tsakiridis	\$47,061.00
Charles Vollan	\$68,076.00
David Wiltse	\$67,112.00
Graham Wrightson	\$58,477.00
Ross Abraham	\$87,371.00
Wendy Ahrendsen	\$43,850.00
William Alsaker	\$42,949.00
Alvin Bahr	\$42,791.00
Matthew Biesecker	\$74,675.00
Thomas Brandenburger	\$104,536.00
Joseph Christensen	\$41,447.00
Sarah Clark	\$45,597.00

Rebecca Diischer	\$48,728.00
Gemechis Djira	\$90,226.00
Rong Fan	\$58,119.00
Xijin Ge	\$103,182.00
Carri Hales	\$47,384.00
Gary Hatfield	\$84,944.00
Kelly Huls	\$41,607.00
John Jasper	\$72,924.00
Young-Hee Ji	\$42,003.00
Dan Kemp	\$105,755.00
Jung-Han Kimn	\$67,586.00
Christine Larson	\$95,944.00
Semhar Michael	\$82,646.00
Cedric Neumann	\$95,163.00
Christopher Saunders	\$98,770.00
Daniel Schaal	\$100,273.00
Robert Schmidt	\$90,206.00
Erin Ulvestad	\$45,169.00
Donald Vestal	\$75,769.00
Sharon Vestal	\$77,864.00
LeAnn Werner	\$42,932.00
William Bloxsom	\$67,722.00
Marco Ciarcia	\$83,535.00
Jeffrey Doom	\$86,162.00
Stephen Gent	\$93,895.00
Christina Gerometta	\$67,952.00
Zhong Hu	\$101,217.00
Todd Letcher	\$86,987.00
Gregory Michna	\$93,293.00
Doang Nguyen	\$83,540.00
Douglas Peters	\$65,141.00
Anamika Prasad	\$86,856.00
Michael Twedt	\$74,790.00
John Versteeg	\$68,482.00
Luiza Adamyan	\$45,316.00
Jose Alvarez	\$58,579.00
Marie-Pierre Baggett	\$79,568.00
Molly Enz	\$66,834.00
Macarena Escondrillas	\$46,797.00
Luz Kirschner	\$56,187.00
Maria Ramos-Garcia	\$78,442.00
Eckhard Rolz	\$80,959.00
Maria Spitz	\$61,657.00
Michael Brown	\$85,535.00
Brian Graeb	\$76,568.00
Jonathan Jenks	\$98,784.00
Kent Jensen	\$73,982.00
Patricia Johnson	\$90,818.00
Carol Johnston	\$129,030.00
Maribeth Latvis	\$70,323.00
Alan Leffler	\$71,780.00
Lora Perkins	\$75,378.00
Alexander Smart	\$89,033.00
Lan Xu	\$89,085.00
Wenfeng An	\$97,527.00
Gudiseva Chandrasekher	\$88,535.00
Hesham Fahmy	\$91,510.00

Jayarama Gunaje	\$88,297.00
Shafiqur Rahman	\$103,399.00
Joshua Reineke	\$82,855.00
Teresa Seefeldt	\$89,939.00
Hemachand Tummala	\$99,693.00
Stephanie Jacobson	\$52,931.00
April Nelsen	\$53,447.00
Geoffrey Bonvallet	\$74,793.00
Larry Browning	\$99,056.00
Yung Huh	\$91,520.00
Parashu Kharel	\$71,929.00
William Matson	\$55,775.00
Robert McTaggart	\$79,004.00
Judy Vondruska	\$73,061.00
Tyler Miller	\$75,062.00
Brady Phelps	\$89,912.00
Pirita See	\$54,713.00
Debra Spear	\$88,375.00
Sarah Thimsen	\$54,240.00
Jennifer Anderson	\$66,833.00
Andrea Carlile	\$43,910.00
Rocky Dailey	\$65,062.00
James Helland	\$59,127.00
Karla Hunter	\$66,564.00
Barbara Kleinjan	\$44,229.00
Rebecca Kuehl	\$67,019.00
Roxanne Lucchesi	\$83,493.00
Mary Jo Nesmith	\$57,665.00
Tammy Bashore	\$61,333.00
Diana Behl	\$63,235.00
Donald Burger	\$70,284.00
Leda Cempellin	\$68,836.00
Joungyun Choi	\$59,218.00
Shannon Frewaldt	\$20,204.00
Richard Hardin	\$62,235.00
Matthew James	\$66,649.00
Young AE Kim	\$87,315.00
Beverly Krumm	\$54,364.00
Angela McKillip	\$67,921.00
Peter Reichardt	\$56,474.00
Mark Stemwedel	\$55,008.00
Scott Wallace	\$76,059.00
Molly Wicks	\$49,967.00
Dallas Willman	\$60,667.00
John Brawand	\$55,249.00
Don Crowe	\$78,311.00
Laura Diddle	\$75,131.00
Melissa Hauschild-Mork	\$60,714.00
Kevin Kessler	\$52,440.00
Anthony Lis	\$76,536.00
Chalon Ragsdale	\$59,593.00
Andrew Robinette	\$55,389.00
Corey Shelsta	\$69,293.00
Emily Toronto	\$70,696.00
John Walker	\$71,044.00
Jacob Wallace	\$58,088.00
Michael Walsh	\$57,644.00

Lonnie Wilburn	\$62,087.00
William Wood	\$63,031.00
Tammy Yonce	\$58,423.00
Patricia Ahmed	\$52,949.00
Syed Maaz Gardezi	\$65,390.00
Cheryl Hartman	\$53,338.00
Candace May	\$63,304.00
Meredith Redlin	\$91,983.00
Jessica Schad	\$63,817.00
Marlene Schulz	\$46,548.00
Julie Yingling	\$65,403.00
Weiwei Zhang	\$93,965.00
Katherine Bertolini	\$66,997.00
Mary Bowne	\$68,081.00
Susanne Brokmeier	\$49,943.00
Kay Cutler	\$82,638.00
Anthony Durr	\$62,730.00
Laura Gloege	\$44,144.00
Nicole Graves	\$64,699.00
Patrick Hales	\$63,211.00
Laura Hasselquist	\$68,350.00
Jennifer Kampmann	\$66,630.00
Dan Stluka	\$41,497.00
Andrew Stremmel	\$58,546.00
Lynda Venhuizen	\$46,758.00
Peter White	\$65,190.00
Alham Abuatiq	\$75,643.00
Susan Bassett	\$41,159.00
Carol Birch	\$69,064.00
Caitlyn Bosch	\$61,722.00
Robin Brown	\$74,576.00
Anne Buttolph	\$68,861.00
Nicole Carlson	\$57,223.00
Paula Carson	\$81,933.00
Tiffany Cross	\$55,068.00
Cynthia Elverson	\$82,389.00
Karin Emery	\$68,011.00
Becka Foerster	\$63,873.00
Theresa Garren-Grubbs	\$62,407.00
Karla Hanson	\$59,573.00
Lori Hendrickx	\$111,459.00
Erika Huber	\$60,647.00
Mary Beth Johnson	\$65,494.00
Ruth Klawiter	\$57,322.00
LeAnn Lamb	\$67,042.00
Cristina Lammers	\$73,954.00
Amanda Mehlhaff	\$60,394.00
Heidi Mennenga	\$85,397.00
Sarah Mollman	\$65,468.00
Lyncee Monson	\$72,877.00
Sandra Mordhorst	\$66,224.00
Marylou Mylant	\$104,874.00
Jody Ness	\$61,247.00
Morgan Newman	\$61,622.00
Elizabeth Pasquariello	\$62,484.00
Heidi Pelzel	\$71,914.00
Christina Plemmons	\$101,954.00

Brandi Pravecek	\$62,609.00
Annette Ray	\$68,263.00
Janice Schardin	\$75,273.00
Danielle Schievelbein	\$74,410.00
Allyson Stromer	\$60,000.00
Mary Vockrodt	\$59,058.00
Jo Voss	\$86,614.00
Megan Watson	\$60,922.00
Venita Winterboer	\$79,107.00
Alyssa Zweifel	\$75,367.00
Gregory Howard	\$65,116.00
Christopher Chase	\$114,539.00
Russell Daly	\$99,831.00
Alan Erickson	\$91,572.00

PZRSPMT South Dakota Board of Regents
 South Dakota State University
 FY19 Non-Unit Faculty Salary Analysis 08/27/2018 16:30:36
 Version : 060916.1

Name	Salary
-----	-----
Van Kelley	\$57,460.00
Van Kelley	\$32,010.00
Van Kelley	\$39,381.00
E Turnipseed	\$115,622.00
David Wright	\$122,772.00
David Wright	\$37,823.00
Eric Nelson	\$66,394.00
Eric Nelson	\$64,751.00
Joseph Cassady	\$94,224.00
Joseph Cassady	\$66,720.00
Rosemarie Nold	\$60,649.00
Rosemarie Nold	\$53,818.00
Ryan Samuel	\$73,620.00
Brian Rex	\$39,896.00
Brian Rex	\$101,101.00
Volker Brozel	\$80,342.00
Volker Brozel	\$62,923.00
Radhey Kaushik	\$58,201.00
Radhey Kaushik	\$51,164.00
Dan Wang	\$72,955.00
Douglas Raynie	\$58,791.00
Douglas Raynie	\$49,591.00
Suzette Burckhard	\$36,615.00
Suzette Burckhard	\$94,981.00
Christopher Schmit	\$38,959.00
Christopher Schmit	\$99,995.00
Nadim Wehbe	\$62,776.00
Nadim Wehbe	\$115,877.73
Teresa Keys Hall	\$75,161.00
Teresa Keys Hall	\$41,683.00
Teresa Keys Hall	\$41,682.00
Jay Trenhaile	\$62,321.00

Jay Trenhaile	\$53,877.00
Lloyd Metzger	\$112,177.00
Vikram Mistry	\$90,770.00
Vikram Mistry	\$57,126.00
Eluned Jones	\$130,382.00
Eluned Jones	\$40,640.00
Nicole Klein	\$66,510.00
Nicole Klein	\$60,590.00
George Hamer	\$94,465.00
George Hamer	\$35,322.00
Jason McEntee	\$64,499.00
Jason McEntee	\$56,042.00
Robert Watrel	\$73,507.00
Lin Yan	\$71,276.00
Robin Arends	\$72,667.00
Nicole Gibson	\$72,385.00
Mary Nissen	\$84,576.00
Mary Caspers-Graper	\$26,256.00
Mary Caspers-Graper	\$85,295.00
Kendra Kattelmann	\$79,340.50
Kendra Kattelmann	\$75,895.50
William Prigge	\$20,738.00
William Prigge	\$75,292.00
Eunhee Chang	\$17,710.00
Kurt Cogswell	\$99,078.00
Kurt Cogswell	\$51,694.00
Donna Flint	\$34,393.00
Donna Flint	\$90,508.00
Deborah Leiferman	\$13,048.00
Kurt Bassett	\$115,592.00
Kurt Bassett	\$44,713.00
Sarah Michna	\$33,302.00
Christine Garst-Santos	\$71,289.00
Michele Dudash Fenster	\$46,070.00
Michele Dudash Fenster	\$107,249.00
Nels Troelstrup	\$65,875.00
Nels Troelstrup	\$58,837.00
Omathanu Perumal	\$42,846.00
Omathanu Perumal	\$102,981.00
Jennifer Ball	\$107,677.00
Jordan Baye	\$104,347.00
Joseph Berendse	\$105,247.00
James Clem	\$43,630.00
James Clem	\$103,442.00
Jeremy Daniel	\$107,677.00
Janet Fischer	\$136,533.00
Chamika Hawkins-Taylor	\$107,722.00
William Hayes	\$116,532.00
Amy Heiberger	\$107,805.00
Jodi Heins	\$38,083.00
Jodi Heins	\$100,235.00
Thaddaus Hellwig	\$121,006.00
Wendy Jensen Bender	\$133,595.00
John Kappes	\$116,641.00
Kazuhiko Kido	\$106,698.00
Kyle LaPorte	\$104,233.00
Brad Laible	\$133,338.00

Michael Lemon	\$133,572.00
Kimberly Messerschmidt	\$134,073.00
Brittney Meyer	\$116,705.00
Alex Middendorf	\$107,677.00
Stacy Peters	\$116,793.00
Sharrel Pinto	\$144,800.00
Deidra Sinner Van Gilder	\$117,876.00
Joey Strain	\$133,288.00
Kari Taggart	\$106,736.00
Emily Van Klompenburg	\$105,247.00
Rebecca Martin	\$72,441.00
Kristofer Kracht	\$24,288.00
John Ackman	\$81,361.00
Anna DeGraff	\$21,992.00
Paul Reynolds	\$88,935.00
Paul Reynolds	\$34,286.00
Mary Walker	\$21,035.00
Mary Emery	\$57,723.00
Mary Emery	\$67,057.00
Beverly Cassady	\$33,356.26

PZRSPMT

South Dakota Board of Regents

University of South Dakota

FY19 Non-Faculty Exempt Salary Analysis

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Name	Salary
Kristine Brady	\$52,006.39
Kristine Brady	\$3,058.92
Clinton Dodge	\$39,003.04
Clinton Dodge	\$10,243.23
Kasandra Girard	\$45,046.00
Holly Haddad	\$42,839.65
Holly Haddad	\$3,370.97
Heather Johnson	\$56,067.73
Heather Johnson	\$2,628.22
John Kidney	\$39,256.68
John Kidney	\$2,254.32
David Lorenz	\$27,110.84
Sara Mart	\$50,310.05
Sara Mart	\$3,412.12
Gina O'Connor	\$40,598.50
Brittany Schultz	\$40,627.37
Brittany Schultz	\$3,841.19
Stephen Ward	\$75,801.70
Sarah Wittmuss	\$45,450.00
Michelle Brunick	\$111,296.80
Janet Koehn	\$66,579.20
Justin Noehren	\$63,630.00
Nicholas Cerny	\$60,840.00
Erin Chapman	\$48,190.23
Brookney Delgado	\$41,847.02
Ryan Larson	\$46,262.44

Brett Mockler	\$52,185.50
Connor Peterson	\$39,469.62
Joseph Rainboth	\$49,794.70
Brittany Sage	\$51,634.26
Ashlin Schoenfelder	\$38,802.88
Kody Thompson	\$45,859.90
Danielle Vanderlei	\$39,546.68
Travis Vlasman	\$77,503.80
Amy Orr	\$48,588.00
Kelly Everding	\$68,500.00
Craig Franken	\$82,710.00
Debra Jorgensen	\$56,350.00
Brian Limoges	\$85,000.00
Robert Oehler	\$132,256.00
Ronald Thon	\$87,920.74
Emily Meier	\$55,205.21
Mark Dahlhoff	\$93,400.00
Darby Ganschow	\$82,570.00
Wasila Dahdul	\$57,412.57
Brent Anderson	\$74,316.52
Berit Foss	\$63,031.25
Aaron Harmon	\$75,637.50
Erin Harmon	\$75,021.31
Sujan Lamichhane	\$47,903.75
Na Li	\$48,089.00
Jamie Butler	\$40,950.27
Shannon Nelson	\$35,243.10
Nicole Saue	\$41,956.55
Scott Miller	\$72,000.00
Matthew Beach	\$66,514.56
Derek Moeller	\$50,925.21
Keith Deibert	\$88,557.51
Jeffrey Eckhoff	\$107,490.32
Kimberly Albracht	\$43,000.00
Mark Maxon	\$55,440.00
Soren Peterson	\$43,451.50
Virginija Wilcox	\$40,925.25
Bridget Amundson	\$42,776.26
Kristine Bollig	\$51,000.00
Tova Eggerstedt	\$52,445.36
Mary Fitzpatrick	\$55,695.02
John Johnson	\$63,583.59
Richard Kiefer-O'Donnell	\$90,770.82
Stephanie Krusemark	\$42,177.92
Jonathon Medrano	\$56,000.00
Rose Moehring	\$57,612.79
Wendy Parent-Johnson	\$162,255.08
Kurt Schiferl	\$48,411.10
Leslie Stusiak-Drew	\$50,000.00
Jonathan Wallner	\$48,000.00
Jim Warne	\$61,875.00
Shannon Beller	\$55,000.00
Angela Jackson	\$56,484.58
Darin Jerke	\$61,217.19
Bruce Kelley	\$99,820.64
Eric Mosterd	\$99,630.07
Aravind Baride	\$47,500.00

Clinton Gray	\$53,133.05
Dawna Andersen	\$45,704.00
Michael Kruger	\$198,352.00
Michael Kruger	\$24,288.00
John Volbrecht	\$60,510.00
Derek Zomer	\$39,000.00
Linda Anderson	\$80,364.76
Larry Schou	\$139,737.20
Katherine Skelly	\$50,000.00
Michael Card	\$145,546.46
Brandice Durham	\$73,672.65
Shannon Fairholm	\$47,500.00
Luke Hayes	\$46,982.86
Gina Mockler	\$60,628.28
Stacey O'Connor	\$52,000.00
Wendy Thorson	\$41,000.00
Constance Birgen	\$57,681.11
Elizabeth Hughes	\$49,000.00
Debra Robertson	\$74,412.12
Benjamin Severson	\$35,280.00
Michele Turner	\$47,975.00
Jason Kemnitz	\$95,818.71
Nedd Brown	\$140,000.00
Cherise Dunn	\$55,000.00
June Larson	\$149,609.19
Michael Lawler	\$207,511.25
Carrie Sanderson	\$116,408.75
Devon Hamlyn	\$46,437.00
Valeriy Kozmenko	\$37,196.34
Valeriy Kozmenko	\$148,787.37
Shane Schellpfeffer	\$94,388.25
Brian Wallenburg	\$55,996.87
Suzanne Reuter	\$112,919.00
Jamie Bushman	\$50,600.00
Eduardo Callegari	\$66,751.93
Luci Drapeau	\$48,070.00
Donis Drappeau	\$39,284.32
Kelene Fercho	\$59,708.00
Jessica Freeling	\$62,430.12
Jizhi Ge	\$48,463.30
Rajeshwary Ghosh	\$50,819.16
Heather Hajovsky	\$33,331.50
Dana Hansen	\$24,102.55
Andrea Herrera	\$47,975.00
Shannon Hirsch	\$48,758.75
Emily Kabeiseman	\$47,476.00
Zachary King	\$48,480.00
Megan Lewno	\$28,079.46
Xuefei Liu	\$62,000.00
Yanying Liu	\$48,070.00
Joshua McWhirt	\$15,374.76
Robin Miskimins	\$47,978.79
Robin Miskimins	\$143,935.86
Kimberly Morecraft	\$53,671.75
Maria Paez	\$32,637.00
Bo Pan	\$47,832.50
Sanam Sane	\$47,950.76

Monica Sathyanesan	\$37,046.04
Marie Severson	\$28,079.46
Penglong Wu	\$14,400.00
Peng Xiao	\$47,832.50
Susan Bak	\$65,676.19
Lori Hansen	\$112,778.58
Dawn Bragg	\$25,000.00
Dawn Bragg	\$175,000.00
Teresa Christensen	\$65,617.50
Nicole Plesec	\$49,047.53
Tim Ridgway	\$381,609.43
Heather Buckley	\$65,617.50
Matthew Simmons	\$112,516.92
Mary Nettleman	\$35,486.97
Mary Nettleman	\$548,044.24
Kathryn Flaten	\$55,522.50
Jared Heiden	\$70,780.00
Adam Rosheim	\$99,528.61
Ernetta Fox	\$80,948.50
Karen Gerety	\$45,955.00
Thalia Wilson	\$19,336.94
Diane Hall	\$42,322.28
Corolla Lauck	\$59,818.43
Michelle Rogge Gannon	\$44,010.61
Joanne Freidel	\$55,734.90
Valborg Kvigne	\$56,719.28
Brock Rops	\$65,289.75
Erin Srstka	\$27,637.50
Ann Emerson	\$72,189.73
Julie Halbur	\$92,542.55
Lindsay Miller	\$60,821.20
Carol Stevens	\$50,043.67
Ranjit Koodali	\$105,284.91
Brittany Wagner	\$52,624.00
Nathaniel Steele	\$68,976.00
Keith Thompson	\$48,050.00
Kacie Anderton	\$25,629.98
Joseph Barth	\$44,491.00
Mallory Behlers	\$33,238.00
Michelle Bye	\$17,070.35
Jennifer Dobney	\$25,291.00
Shelly Donahue	\$26,050.00
Mary Duncan	\$54,615.00
Courtney Eidem	\$21,535.00
Janel Even	\$34,768.00
Cynthia Gutzman	\$34,682.11
Mary Heiberger	\$30,528.00
Tasia Hofman	\$34,930.00
June Holoch	\$17,820.93
Melissa Knutson	\$34,050.00
Cindy Knutson	\$31,526.83
Katie Krieger	\$42,086.00
Christen Lacey	\$33,995.00
Bonita Manger	\$39,043.64
Cristi McClelland	\$35,087.00
Kali Mehlhoff	\$28,434.00
Nancy Miller	\$36,085.45

Anita Nelson	\$34,204.60
Kristin Nielson	\$27,636.00
Heidi Olson	\$17,644.00
Carrie Roberts	\$35,034.95
Ardis Semple	\$28,456.48
Karen Shade	\$29,422.87
Holly Solem	\$42,544.65
Carmen Stewart	\$64,848.45
Julie Viet	\$38,175.58
Rosann Weiss	\$37,689.74
Amanda Wharton	\$27,555.92
Travis Ahlers	\$42,058.56
Scott Breuninger	\$52,342.15
Scott Breuninger	\$29,335.91
Ashley Hartnett	\$57,000.00
Nathan Steussy	\$29,088.00
Jessa Waters	\$29,088.00
Emery Wasley	\$79,203.26
Daniel Daily	\$124,851.37
Samuel Herley	\$54,162.80
Gameli Ahelegbe	\$70,175.00
Alex Antonen	\$36,000.00
Robert Aurich	\$67,000.00
Brett Barnett	\$38,000.00
Bryan Boettcher	\$52,150.00
Atiba Bradley	\$60,500.00
Chase Christiansen	\$36,550.00
Bradley Davidson	\$82,000.00
Bruce Fischbach	\$62,525.00
Daniel Fitzsimmons	\$44,690.00
Jenna Freudenberg	\$55,000.00
David Herbster	\$168,998.35
Ryan Hilgemann	\$36,425.00
Aaron Horn	\$46,000.00
Leo Huber	\$80,000.00
Jeanette Hubert	\$60,001.00
Jason Jeschke	\$72,000.00
Kyle Joplin	\$40,000.00
Kristoffer Jorgensen	\$37,500.00
Casey Kasperbauer	\$30,000.00
Christopher Kaufman	\$37,525.00
Colby Keegan	\$38,000.00
Alfred Kruger	\$41,725.00
Ian Lackey	\$33,000.00
Todd Lee	\$265,000.00
William Lemke	\$35,000.00
Teivaskie Lewin	\$31,000.00
Jason Mahowald	\$59,294.43
Cletus McLeod	\$70,000.00
Derek Miles	\$52,665.00
David Milke	\$39,500.00
Brian Mohnsen	\$80,000.00
Robert Nielson	\$280,000.00
Phillip Ockinga	\$65,500.00
Jamie Oyen	\$73,650.00
Tyler Paopao	\$50,000.00
Dawn Plitzuweit	\$210,000.00

Andrew Prevost	\$56,400.00
Alexa Rudeen	\$32,200.00
Michael Runde	\$45,700.00
Theodore Schlafke	\$89,000.00
Albert Segal	\$48,000.00
Kylea Sheley	\$36,290.10
Austin Stroeh	\$33,000.00
Michelle Stumpff	\$35,435.00
Michael Thomas	\$65,000.00
Danielle Thu	\$31,000.00
Jenna Uher	\$33,000.00
Robert Wagner	\$62,000.00
Britni Waller	\$33,500.00
Mark Watson	\$60,500.00
David Williams	\$98,100.00
Leanne Williamson	\$81,000.00
Cameron Wilson	\$40,000.00
Susan Hackemer	\$67,747.05
Patrick Morrison	\$48,576.00
Ryan Nowack	\$53,477.00
Janet Fulk	\$65,000.00
Cathy Logue	\$23,615.98
Cathy Logue	\$55,104.37
Megan Carlson	\$49,179.67
Kimberly Lee	\$48,730.32
Howard Thomas	\$71,472.70
Diane Wirth	\$48,000.00
Elizabeth Schneider	\$50,570.25
Dennis Acrea	\$84,000.00
Margaret Banks	\$76,356.19
Margaret Banks	\$6,486.00
Margaret Banks	\$8,898.11
Sabine Klaus	\$74,339.00
Emanuele Marconi	\$10,000.00
Emanuele Marconi	\$61,239.00
Deborah Reeves	\$33,261.93
Deborah Reeves	\$37,849.00
Jeremy Aylward	\$65,017.62
Shelby Jepperson	\$44,374.00
Kevin Brady	\$54,932.41
Michele Seaton-Bertsch	\$41,683.97
Mary Berry	\$174,995.10
Rozzy Finn	\$62,568.52
Kevin O'Kelley	\$121,296.63
Ann Waterbury	\$62,989.82
Lisa Miller	\$52,877.12
John Cherry	\$48,041.74
Xianghua Meng	\$45,513.22
Wenzhao Wei	\$45,513.22
Gang Yang	\$51,202.00
Ilmira Dulyanova	\$42,479.01
Khara Iverson	\$75,000.00
Laura McNaughton	\$81,040.00
Lamont Sellers	\$95,950.00
Amanda Hansen	\$45,695.61
Chelsey Harrington	\$41,003.83
Dominique Lyon	\$48,939.46

McKenzy Raterman	\$42,504.00
Jennifer Thompson	\$71,292.93
Rekha Srinivasan	\$32,829.85
Donald Cuperus	\$87,032.00
Kellie Ecker	\$67,826.27
Bradley Fischer	\$75,164.88
Marcella Hurley	\$57,292.57
Mark Slade	\$80,097.90
James Whitcomb	\$56,634.80
Carole Cochran	\$54,989.75
De Vee Dykstra	\$161,382.02
Linda Halliburton	\$75,900.00
Amanda Hanson	\$50,600.00
Sean Hartnett	\$43,516.00
Carly Heard	\$71,700.20
Wesley Kelly	\$106,719.28
Chad Pinkelman	\$46,003.50
Laura Schoen Carbonneau	\$80,000.00
Kyle Schoenfelder	\$44,022.00
Angadipuram Venkatachalam	\$237,841.21
Donald Easton-Brooks	\$156,475.93
April Lee	\$35,000.00
Gary Archamboult	\$60,440.02
Kareen Dougherty	\$86,542.11
Belinda Engelhart	\$65,805.04
Laura Anderton	\$49,475.00
Katey Ulrich	\$37,370.00
Colleen Evans	\$76,335.10
Colleen Evans	\$3,121.76
Rebecca Jensen	\$39,598.78
Rebecca Jensen	\$2,351.36
Deborah Dodge	\$69,936.51
Kimberly Grieve	\$137,329.62
John Howe	\$81,331.54
Christine Leshner	\$42,420.00
Carlie Ness	\$40,400.00
Brooke Poppe	\$41,000.00
Megan Taylor	\$50,500.00
Carol Voss Ward	\$50,500.00
Cara Olson	\$41,410.00
Douglas Wagner	\$51,510.00
Pamela Berreth	\$31,352.13
Martha Miller	\$32,999.70
Becki Rosane	\$29,753.63
Lynelle Whitebull	\$34,891.89
Christopher Larson	\$23,000.00
Bethany Padron	\$37,650.65
Caitlin Borges	\$50,704.41
Marion Bluearm	\$56,197.76
Sheryl Scott	\$17,032.00
Gary Wald	\$31,352.13
Aaron Anthony	\$50,053.93
Mercedes Bergman	\$45,490.00
Sara Damjanovic	\$45,433.65
Anna Jankord	\$44,000.00
Jason Madsen	\$43,510.30
Jennifer Schelske	\$55,659.00

Audra Staebell	\$49,000.00
Adam Strenge	\$45,500.00
Nancy Wehrkamp	\$61,874.14
Peter Jensen	\$88,176.20
George Rice	\$64,467.54
Alexander Zephier	\$32,727.24
Lisa Bonneau	\$69,583.60
Elizabeth Freeburg	\$105,097.58
Lindsay Hayes	\$47,998.75
Daniel Palmer	\$134,596.00
William Conn	\$60,940.00
John Flack	\$90,210.00
Kyle Gruhn	\$111,000.00
Douglas Jennewein	\$93,097.00
Joseph Reynoldson	\$95,480.00
Cheryl Tiahrt	\$124,277.89
Robertta Ambur	\$175,737.55
Mindy Baylor	\$81,753.48
Marie Anne Ben	\$50,725.43
Mark Petty	\$88,329.57
Scott Pohlson	\$161,038.44
Jessica Preister	\$89,104.22
Carmen Hammond	\$65,634.86
Julie Kriech	\$98,420.76
Michelle Mashlan	\$76,359.47
Jana Richardson	\$65,937.46
Lisa Sorensen	\$81,576.87
Wendy Johnson	\$46,130.30
Steven Mayer	\$65,693.19
Connor Singhisen	\$43,260.00

PZRSPMT South Dakota Board of Regents
 University of South Dakota
 FY19 Unit Faculty Salary Analysis
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Name	Salary
John Korkow	\$66,937.89
Mary Merrigan	\$63,481.56
Erin Nielsen Ogdahl	\$58,859.45
Diane Sevening	\$67,432.39
David Lane	\$62,337.29
David Posthumus	\$58,993.56
Louisa Roberts	\$61,730.10
Stephanie Spars	\$44,708.01
John Banasiak	\$83,753.36
Lauren Freese	\$43,334.57
Carol Geu	\$45,400.27
Amber Hansen	\$44,759.91
Elizabeth Heeren	\$53,818.74
Michael Hill	\$42,151.80
Phillip Hook	\$57,705.92
Qiuwen Li	\$45,495.98
Christopher Meyer	\$56,423.38
John Pizzuto	\$71,509.52

Alix Suckstorf	\$50,393.60
Christopher Anderson	\$66,542.95
Hugh Britten	\$86,516.70
Mark Dixon	\$78,338.02
Jacob Kerby	\$80,489.42
Andrea Liebl	\$68,000.00
Paula Mabee	\$181,355.12
Katherine Rasmussen	\$44,738.66
Kenneth Renner	\$96,684.31
Lynn Riley	\$59,098.14
Daniel Soluk	\$87,394.78
Cliff Summers	\$107,753.59
Jeff Wesner	\$71,630.01
Beate Wone	\$44,981.66
Bernard Wone	\$72,079.45
Ying Deng	\$84,293.18
Zhongkui Hong	\$77,077.49
Carol Lushbough	\$65,315.05
David Hawkinson	\$68,191.71
James Hoefelmeyer	\$83,419.84
Chaoyang Jiang	\$81,825.56
Miles Koppang	\$99,021.24
Kadarkaraisamy Mariappan	\$58,270.72
Paul May	\$108,755.39
Pere Miro Ramirez	\$66,200.00
Grigoriy Sereda	\$79,826.31
Haoran Sun	\$77,049.25
Joseph Vitt	\$66,960.05
Bess Vlasisavljevich	\$66,773.43
Zhenqiang Wang	\$75,913.48
Kyle Brouwer	\$83,618.35
Teresa Bellis	\$94,398.18
Angela Brown	\$58,000.21
Elizabeth Develder	\$65,180.08
Elizabeth Hanson	\$66,012.30
Jane Heinemeyer	\$66,931.95
Marni Johnson Martin	\$85,739.94
Lindsey Jorgensen	\$79,264.75
Tracey Lorang	\$47,086.48
Jessica Messersmith	\$92,659.32
Mandy Williams	\$78,600.03
Nicole Ackman	\$36,286.37
April Lovrien	\$37,881.00
Kelly McKay-Semmler	\$60,809.25
Shane Semmler	\$61,212.04
Leah Seurer	\$55,933.48
Aimee Sorensen	\$41,107.68
Douglas Goodman	\$81,857.42
Santosh KC	\$81,218.69
Ahyoung Lee	\$75,796.92
Kiho Lim	\$77,091.93
Sherrie Bosse	\$70,482.20
Kristen DeMuth	\$45,244.31
Susan Gapp	\$66,120.83
Lisa Hazlett	\$74,657.20
Monica Iverson	\$51,030.95
Gary Johnson-Cheeseman	\$65,021.17

Daniel Mourlam	\$54,673.91
Dyanis Popova	\$57,450.49
Kevin Reins	\$68,119.24
Theresa Skinner	\$51,733.44
William Sweeney	\$82,173.19
Donald Versteeg	\$47,668.12
Andrea Wange	\$60,610.48
Jing Williams	\$54,605.57
Garreth Zalud	\$91,682.79
Ramu Sudhagoni	\$93,200.53
Chelsea Wesner	\$85,969.08
Jonell Bly	\$46,669.29
Ashleigh Lingo	\$57,059.63
Martha Steil	\$34,391.88
Jennifer Fierro	\$43,652.94
Brennan Jordan	\$72,863.99
Mark Sweeney	\$74,399.34
Daniel Decino	\$54,352.18
Harry Freeman	\$80,800.56
Daniel Hajovsky	\$64,861.59
Lisa Newland	\$76,928.50
Seth Olson	\$68,123.59
Kari Oyen	\$54,782.41
Gabrielle Strouse	\$55,650.16
Mejai Avoseh	\$75,049.83
Susan Curtin	\$66,795.81
David DeJong	\$61,564.23
Diana Messick	\$27,810.00
Kristine Reed	\$62,333.22
Susan Santo	\$50,744.59
Duncan Barlow	\$52,188.34
Prentiss Clark	\$55,818.28
Patricia DiMond	\$47,185.89
Kenneth Green	\$54,121.41
Benjamin Hagen	\$54,624.77
Jillian Linster	\$40,000.00
Kevin Magee	\$42,980.66
Leah McCormack	\$54,518.36
Joseph Raiche	\$45,844.11
Marcella Remund	\$22,704.07
Lisa Ann Robertson	\$55,702.16
Lee Roripaugh	\$97,487.92
Clyde Willman	\$69,259.79
Melanie Wood	\$43,237.00
Ranjit Koodali	\$11,675.22
Shelie Vacek	\$66,232.83
Molly Youngkin	\$61,956.03
Musheera Abdellatif	\$67,378.16
Jonelle Hook	\$63,000.00
Angela Landeen	\$67,258.16
Amy Lynn Nelson	\$69,143.10
Jamie Turgeon-Drake	\$64,392.63
Rebecca Wolff	\$72,646.31
Elise Boxer	\$60,944.00
Steven Bucklin	\$91,586.46
David Burrow	\$60,012.29
Sara Lampert	\$58,073.18

Clayton Lehmann	\$80,483.01
Mark Madsen	\$35,698.39
Molly Rozum	\$84,671.41
Alan Aldrich	\$69,747.76
David Alexander	\$73,781.21
Danielle Dejager-Loftus	\$75,543.82
Timmi Johnson	\$61,090.25
Stephen Johnson	\$83,186.82
Rachael Lebo	\$59,230.51
Carol Leibiger	\$81,289.13
Kathleen McElhinney	\$68,712.60
Michael Seminara	\$58,758.11
Laura Kruger	\$45,244.31
Talin Louder	\$55,800.57
Andrew Pickett	\$52,427.44
Suzanne Williams	\$52,505.51
Hyung Suk Yang	\$53,310.27
Clark Bennett	\$42,986.81
Teresa Chasing Hawk	\$40,035.39
Catalin Georgescu	\$71,984.25
Nan Jiang	\$76,385.55
Shannon Kortan	\$43,597.21
Ramiro Lafuente-Rodriguez	\$65,462.45
Yuhlong Lio	\$97,691.92
Kristen Maxon	\$32,260.77
Constantin Picioroaga	\$73,137.87
Sally Schmidt	\$42,218.85
Sandra Shumaker	\$45,031.72
Kathleen Tracy	\$42,625.70
Charles Baldwin	\$69,678.24
Janet Davison	\$54,769.34
Travis Loof	\$65,901.08
Charles Lubbers	\$101,301.14
Todd Mechling	\$51,219.16
Armik Mirzayan	\$64,420.66
Dayana Soto y Caballero d	\$53,584.74
Robert Turner	\$61,587.18
Timothy Campbell	\$43,936.35
Russell Cranson	\$55,295.81
Alessandra Feris	\$44,787.72
Ioana Galu	\$42,451.47
Tracelyn Gesteland	\$5,000.00
Tracelyn Gesteland	\$55,414.52
Susan Gray	\$76,430.49
Christopher Kocher	\$60,995.06
John LaCognata	\$61,567.82
Paul Lombardi	\$51,626.47
David Moskowitz	\$69,196.54
Nicholas Provenzale	\$48,416.88
David Sanderson	\$47,729.40
Luis Viquez Cordoba	\$47,043.19
Darin Wadley	\$53,197.21
Mary Adebayo	\$56,764.65
Natalie Board	\$56,474.95
Kelli Ebbesen	\$56,474.95
Sabina Kupershmidt	\$86,160.43
Erica Larson	\$56,474.95

Regan Luken	\$75,299.93
Lisa Varenhorst	\$56,612.17
Amy Smith	\$76,895.67
Jeannie Rossow	\$56,170.00
Barbara Stolle	\$85,523.43
Amy Hunsley-McTighe	\$61,992.08
Lori Koenecke	\$59,952.20
Lisa Gibbon	\$62,371.96
Nicole Johnson	\$56,244.99
Tamela Kisner	\$68,051.26
Tony Long	\$74,953.06
Sara Madden	\$56,474.95
Traci Barnable	\$56,764.62
Pallav Deka	\$75,238.13
Allison Heitmann	\$38,010.14
Jeanna Pankratz	\$56,731.55
Christine Tesch	\$62,114.77
Helene Hegge	\$62,811.01
Michelle Lichtenberg	\$61,169.25
Carolyn Nelson	\$56,731.55
Anne Pithan	\$70,380.03
Heidi Waters	\$56,474.95
Contessa Windeshausen	\$56,852.75
Karyl Yockey	\$77,966.15
Doreen Endres	\$58,134.54
Cheryl Fischbach	\$65,796.91
Whitney Lucas Molitor	\$80,652.14
Jessica McHugh	\$80,381.69
Dale Clark	\$45,000.00
Edwin Filotas	\$54,400.00
Joseph Tinguely	\$57,243.76
Amanda Adamson	\$80,419.45
Jing Liu	\$75,699.54
Ryan MacLellan	\$75,412.74
Vernon McBride	\$41,735.84
Joel Sander	\$87,644.39
Ian Shoemaker	\$72,500.00
Wenqin Xu	\$72,500.00
Richard Braunstein	\$87,035.73
Matthew Fairholm	\$100,104.20
Jacqueline Faulhaber	\$40,667.44
Edwin Gerrish	\$72,208.75
Julia Hellwege	\$63,952.64
Joshua Houy	\$50,000.00
Eric Jepsen	\$88,185.41
Lynita Newswander	\$40,442.09
Michael Roche	\$114,730.90
Timothy Schorn	\$72,560.59
Bridget Welch	\$61,402.33
Christopher Berghoff	\$68,726.62
Jan Berkhout	\$83,082.90
S Caraway	\$72,977.77
Stephanie Fuller	\$31,389.26
Michael Granaas	\$61,399.98
Sara Lowmaster	\$67,199.53
Francis Schieber	\$93,842.55
Jeffrey Simons	\$96,158.11

Raluca Simons	\$75,456.18
Gemma Skillman	\$43,785.20
Holly Straub	\$69,104.02
Cynthia Struckman-Johnson	\$103,760.39
Chet Barney	\$115,418.19
Klaus Beckmann	\$126,552.99
Kathryn Birkeland	\$108,825.10
David Carr	\$105,791.91
Erin Cornelsen	\$71,629.77
Tyler Custis	\$60,651.48
Ali Dag	\$116,272.75
Karen Davies	\$72,618.56
Benjamin George	\$116,272.75
Jewel Goodman Shepherd	\$85,279.42
Bartlomiej Hanus	\$111,141.74
Gregory Huckabee	\$107,996.36
Noel Pavel Jeutang	\$118,094.99
William Jones	\$115,237.43
Kwabena Kesse	\$121,257.69
Damian Lonsdale	\$89,347.74
Thomas Martin	\$64,266.03
Emily Paulson	\$70,000.00
Srinivasan Ragothaman	\$151,762.48
Ana Sariol	\$118,423.90
Aron Spencer	\$78,000.00
Thomas Tiahrt	\$89,368.71
Daniel Tracy	\$156,765.30
Mandie Weinandt	\$71,600.84
Rand Wergin	\$124,444.02
Henry Wiedrich	\$64,667.47
Carole Winter	\$82,608.00
Yewmun Yip	\$112,009.83
Wallace Jackmon	\$79,735.17
Peter Kindle	\$78,044.63
Kathryn LaPlante	\$69,242.45
Debra Norris	\$83,727.98
Margarite Reinert	\$65,705.77
Deborah Ripperda	\$96,275.05
Soon Hee Roh	\$78,277.23
Jonathan Allender-Zivic	\$44,452.55
Patricia Downey	\$60,829.18
Deborah Gordon-Bland	\$58,969.57
Scott Mollman	\$57,025.94
Matthew Nesmith	\$59,057.98
Timothy Pyles	\$47,396.07
Caitlin Quinn	\$44,787.55
Victor Shonk	\$52,522.22
Joseph Stollenwerk	\$43,436.05

PZRSPMT

South Dakota Board of Regents

University of South Dakota

FY19 Non-Unit Faculty Salary Analysis

08/27/2018 16:30:57

Version : 060916.1

Name	Salary
-----	-----
Cory Knedler	\$44,064.07
Cory Knedler	\$37,670.74
Kaius Helenurm	\$30,201.67
Kaius Helenurm	\$81,042.54
Karen Koster	\$103,977.07
David Swanson	\$12,005.73
David Swanson	\$109,309.77
Daniel Engebretson	\$33,940.52
Daniel Engebretson	\$67,929.10
Daniel Engebretson	\$34,353.34
Andrew Sykes	\$35,129.35
Andrew Sykes	\$97,371.48
John Dudley	\$62,652.77
John Dudley	\$62,652.78
David Earnest	\$45,689.18
David Earnest	\$35,516.53
David Earnest	\$60,860.41
Laura Vidler	\$59,945.36
Laura Vidler	\$59,945.37
Jill Tyler	\$21,565.72
Jill Tyler	\$56,110.07
Jose Flores	\$40,259.26
Jose Flores	\$75,195.96
Karen Kindle	\$35,153.84
Karen Kindle	\$59,997.87
Barbara Brockevelt	\$84,978.57
Barbara Brockevelt	\$56,652.38
J Memmott	\$47,487.93
J Memmott	\$71,231.79
Kari Potter	\$32,356.99
Kari Potter	\$48,535.49
Francis Zavadil	\$38,007.76
Francis Zavadil	\$57,011.63
Denise Arrick	\$60,235.29
Stephen Bambas	\$69,041.60
Lee Baugh	\$89,276.63
Daniel Bird	\$92,512.24
Brian Burrell	\$134,745.20
Michael Chaussee	\$102,923.28
Bruce Cuevas	\$90,346.90
Scott Druecker	\$88,857.78
Kathleen Eyster	\$135,638.52
Jane Gavin	\$88,140.24
Barbara Goodman	\$134,807.34
Victor Huber	\$102,896.67
Joyce Keifer	\$134,689.21
Curtis Kost	\$102,951.85
Yifan Li	\$102,854.63

Pasquale Manzerra	\$76,990.50
Pasquale Manzerra	\$43,264.11
Douglas Martin	\$136,347.57
Lisa McFadden	\$83,483.06
Gerald McGraw	\$71,337.83
Robert Morecraft	\$134,970.12
Nirmal Parajuli	\$53,589.24
James Pattison	\$81,074.39
William Percy	\$112,361.35
Khosrow Rezvani	\$102,749.75
Dayalan Sampath	\$52,813.82
Samuel Sathyanesan	\$102,954.55
Steven Waller	\$127,650.23
Steven Waller	\$54,448.59
Hongmin Wang	\$95,600.65
Xuejun Wang	\$176,841.95
Xuejun Wang	\$58,383.62
Keith Weaver	\$134,311.29
Zhaoqing Zheng	\$56,769.02
Hong Zheng	\$85,301.61
Archana Chatterjee	\$220,633.55
Gary Timmerman	\$344,274.15
Russell Wilke	\$202,250.99
Ann Brunick	\$89,679.28
Ann Brunick	\$30,322.19
Kerri Johnston	\$12,289.68
Molly Molencamp	\$31,934.02
Erik Mutterer	\$69,157.10
Marti Pollard	\$60,929.86
Carissa Regnerus	\$72,108.78
John Smith	\$164,972.21
Katie Williams	\$49,510.16
Lasandra Wilson	\$31,599.93
Karen Card	\$37,857.80
Karen Card	\$77,950.15
Darlene Farabee	\$21,366.25
Darlene Farabee	\$64,098.71
Paul Formisano	\$6,374.12
Paul Formisano	\$61,918.65
Susan Anderson	\$307,143.75
Susan Anderson	\$38,394.32
Valerie Hearn	\$59,553.24
Valerie Hearn	\$75,873.90
Valerie Hearn	\$49,927.20
Valerie Hearn	\$37,227.65
Joseph Fanciullo	\$305,472.91
Robert Ammon	\$26,936.24
Robert Ammon	\$53,366.79
Dan Van Peursem	\$91,698.26
Dan Van Peursem	\$31,377.92
Michelle Van Maanen	\$21,045.94
Michelle Van Maanen	\$53,846.98
Angela Helmer	\$27,041.92
Angela Helmer	\$44,649.28
J Holdhusen	\$39,943.02
J Holdhusen	\$5,000.00
J Holdhusen	\$33,914.15

Jerome Freeman	\$163,473.35
Haifa Abou Samra	\$33,521.90
Haifa Abou Samra	\$134,087.44
Anne Kleinhesselink	\$100,000.00
Kimberly Nerud	\$52,513.02
Kimberly Nerud	\$52,513.02
Dawn Warren	\$26,364.39
Dawn Warren	\$61,516.91
Michelle Knuppe	\$39,281.02
Michelle Knuppe	\$39,281.02
Keith Hansen	\$225,579.04
Shana Cerny	\$80,866.25
Moses Ikiugu	\$110,253.92
Allison Naber	\$80,584.53
Ranelle Nissen	\$79,469.58
Patti Berg-Poppe	\$103,044.41
Becca Jordre	\$91,269.84
Joy Karges	\$112,130.39
Angela MacCabe	\$80,835.35
Brandon Ness	\$80,687.21
Lana Svien	\$78,036.20
Lana Svien	\$68,301.77
Han-Zhi Tao	\$78,929.27
Kory Zimney	\$82,097.02
Tracy Cleveland	\$103,500.00
Betty Hulse	\$94,007.03
Julie Johnson	\$96,193.98
Wade Nilson	\$62,080.51
Wade Nilson	\$58,546.10
Sonia Rupani	\$84,000.00
William Schweinle III	\$102,634.62
Dongming Mei	\$10,417.94
Dongming Mei	\$100,396.74
Yongchen Sun	\$21,351.80
Yongchen Sun	\$63,590.45
Cassandra McKeown	\$7,854.67
Cassandra McKeown	\$70,692.06
Shane Nordyke	\$66,691.89
Timothy Soundy	\$200,734.34
Elizabeth Boyd	\$99,705.97
Elizabeth Boyd	\$11,078.45
Douglas Peterson	\$92,169.03
Randal Quevillon	\$86,527.83
Randal Quevillon	\$32,483.45
Michael Allgrunn	\$5,118.84
Michael Allgrunn	\$117,167.38
Thomas Davies	\$133,850.63
Thomas Davies	\$5,277.19
Mark Yockey	\$5,160.00
Mark Yockey	\$118,779.55
Mark Yockey	\$5,266.66
Amy Schweinle	\$66,489.18
Amy Schweinle	\$52,523.58
Robin Wiebers	\$45,084.75
Robin Wiebers	\$33,251.86
David Day	\$146,655.72
Myanna Dellinger	\$96,306.93

Patrick Garry	\$131,705.13
Hannah Haksgaard	\$81,937.57
Wendy Hess	\$95,518.68
Thomas Horton	\$118,900.54
Mary Hutton	\$152,419.04
Sean Kammer	\$106,889.06
Allen Madison	\$106,532.81
Frank Pommersheim	\$154,557.42
Thomas Simmons	\$106,422.67
Jonathan Van Patten	\$135,997.85
Kelly Bass	\$50,000.00
Kelly Bass	\$50,426.54
Meghann Jarchow	\$28,615.26
Meghann Jarchow	\$47,571.21
Raimondo Genna	\$32,258.87
Raimondo Genna	\$32,177.47

PZRSPMT South Dakota Board of Regents
SD School for the Blind and Visually Impaired
FY19 Non-Faculty Exempt Salary Analysis 08/27/2018 16:31:04
Version : 060916.1

Name	Salary
-----	-----
Susan Snaza	\$47,331.00
Janel Ludwig	\$65,954.00
Gayle Anderson	\$25,996.31
Mallory Bingham	\$25,186.72
Jodi Carlsgaard	\$76,444.00
Timothy Jalbert	\$28,490.06
Claudean Hluchy	\$89,326.00

PZRSPMT South Dakota Board of Regents
SD School for the Blind and Visually Impaired
FY19 Unit Faculty Salary Analysis 08/27/2018 16:31:05
Version : 060916.1

Name	Salary
-----	-----
Patricia Geditz	\$58,183.00
Indira Dillon	\$57,200.00
Susan Egging	\$48,791.00
Marva Gellhaus	\$65,613.00
Amy Scepaniak	\$57,447.00
Julie Vandover	\$50,670.00
Tevan Fischbach	\$65,417.00
Lela Holcomb	\$63,674.00
Christina Hulscher	\$48,542.00
Beth Lopes	\$47,047.00
Candice Mohn	\$53,474.00
Jane Mundschenk	\$64,366.00

Lorri Peterson \$61,924.00

PZRSPMT South Dakota Board of Regents
South Dakota School for the Deaf
FY19 Non-Faculty Exempt Salary Analysis 08/27/2018 16:31:05
Version : 060916.1

Name	Salary
Janna Hannahs	\$36,432.00
Carly Hemmingson	\$77,924.00
Sarah Johnson	\$85,124.00
Gregory King	\$90,928.00
Wes Lyngstad	\$53,160.00
Ronald McKenzie	\$35,420.00
Kim Wadsworth	\$83,592.00

PZRSPMT South Dakota Board of Regents
South Dakota School for the Deaf
FY19 Unit Faculty Salary Analysis 08/27/2018 16:31:05
Version : 060916.1

Name	Salary
Eileen Anderson	\$61,663.00
Julie Delfs	\$51,357.00
Alissa Hutchinson	\$43,517.00
Sherry Juergens	\$44,902.00
Sarah Lingle	\$60,739.00
Julie Luke	\$52,874.00
Nina Ringstmeyer	\$48,961.00
Kerry Ruth	\$56,660.00
Jodi Schnider	\$57,437.00
Kami Van Sickle	\$53,389.00

PZRSPMT South Dakota Board of Regents
Board of Regents
FY19 Non-Faculty Exempt Salary Analysis 08/27/2018 16:31:06
Version : 060916.1

Name	Salary
Jill Christian	\$86,683.87
David Hansen	\$134,315.36
Darrel Johnson	\$104,438.40
Ruth Peters	\$67,332.37
Dean Sheley	\$106,260.00
Kimm Sundal	\$84,393.71

Darren Tieman	\$95,323.21
Linda Shumaker	\$45,562.90
Trudy Zalud	\$68,447.00
Molly Weisgram	\$84,017.00
Leah Ahartz	\$64,751.81
Nancy Barnes	\$52,624.00
Mary Ellen Garrett	\$71,845.15
Monte Kramer	\$202,387.00
Julie Kueter	\$43,557.49
Justin Nagel	\$65,575.62
Timica Schaetzle	\$38,999.25
Sherri Stahl	\$46,508.77
Scott Van Den Hemel	\$80,678.66
Guilherme Costa	\$151,435.68
Kayla Bastian	\$89,649.84
Lindsey Heiss	\$62,541.60
Tracy Mercer	\$46,362.76
Janelle Toman	\$104,197.51
Michele Anderson	\$89,362.87
Scott Miller	\$84,981.53
Jeryl Stein	\$35,362.65
Tasha Dannenbring	\$80,960.00
Kerri Morris	\$41,277.47
Katie Hubbart	\$41,837.59
Edward Kerins	\$58,000.00
Katie Maley	\$47,355.64
Jay Perry	\$91,184.88
Paul Turman	\$199,714.66
Nathan Lukkes	\$127,588.13

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South Dakota Board of Regents

BOR Routine

04/10/2018 09:27:35

Date Range : 22-FEB-18 thru 21-MAR-18
For :BHSU

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Jamie Boettcher	BE9810	00	Program Assistant I	Appointment	32239.38	19-MAR-18
Colby Hodo	BE9859	00	Building Maint Specialist	Appointment	41599.20	05-MAR-18
Diana Jones	BE9871	00	Senior Accountant	Appointment	41994.39	26-FEB-18
Shawnalynn Mackaben	BE9970	00	Accountant	Appointment	37439.28	22-FEB-18
Brian Teaney	BE9692	00	Facility Worker	Appointment	22796.36	11-MAR-18

Career Service Benefit Eligible (CSA1)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Gregory Brenner	BE9156	00	Sr Building Maint Worker	Reclassification	27559.47	29639.43	2079.96	
Anita Haeder	BE9612	00	Budget Assistant	Reclassification	28578.65	30013.82	1435.17	
Theresa Lewis	BE9832	00	Store Keeper	Reclassification	34360.94	34360.94	0.00	

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Diana Jones	BE9970	00	Accountant	SA011	25-FEB-18
Jared Olstad	BE9291	00	Facility Worker	TV001	21-MAR-18
Roberta Sago	BE9724	00	Case Librarian/Archivist	TD000	20-MAR-18

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Patrice Maki	BE9184	00	Sales Clerk SPJZ	TV013	21-MAR-18
Justin Tremel	BE9232	00	Temporary Archivist	TV013	16-MAR-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Jay Smith	BE9654	01	GD Asst	Hire Temp Appointment	25.00	22-FEB-18
Jayce Winsell	BE9865	00	Assist Director of Admissions	Appointment	41280.00	22-FEB-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Rebecca Cornell-Marsich	BE9262	00	Student Support Spec	TV001	14-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Roxie Ahlbrecht	BE9160	00	Sanford Lab Science Presenter	Hire Temp Appointment	875.00	22-FEB-18
Mialisoa Andriamanantena	BS9554	00	Student sales clerk SP JZ	Hire Temp Appointment	1593.00	06-MAR-18
Katy Bielmaier	BS9838	00	Phonathon Caller	Hire Temp Appointment	1600.00	21-MAR-18
Adam Bradshaw	BW9832	00	FWS Recycling	Hire Temp Appointment	1200.00	22-FEB-18
Micah Brandsrud	BS9828	0	Student Recycling	Hire Temp Appointment	1890.00	22-FEB-18
Shane Brooks	BS9844	00	Peer Tutor - Accounting	Hire Temp Appointment	1440.00	22-FEB-18
Vanessa Clark	BS9962	00	Operations Specialist IWS	Hire Temp Appointment	1062.00	22-FEB-18
Nathan Feldt	BS9968	00	Office Assisatnat	Hire Temp Appointment	1062.00	22-FEB-18
Caleb Gallagher	BW9914	00	FWS Grounds Assistant	Hire Temp Appointment	1755.00	22-FEB-18
Cristian Hernandez	BS9962	00	Operations Specialist IWS	Hire Temp Appointment	1062.00	22-FEB-18
Ranni Hopkins	BS9844	00	Peer Tutor - Biology	Hire Temp Appointment	1440.00	26-FEB-18
Hyunglae Jo	BS9828	00	Sturdent Recycling	Hire Temp Appointment	1200.00	22-FEB-18
Jess Johnson	BS9967	00	On-Duty Resident Assistant	Hire Temp Appointment	354.00	01-MAR-18
Jessica Malm	BS9985	00	Parking Office	Hire Temp Appointment	1200.00	22-FEB-18
Keith Marson	BS9962	00	Operations Specialist IWS	Hire Temp Appointment	1062.00	22-FEB-18
Clair McEnelly	BE9160	00	Sanford Lab Science Presenter	Hire Temp Appointment	500.00	22-FEB-18
Jessia Raheisoanجاتو	BS9828	00	Student Recycling	Hire Temp Appointment	3000.00	22-FEB-18
Sierra Scardino	BS9562	00	Food Service Worker	Hire Temp Appointment	1080.00	22-FEB-18
Eryn Schlotte	BS9542	00	Veterans' Affairs Assistant	Hire Temp Appointment	1080.00	01-MAR-18
Jeffery Thompson	BS9581	00	Student Technology Asst	Hire Temp Appointment	1416.00	05-MAR-18
Tanner Tillman	BW9914	00	FWS Grounds Assistant	Hire Temp Appointment	1710.00	22-FEB-18
Remington Wientjes	BS9781	00	Rec Sports Official	Hire Temp Appointment	1110.00	22-FEB-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Roxie Ahlbrecht	BE9160	00	Sanford Lab Science Presenter	TV013	21-MAR-18
Mahyle Hausman	BS9551	00	CAB-Exec Team President	TV012	01-MAR-18
Bianca Hutzler	BS9811	00	Work Study- Business	TV012	05-MAR-18
John Kocurek	BG9998	00	GA Football	TV012	15-MAR-18
Clair McEnelly	BE9160	00	Sanford Lab Science Presenter	TV013	21-MAR-18
Brendon McGirr	BS9811	00	Work Study - Business	TV012	05-MAR-18
Jacob Staples	BW9824	00	Office Assistant	TV012	03-MAR-18
Jeffery Thompson	BS9578	00	Student Labor - Facilities RC	TV012	02-MAR-18
Kyle Vanriel	BS9683	00	Student Mail Services	TV012	05-MAR-18
Kyle Vanriel	BS9987	00	Game Day Asst	TV012	05-MAR-18

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Courtney Huse-Wika	BE9304	04	Grant Researcher	Supplemental Appointment	8079.72	22-FEB-18
Kelly Kirk	BE9631	05	Grant Project Manager	Supplemental Appointment	6276.92	22-FEB-18
Barbara Looney	BE9314	02	SD CEO - Presenter	Supplemental Appointment	400.00	22-FEB-18
Urla Marcus	BE9402	03	Grant Researcher	Supplemental Appointment	4585.80	22-FEB-18

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Barbara Looney	BE9314	02	SD CEO - Presenter	TV013	21-MAR-18

Faculty Non-Benefit Eligible (FAC2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
David Martinson	BE9619	02	Adj Instr - Music	Hire Temp Appointment	1243.00	22-FEB-18

Francey McOwen-Standart	BE9478 01	Adj Instr SOC 100 BLOCK	Hire Temp Appointment	3728.00	22-FEB-18
Lori Miller	BE9619 01	Adj - Music	Hire Temp Appointment	202.00	22-FEB-18
Phillip Mize	BE9619 00	Adj Instr Math 095	Hire Temp Appointment	3228.00	22-FEB-18
Katie Smirnova	BE9619 01	Adj Inst	Hire Temp Appointment	250.00	22-FEB-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
David Martinson	BE9619	02	Adj Instr - Music	TV013	21-MAR-18
Lori Miller	BE9619	01	Adj - Music	TV013	21-MAR-18
Bernard Schuchmann	BE9484	04	Adjunct Instructor	TV013	21-MAR-18
Katie Smirnova	BE9619	01	Adj Inst	TV013	21-MAR-18

ECLS 45 Volunteers		Department	Institution
Banner ID	Name		
A00225818	Alexis Engstrom	School of Behavioral Sciences	BHSU
A00211946	Andrea Garlick	School of Behavioral Sciences	BHSU
A00225945	Linda Matheson	School of Behavioral Sciences	BHSU

P2RNJOB

South Dakota Board of Regents
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Career Service Benefit Eligible (CSA1)					
Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Scott Allbee	DE9480	00	Information Technology Spec1st	Appointment	71500.00 26-FEB-18
Pamela Lewis	DE9475	00	Office Assistant-Fin Aid/Admis	Appointment	33112.96 19-MAR-18
Sarah Olson	DE9490	00	Sr. Secretary-Beacom Inst	Appointment	31199.40 22-FEB-18
Susan Peterson	DE9741	00	Facility Worker-Kennedy Cntr	Appointment	25500.31 12-MAR-18
Harold Winker	DE9507	00	Building Maint Specialist	Appointment	39519.24 26-FEB-18

Career Service Benefit Eligible (CSA1)								
Permanent Salary Adjustment(SP)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Amber Alfson	DE9601	00	Senior Secretary	Change Salary Rate/Pay Grade	30845.81	32759.37	1913.56	
Montanna Barnett	DE9776	00	Library Associate	Change Salary Rate/Pay Grade	29577.03	31719.39	2142.36	
Heather Beaner	DE9492	00	Bookstore Associate	Change Salary Rate/Pay Grade	30596.21	31199.40	603.19	
Tory Bickett	DE9794	00	Senior Secretary	Change Salary Rate/Pay Grade	32480.55	33799.35	1318.80	
Erin Blankespoor	DE9631	00	Senior Secretary	Change Salary Rate/Pay Grade	31658.87	32759.37	1100.50	
Dian Doblal	DE9737	00	Grounds Keeper/Parking Attend	Change Salary Rate/Pay Grade	32010.81	32759.37	748.56	
Karen Duffy	DE9796	00	Program Assistant I	Change Salary Rate/Pay Grade	33471.40	35983.31	2511.91	
Lora Ersland	DE9822	00	Information Tech Specialist	Change Salary Rate/Pay Grade	65265.85	68500.00	3234.15	
Erin Graham	DE9757	00	Communications Network Special	Change Salary Rate/Pay Grade	38579.38	44511.14	5931.76	
Anne Hauglid	DE9602	00	Senior Secretary	Change Salary Rate/Pay Grade	29993.02	32759.37	2766.35	
Virginia Hazlewood-Gaylor	DE9526	00	Senior Secretary	Change Salary Rate/Pay Grade	29577.03	31199.40	1622.37	
Lance Jahnig	DE9611	00	HIE Interface Analyst	Change Salary Rate/Pay Grade	65769.32	68500.00	2730.68	
Marie Johnson	DE9600	00	Senior Secretary	Change Salary Rate/Pay Grade	33645.74	35359.32	1713.58	
Erin Kahler	DE9568	00	Senior Secretary	Change Salary Rate/Pay Grade	29577.03	31199.40	1622.37	
Peggy Kietzer	DE9793	00	Senior Secretary	Change Salary Rate/Pay Grade	33646.20	35359.32	1713.12	
Ted LaFleur	DE9738	00	Grounds Specialist	Change Salary Rate/Pay Grade	30439.69	31199.40	759.71	
Susan Langner	DE9781	00	Program Assistant I	Change Salary Rate/Pay Grade	36447.66	38728.86	2281.20	
John McNary	DE9819	00	Information Tech Specialist	Change Salary Rate/Pay Grade	69836.00	73000.00	3164.00	
Amy Olson	DE9823	00	Senior Programmer/Analyst	Change Salary Rate/Pay Grade	38516.70	41104.74	2588.04	
Brent Peterson	DE9735	00	Grounds Keeper	Change Salary Rate/Pay Grade	26167.46	28079.46	1912.00	
Cynthia Petrone	DE9790	00	Program Assistant I	Change Salary Rate/Pay Grade	32759.37	34423.34	1663.97	
Laura Reed	DE9791	00	Financial Aid Assistant	Change Salary Rate/Pay Grade	30861.35	32759.37	1898.02	
Andrew Schaefers	DE9511	00	Grounds Supervisor	Change Salary Rate/Pay Grade	33445.80	35983.31	2537.51	
Carla Sudenga	DE9777	00	Senior Secretary	Change Salary Rate/Pay Grade	33763.52	35359.32	1595.80	
Allen Thiele	DE9762	00	Information Tech Specialist	Change Salary Rate/Pay Grade	68809.00	70000.00	1191.00	
Brenda Walloch	DE9797	01	Senior Secretary	Change Salary Rate/Pay Grade	29577.03	31199.40	1622.37	

Career Service Benefit Eligible (CSA1)								
Temporary Salary Adjustments(ST)								
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Kelly Barnes	DE9816	00	Career Development Advisor	Temporary Additional Duties	44337.82		2216.89	46554.71
Janelle Nielsen	DE9782	00	Program Assistant I	Temporary Additional Duties	36783.97		1839.20	38623.17

Career Service Benefit Eligible (CSA1)					
Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Scott Allbee	NE9998	00	Agency Integration Specialist	TV009	25-FEB-18
Lakota Nordvold	DE9534	00	Facility Worker -Courtyard/LEC	TV009	08-MAR-18

Non-Faculty Benefit Eligible (NFE1) (NFE1) Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Ryan Conrad	DE9491	00	Athletic Event Staff	Hire Temp Appointment	1200.00 01-MAR-18
Taylor Hunt	DE9491	00	Athletic Event Staff	Hire Temp Appointment	1200.00 01-MAR-18
Nicholas Huntimer	DE9935	01	Official for MBB JV	Supplemental Appointment	100.00 22-FEB-18
Robert Preloger	DE9978	00	VP for Institutional Advance	Appointment	88200.00 12-MAR-18
Lucas Skibba	DE9959	00	Assistant Football Coach	Appointment	24650.00 19-MAR-18

Non-Faculty Benefit Eligible (NFE1) (NFE1) Permanent Salary Adjustment(SP)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. New Base Diff. New Adj.
Minakshi Pokharel	DE9594	00	Web Developer	Change Salary Rate/Pay Grade	65254.00 70000.00 4746.00

Non-Faculty Benefit Eligible (NFE1) (NFE1) Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Nicholas Huntimer	DE9935	01	Official for MBB JV	TV013	21-MAR-18
Corbett Miller	DE9848	00	Adjunct Instructor	TV013	21-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2) Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Derrick Burkhardt	DS8927	00	Labor - Res Hall Assist	Hire Temp Appointment	360.00 02-MAR-18
Michael Garippo	DS8934	00	CNAP Student Researcher	Hire Temp Appointment	2560.00 14-MAR-18
Sai Puneeth Gundamraju	DS8996	00	Student Labor-Pen Tester	Hire Temp Appointment	1392.00 19-MAR-18
Justin Jungemann	DS8918	01	Student Labor - DSU Live	Hire Temp Appointment	50.00 22-FEB-18
Obatola Layiwola	DS8927	00	Labor - Res Hall Assist	Hire Temp Appointment	360.00 02-MAR-18
Ryan Little	DS8918	00	Student Labor - DSU Live	Hire Temp Appointment	1062.00 24-FEB-18
Khoi Nguyen	DS8934	00	Labor-IA Reseach Assist	Hire Temp Appointment	1476.00 02-MAR-18
Kobey Phoummany	DS8918	00	Student Labor - DSU Live	Hire Temp Appointment	1062.00 24-FEB-18
Vaile Swenson	DS8989	00	Event Assistant	Hire Temp Appointment	384.00 16-MAR-18
Garrett Verhoeven	DS8918	00	Student Labor - DSU Live	Hire Temp Appointment	1062.00 22-FEB-18
Christian Weelborg	DS8934	01	CNAP Student Researcher	Hire Temp Appointment	2560.00 06-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2) Permanent Salary Adjustment(SP)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. New Base Diff. New Adj.
Miranda Wiedeman	DS8987	00	Student Labor-Bookstore	Minimum Wage Increase	3540.00 3620.00 80.00

Student Employment and NFE Non-Benefit Eligible (NFE2) Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Derrick Burkhardt	DS8927	00	Labor - Res Hall Assist	TV012	11-MAR-18
Michael Dundas	DS8934	00	NSF Cyber Student Researcher	TV013	01-MAR-18
Jared Hinz	DW9993	00	Work Study-Community Cntr	TV012	21-MAR-18
Terry Jones	DS8981	00	Student Labor - Phonathon	TV012	21-MAR-18
Justin Jungemann	DS8918	01	Student Labor - DSU Live	TV012	21-MAR-18
Obatola Layiwola	DS8927	00	Labor - Res Hall Assist	TV012	11-MAR-18
Emmanuel Opoku	DS8911	00	SL-Peer Advis Coach-Title III	TV012	02-MAR-18
Austin Shirey	DS8981	00	Student Labor - Phonathon	TV012	21-MAR-18
Vaile Swenson	DS8989	00	Event Assistant	TV012	17-MAR-18

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South Dakota Board of Regents

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Career Service Benefit Eligible (CSA1)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Denise Cameron	NE9994	00	Senior Secretary	Appointment	32759.37	12-MAR-18
Michael Haggerty	NE9981	00	Comm Network Analyst	Appointment	56990.90	05-MAR-18

Career Service Benefit Eligible (CSA1)

Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Jobi Gramlow	NE9927	00	Senior Secretary	Sal Adj to 5% Range at 6 mo	27039.48	29577.03	2537.55	
Bonnie Henjum	NE9820	00	Custodial Crew Leader	Permanent Additional Duties	28537.05	29577.03	1039.98	
Karen Sadler	NE9670	00	Technology Integrationist	Sal Adj to 5% Range at 6 mo	47007.10	49856.64	2849.54	
Tara Santjer	NE9898	00	Program Assistant I	Reclassification	29577.03	31199.40	1622.37	

Career Service Benefit Eligible (CSA1)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Jacob Bentz	NE9617	02	State Event Worker	TV013	21-MAR-18
Tiffany Dykman	NE9976	00	Program Assistant I	TV009	14-MAR-18
Morgan Stadler	NE9617	00	State Event Worker	TV013	21-MAR-18

Career Service Non-Benefit Eligible (CSA2)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Steven Grewe	NE9617	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Karen Hermans	NE9617	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Tucker Hermans	NE9617	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Cynthia Herr	NE9617	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Elyce Kastigar	NE9617	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Mary Kost	NE9617	00	State Event Worker	Hire Temp Appointment	597.60	01-MAR-18
Joel Mann	NE9619	00	Swim Meet Computer \$50./meet	Hire Temp Appointment	150.00	22-FEB-18
Randal Murphy	NE9617	00	State Event Worker	Hire Temp Appointment	400.00	01-MAR-18
Melvin Serfoss	NE9617	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Nathan Shaw	NE9617	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Steven Waiflein	NE9619	04	Swim Team Bus Driver	Hire Temp Appointment	720.00	22-FEB-18
Jacqueline Witlock	NE9617	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18

Career Service Non-Benefit Eligible (CSA2)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Steven Grewe	NE9617	00	Concessions - State Tournament	TV013	18-MAR-18
Karen Hermans	NE9617	00	Concessions - State Tournament	TV013	18-MAR-18
Tucker Hermans	NE9617	00	Concessions - State Tournament	TV013	18-MAR-18
Cynthia Herr	NE9617	00	Concessions - State Tournament	TV013	21-MAR-18
Elyce Kastigar	NE9617	00	Concessions - State Tournament	TV013	18-MAR-18
Mary Kost	NE9617	00	State Event Worker	TV013	21-MAR-18
Joel Mann	NE9619	00	Swim Meet Computer \$50./meet	TV013	21-MAR-18
Randal Murphy	NE9617	00	State Event Worker	TV013	21-MAR-18

Melvin Serfoss	NE9617 00	Concessions - State Tournament	TV013	18-MAR-18
Nathan Shaw	NE9617 00	Concessions - State Tournament	TV013	18-MAR-18
Steven Waiflein	NE9619 04	Swim Team Bus Driver	TV013	21-MAR-18
Jacqueline Witlock	NE9617 00	Concessions - State Tournament	TV013	18-MAR-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Cory Anderson	NE9706	08	Insight-March 17, 2018	Hire Temp Appointment	400.00	22-FEB-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Cory Anderson	NE9706	08	Insight-March 17, 2018	TV013	21-MAR-18
Jalon Bibbs	NE9642	00	Asst Coach/Asst Equip Mgr	TV009	09-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Bailey Alonge	NS9414	01	Student Labor Alumni/Devl	Appointment	1800.00	22-FEB-18
Mariah Block	NS9308	02	E-learning Student Labor	Hire Temp Appointment	2000.40	22-FEB-18
Alexis Brown	NS9459	00	Student Labor -OCE	Hire Temp Appointment	1110.00	21-MAR-18
Patrick Calvillo	NS9457	00	Student Labor - Theatre	Hire Temp Appointment	1062.00	22-FEB-18
Kaycee Cronin	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	131.78	22-FEB-18
Zechariah Culbreath	NS9313	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Naomi Davis	NS9398	01	Wolf Pack Pep Band	Hire Temp Appointment	276.10	22-FEB-18
Ty Dillabough	NS9375	00	Student Labor-Computer Center	Hire Temp Appointment	1440.00	01-MAR-18
Benjamin Fichter	NS9376	00	Student Asst Wrestling	Hire Temp Appointment	400.00	22-FEB-18
Lucas Fredrick	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	302.02	22-FEB-18
Scott Glodt	NS9398	03	Wolf Pack Pep Band	Hire Temp Appointment	225.90	22-FEB-18
Seleucia Heintzman	NS9438	00	Stu Pub-Writer \$1./col inch	Hire Temp Appointment	120.00	22-FEB-18
Suzanne Higgins	NS9308	00	E-learning Student Labor	Hire Temp Appointment	2000.40	22-FEB-18
Errol Hochstetler	NS9313	00	Concessions-State Tournament	Hire Temp Appointment	400.00	01-MAR-18
McKinley Hoselton	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	232.18	22-FEB-18
Dakota Hutzler	NS9313	00	Concessions - State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Paulo Jimenez Cossio	NS9398	03	Wolf Pack Pep Band	Hire Temp Appointment	131.78	22-FEB-18
Elizabeth Katz	NS9308	00	E-learning Student Labor	Hire Temp Appointment	2000.40	22-FEB-18
Katelyn Koehler	NS9295	00	Student Labor - Fin. Aid	Hire Temp Appointment	1062.00	22-FEB-18
Gabrielle Lane	NE9867	02	Adj Inst-3 cr cvr paternity lv	Hire Temp Appointment	629.00	22-FEB-18
Becca Langbehn	NS9438	00	Archivist for Stu Pub	Hire Temp Appointment	1062.00	22-FEB-18
Madison Leapaltd	NS9397	00	Student Labor - Biology	Hire Temp Appointment	1416.00	22-FEB-18
Collin Lindhorst	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	181.98	22-FEB-18
John Litwiller III	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	200.80	22-FEB-18
Chase Manhart	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	307.48	22-FEB-18
Megan Norton	NS9313	00	Concessions-State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Jessica Otto	NS9313	00	Concessions-State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Jessica Otto	NS9414	00	Student Labor Alumni/Devl	Hire Temp Appointment	1062.00	22-FEB-18
Andrew Pugliano	NS9470	00	Mascot - \$50./night	Hire Temp Appointment	100.00	22-FEB-18
Dylan Rausch	NS9398	00	Wolf Pack Pep Band	Hire Temp Appointment	207.08	22-FEB-18
Gillian Roda	NW9323	00	Work Study-Alumni & Devel.	Hire Temp Appointment	1080.00	22-FEB-18
Molly Royals	NS9398	02	Wolf Pack Pep Band	Hire Temp Appointment	213.35	22-FEB-18
Joanna Schleich	NW9456	00	Work Study - Music	Hire Temp Appointment	1062.00	26-FEB-18
Logan Shockman	NS9313	00	Student Labor - Barnett Ctr	Hire Temp Appointment	400.00	01-MAR-18
Abberly Smith	NS9313	00	Concessions-State Tournament	Hire Temp Appointment	400.00	01-MAR-18
Elsa Swanson	NS9398	02	Wolf Pack Pep Band	Hire Temp Appointment	257.28	22-FEB-18
Brooke Thielbar	NS9398	01	Wolf Pack Pep Band	Hire Temp Appointment	144.33	22-FEB-18
Brady Vandevort	NS9398	01	Wolf Pack Pep Band	Hire Temp Appointment	181.98	22-FEB-18
Annie Walsh	NS9374	00	Student Labor - Library	Hire Temp Appointment	1110.00	12-MAR-18
Grace Woodstead	NW9401	00	Work Study-Student Association	Hire Temp Appointment	1062.00	22-FEB-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Alexis Ayers	NS9374	00	Student Labor - Library	TV012	05-MAR-18
Alexis Ayers	NW9329	00	Work Study-Library	TV012	05-MAR-18
Kaycee Cronin	NS9398	00	Wolf Pack Pep Band	TV012	21-MAR-18
Zechariah Culbreath	NS9313	00	Concessions - State Tournament	TV012	18-MAR-18
Naomi Davis	NS9398	01	Wolf Pack Pep Band	TV012	21-MAR-18
Benjamin Fichter	NS9376	00	Student Asst Wrestling	TV012	21-MAR-18
Lucas Fredrick	NS9398	00	Wolf Pack Pep Band	TV012	21-MAR-18
Scott Glodt	NS9398	03	Wolf Pack Pep Band	TV012	21-MAR-18
Suzanne Higgins	NW9319	02	Work Study-Computer Center	TV012	21-MAR-18
Errol Hochstetler	NS9313	00	Concessions-State Tournament	TV012	21-MAR-18
McKinley Hoselton	NS9398	00	Wolf Pack Pep Band	TV012	21-MAR-18
Dakota Hutzler	NS9313	00	Concessions - State Tournament	TV012	21-MAR-18
Paulo Jimenez Cossio	NS9398	03	Wolf Pack Pep Band	TV012	21-MAR-18
Katelyn Koehler	NW9465	00	W/S - Financial Aid Office	TV012	02-MAR-18
Gabrielle Lane	NE9867	02	Adj Inst-3 cr cvr paternity lv	TV013	21-MAR-18
Paige Larson	NW9455	02	Work Study-Art	TV012	21-MAR-18
Collin Lindhorst	NS9398	00	Wolf Pack Pep Band	TV012	21-MAR-18
John Litwiller III	NS9398	00	Wolf Pack Pep Band	TV013	21-MAR-18
Easton Lopez	NW9300	00	Work Study-CEIB	TV012	21-MAR-18
Chase Manhart	NS9398	00	Wolf Pack Pep Band	TV012	21-MAR-18
Megan Norton	NS9313	00	Concessions-State Tournament	TV012	18-MAR-18
Jessica Otto	NS9313	00	Concessions-State Tournament	TV012	21-MAR-18
Dylan Rausch	NS9398	00	Wolf Pack Pep Band	TV012	21-MAR-18
Logan Richie	NW9408	00	Work Study-Intercoll Athl	TV012	16-MAR-18
Molly Royals	NS9398	02	Wolf Pack Pep Band	TV012	21-MAR-18
Logan Shockman	NS9313	00	Student Labor - Barnett Ctr	TV012	21-MAR-18
Abberly Smith	NS9313	00	Concessions-State Tournament	TV012	21-MAR-18
Elsa Swanson	NS9398	02	Wolf Pack Pep Band	TV012	21-MAR-18
Brooke Thielbar	NS9398	01	Wolf Pack Pep Band	TV012	21-MAR-18
Brady Vandevort	NS9398	01	Wolf Pack Pep Band	TV012	21-MAR-18

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Chad Gerber	NE9831	03	3cr-OL to cover paternity lv	Overload for Teaching	810.00	22-FEB-18
Robert Vodnoy	NE9829	03	OL-1.32cr MUAP 351 N02	Overload for Teaching	2055.00	22-FEB-18

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Ross Flom	NE9831	01	Tch 2 cr-cover paternity lv	TV013	21-MAR-18
Chad Gerber	NE9831	03	3cr-OL to cover paternity lv	TV013	21-MAR-18
William Trentham	NE9466	03	MATH 125 315 102	TV013	21-MAR-18

Faculty Non-Benefit Eligible (FAC2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Nancy Cutler	NE9479	10	Sprvs 3ELED 496PSTE Candidates	Hire Temp Appointment	100.00	22-FEB-18
Laura Jacobs	NE9832	16	RS-2secENGL210/1sec SPM Canton	Hire Temp Appointment	1650.00	22-FEB-18
James Musil	NE9974	00	OCE-CHEM 106/L-NHU01	Hire Temp Appointment	2154.00	22-FEB-18
Christy Schuett	NE9908	02	Adj Inst-CGPS 765	Hire Temp Appointment	722.01	22-FEB-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Penelope Heinigk	NE9852	00	Adj Inst SP2018LewisSabbatical	TV013	21-MAR-18
Nathan Roberts	NE9731	00	Academic Advsr/CEIB	TV009	15-MAR-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00215691	Shannon Curtin	Athletics - Intercolleg Athletics	NSU
A00184557	Cody Braeger	Intercolleg Athletics	NSU
A00226593	Brock DeGroot	Intercolleg Athletics	NSU
A00226595	Caden Maciejewski	Intercolleg Athletics	NSU

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South Dakota Board of Regents

BOR Routine

04/10/2018 09:31:05

Date Range : 22-FEB-18 thru 21-MAR-18

For :SDSMT

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Loren Degeest	ME9289	00	Facility Worker	Appointment	24959.52	01-MAR-18
Tyler Minchin	ME9261	00	Facility Worker	Appointment	22380.37	12-MAR-18
Kevin Rivera	ME9367	00	Admn Sftwr Spclst (Prgm/Anlyst	Appointment	45322.33	19-MAR-18
Curtis Sehr	ME9285	00	Facility Worker	Appointment	22879.56	12-MAR-18

Career Service Benefit Eligible (CSA1)

Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Waandy Burgos-Martinez	ME9307	00	Facility Worker	End of Probation Adjust	22380.37	23503.55	1123.18	
Robert Connot	ME9886	00	Library Technician	End of Probation Adjust	24647.53	25874.70	1227.17	

Career Service Benefit Eligible (CSA1)

Temporary Salary Adjustments(ST)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
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There were no records found for this group.

Career Service Benefit Eligible (CSA1)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Cathy Durkin	ME9258	00	Test Proctor	TV013	21-MAR-18

Career Service Non-Benefit Eligible (CSA2)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
John Smith	ME9258	00	Test Proctor (Sr Secretary)	Hire Temp Appointment	500.00	22-FEB-18

Career Service Non-Benefit Eligible (CSA2)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Marie Romano	ME9258	00	Test Proctor	TV013	21-MAR-18
Marie Romano	ME9608	00	Temp Bookstore	TV013	21-MAR-18
John Smith	ME9258	00	Test Proctor (Sr Secretary)	TV013	21-MAR-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Levi Suaunoa	ME9686	00	Asst FB Coach-Def Coord	Appointment	40000.00	15-MAR-18
Ryan Thompson	ME9392	00	Asst Soccer Coach/Asst Ath Com	Appointment	29700.00	14-MAR-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Caitlin Asato	ME9236	00	Research Scientist/Engineer	TV000	09-MAR-18
Jennifer Bolduc	ME9685	00	Head Volleyball Coach	TV000	14-MAR-18
Nicolas Jean-Baptiste	ME9794	00	Asst FB Coach-Def Line	TV000	28-FEB-18
Anuradha Shende	ME9253	00	Research Scientist II	TV000	21-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Mady Baker	MW9962	00	ME/Hourly/Moore	Hire Temp Appointment	1620.00	02-MAR-18
Tyler Borgwardt	MG9956	00	Physics GTA Strieder	Hire Temp Appointment	9555.67	22-FEB-18
Hallie Bower	MS9986	00	Museum Student Worker	Hire Temp Appointment	756.00	28-FEB-18
Mary Durkin	MS9979	00	FacStaff Lounge Baker/Johnson	Hire Temp Appointment	540.00	22-FEB-18
William Heasley	MS9947	00	MEM Hourly Brickey	Hire Temp Appointment	960.00	13-MAR-18
Breanna Hollinshead	MS9936	01	Research Assistant-Rebenitsch	Hire Temp Appointment	1440.00	22-FEB-18
Robert James	ME9891	00	Head Women's Golf Coach	Hire Temp Appointment	2079.90	02-MAR-18
Nicolas Kirkvold	MS9929	01	Spring Break Student Staff	Hire Temp Appointment	400.00	03-MAR-18
Zachary Owen	MS9936	00	Research Assistant - JM / Rile	Hire Temp Appointment	720.00	22-FEB-18
Stephanie Reed	ME9910	00	Drama Club Director	Hire Temp Appointment	2250.00	22-FEB-18
Michael Retland	MW9985	00	FWS Library Assistant	Hire Temp Appointment	1080.00	20-MAR-18
Frank Torvik	MS9959	00	STUDENT/GEOL/Roggenthen	Hire Temp Appointment	300.00	22-FEB-18
Samuel Williams	MS9936	00	Grader & ResAssist-JM / Riley	Hire Temp Appointment	720.00	22-FEB-18
Logan Wolbeck	MS9950	00	ME/Surovek/Hourly	Hire Temp Appointment	300.00	12-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Reeha Jasmine Budatala	MS9990	00	Jasthi Grad Hourly	TV012	21-MAR-18
Emory Fryberger	MW9947	00	FWS - Career Learning Center	TV012	21-MAR-18
Nicolas Kirkvold	MS9929	01	Spring Break Student Staff	TV012	11-MAR-18
Jamir Moore	MS9918	00	Athletics	TV012	25-FEB-18
Jesse Punsal	MS9965	00	HRLY/GR/CEE/Stone	TV012	21-MAR-18
Stephanie Reed	ME9910	00	Drama Club Director	TV013	21-MAR-18
Christina Taylor	MS9950	01	ME/Larochelle/Website Design	TV012	16-MAR-18
Michael Thompson	MS9932	01	Physics Hourly - Schnee	TV012	21-MAR-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Tyrone Phillips	ME9209	00	Post-Doctoral Fellow	TL001	01-MAR-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00080500	Laura Clarke	Museum of Geology	SDSMT
A00216976	Aynsley Melancon	Museum of Geology	SDSMT
A00226226	Ross Wunderlich	Student Affairs	SDSMT

P2RNJOB

South Dakota Board of Regents

BOR Routine

04/10/2018 09:31:58

Date Range : 22-FEB-18 thru 21-MAR-18
For :SDSU

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Kristina Behrens	SE8083	01	Program Assistant II	Supplemental Appointment	1396.00	22-FEB-18
Rebekah Glascock	SE8439	00	Facility Worker	Appointment	25791.50	22-FEB-18
Janine Haaland	SE8833	01	Policy/Data Analyst	Supplemental Appointment	2792.00	22-FEB-18
Melody Hall	SE7457	01	Program Assistant II	Supplemental Appointment	1396.00	22-FEB-18
Harriet Kandell	SE8854	01	Policy/Data Analyst	Supplemental Appointment	696.00	22-FEB-18
Daniel Klosterman	SE8533	00	Building Maintenance Specialis	Appointment	41599.20	22-FEB-18
Anna Kurtz	SE8901	01	Senior Programmer Analyst	Supplemental Appointment	3024.00	22-FEB-18
Lauren Longtin	SE8946	00	Program Assistant I	Appointment	35255.32	08-MAR-18
Caleb McCullough	SE6244	00	Facility Worker	Appointment	26810.68	12-MAR-18
Shianne Oval	SE8883	00	Program Assistant II	Appointment	41079.21	26-FEB-18
Amy Smith	SE8903	01	Senior Programmer Analyst	Supplemental Appointment	2560.00	22-FEB-18
Shane Snyders	AE4531	01	Temp Lab Aide	Hire Temp Appointment	20799.60	22-FEB-18
Shane Snyders	AE9048	00	Agricultural Research Tech	Appointment	25146.72	12-MAR-18
Josilyn Ulvestad	SE7300	01	Senior Programmer/Analyst	Supplemental Appointment	1164.00	22-FEB-18

Career Service Benefit Eligible (CSA1)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Celena Sass	SE8745	00	Laboratory Technician	Permanent Change in FTE	29577.03	13309.92	-16267.11	

Career Service Benefit Eligible (CSA1)
Temporary Salary Adjustments(ST)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
April Flemming	SE8835	00	Training Specialist	Temporary Additional Duties	42805.58		4280.56	47086.14
Shylah Joyal	SE6676	00	Senior Secretary	Temporary Additional Duties	29577.03		1478.85	31055.88
Jared Weston	SE8414	00	Facility Worker	Temporary Additional Duties	26810.68		1340.53	28151.21

Career Service Benefit Eligible (CSA1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Blake Azevedo	SE7342	00	Facility Worker	TV002	16-MAR-18
Scott Brandenburger	SE8393	00	Facility Worker	TV001	28-FEB-18
Rachelle Cook	SE8624	00	Program Assistant I	TV002	21-MAR-18
Rebekah Glascock	SE8439	00	Facility Worker	TV001	19-MAR-18
Lacey Julson	SE8742	00	Secretary	TV001	08-MAR-18
Caleb McCullough	SE8424	00	Facility Worker	SA017	11-MAR-18
Shianne Oval	SE8723	00	Program Assistant I	SA011	25-FEB-18
Logan Pederson	SE6552	00	Building Engineer Assistant	TV002	16-MAR-18
Wyatt Petersen	SE8538	00	Communications Specialist	TV008	06-MAR-18
Rachelle Cook	SE4983	06	Temp Ticket Taker	TV013	21-MAR-18
LeAnn Nelson	SE4983	00	Temp Ticket Taker	TV013	21-MAR-18
LeAnn Nelson	SE8664	00	Senior Secretary	TR000	21-MAR-18
Shane Snyders	AE4531	01	Temp Lab Aide	TV013	11-MAR-18

Career Service Non-Benefit Eligible (CSA2)

Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Debra Archer	SE4983	03	Temp Ticket Taker	Hire Temp Appointment	166.00	22-FEB-18
Beverly Austin	FE9974	01	OLLI Instructor	Overload for Teaching	420.00	22-FEB-18
Alexander Baker	UE7261	00	Ath S/D Champ Event Staff	Hire Temp Appointment	649.95	22-FEB-18
Marlin Dart	AE4671	01	Temp Research Tech	Hire Temp Appointment	18719.64	12-MAR-18
Michael Frederiksen	SE4983	05	Temp Ticket Taker	Hire Temp Appointment	156.00	22-FEB-18
Todd Gulbranson	SE4983	32	Temp Ticket Taker	Hire Temp Appointment	315.00	22-FEB-18
Barbara Hillestad	SE4983	28	Temp Ticket Taker	Hire Temp Appointment	231.00	22-FEB-18
Dianne Hoff	SE4983	21	Temp Ticket Taker	Hire Temp Appointment	621.00	22-FEB-18
Doris Hornby	SE4983	02	Temp Ticket Taker	Hire Temp Appointment	44.00	22-FEB-18
Jesahbeel Jimenez	SE4434	00	Temp Senior Secretary	Hire Temp Appointment	28162.66	14-MAR-18
Brent Johnson	SE4983	01	Temp Ticket Taker	Hire Temp Appointment	113.00	22-FEB-18
Peggy Johnson	SE4983	00	Temp Ticket Taker	Hire Temp Appointment	88.00	22-FEB-18
Faye Jones	SE4983	30	Temp Ticket Taker	Hire Temp Appointment	315.00	22-FEB-18
Betty Knutsen	SE4983	21	Temp Ticket Taker	Hire Temp Appointment	555.00	22-FEB-18
Joanne Kruse	SE4983	32	Temp Ticket Taker	Hire Temp Appointment	419.50	22-FEB-18
Kristopher Muhl	SE4983	00	Temp Ticket Taker	Hire Temp Appointment	178.00	22-FEB-18
Jena Nierman	AE4671	00	Temp Research Tech	Hire Temp Appointment	18719.64	12-MAR-18
Chad Parmley	UE7261	00	Ath S/D Champ Event Staff	Hire Temp Appointment	649.95	22-FEB-18
Mark Parrott	SE4983	04	Temp Ticket Taker	Hire Temp Appointment	224.00	22-FEB-18
Lori Puetz	SE4497	00	Temp Staff Assistant	Hire Temp Appointment	20799.60	12-MAR-18
Arla Reed	SE4983	31	Temp Ticket Taker	Hire Temp Appointment	315.00	22-FEB-18
Cristian Sanchez Tovar	AE4658	00	Temp Lab Worker	Hire Temp Appointment	18407.65	01-MAR-18
Todd Sterrett	SE4983	33	Temp Ticket Taker	Hire Temp Appointment	352.00	22-FEB-18
Sara Watkins	AE4671	00	Temp Research Tech	Hire Temp Appointment	18719.64	12-MAR-18
Debra White	UE7261	00	Ath S/D Champ Event Staff	Hire Temp Appointment	649.95	22-FEB-18

Career Service Non-Benefit Eligible (CSA2)

Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Debra Archer	SE4983	03	Temp Ticket Taker	TV013	21-MAR-18
Beverly Austin	FE9974	01	OLLI Instructor	TV013	21-MAR-18
Alexander Baker	UE7261	00	Ath S/D Champ Event Staff	TV013	28-FEB-18
Blaise Bursell	AE4671	00	Temp Fisheries Tech	TV013	08-MAR-18
Marlin Dart	AE4671	00	Temp Research Tech	TV013	22-FEB-18
Michael Frederiksen	SE4983	05	Temp Ticket Taker	TV013	21-MAR-18
Todd Gulbranson	SE4983	32	Temp Ticket Taker	TV013	21-MAR-18
Tyler Hartman	SE4478	00	Temp Special Events Assist	TV013	02-MAR-18
Barbara Hillestad	SE4983	28	Temp Ticket Taker	TV013	21-MAR-18
Dianne Hoff	SE4983	21	Temp Ticket Taker	TV013	21-MAR-18
Doris Hornby	SE4983	02	Temp Ticket Taker	TV013	21-MAR-18
Jesahbeel Jimenez	SE4678	00	Temp Secretary	TV013	21-MAR-18
Brent Johnson	SE4983	01	Temp Ticket Taker	TV013	21-MAR-18
Peggy Johnson	SE4983	00	Temp Ticket Taker	TV013	21-MAR-18
Faye Jones	SE4983	30	Temp Ticket Taker	TV013	21-MAR-18
Betty Knutsen	SE4983	21	Temp Ticket Taker	TV013	21-MAR-18
Joanne Kruse	SE4983	32	Temp Ticket Taker	TV013	21-MAR-18
Christopher Lee	AE4532	01	CSA Temp Technician	TV013	21-MAR-18
Christopher Lee	AE4532	02	CSA Temp-Field & Lab Asst	TV013	21-MAR-18
Seth Moret	AE4497	00	Temp Farm Worker	TV013	02-MAR-18
Kristopher Muhl	SE4983	00	Temp Ticket Taker	TV013	21-MAR-18
Chad Parmley	UE7261	00	Ath S/D Champ Event Staff	TV013	28-FEB-18
Mark Parrott	SE4983	04	Temp Ticket Taker	TV013	21-MAR-18
Arla Reed	SE4983	31	Temp Ticket Taker	TV013	21-MAR-18
Jacob Smither	AE4515	00	Temp Lab Tech	TV013	21-MAR-18
Todd Sterrett	SE4983	33	Temp Ticket Taker	TV013	21-MAR-18
Debra White	UE7261	00	Ath S/D Champ Event Staff	TV013	28-FEB-18
Christine Zelinsky	SE4560	01	Temp Group Fitness Certified	TV013	22-FEB-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)						
Appointments(AA)						
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Holly Beutler	SE6610	01	Finance & Data Specialist	Supplemental Appointment	932.00	22-FEB-18
Cody Caldwell	SE7012	01	Assistant Coach-Wrestling	Supplemental Appointment	300.00	22-FEB-18
Caylee Costello	SE6321	03	Assistant Coach-Women's Soccer	Supplemental Appointment	1000.00	22-FEB-18
Wendy Craddock	SE8859	01	Manager-Programming Unit	Supplemental Appointment	2560.00	22-FEB-18
Wendy Dailey	SE8864	15	Fac & Serv Employment Coord	Supplemental Appointment	575.00	22-FEB-18
Rodney DeHaven	SE9812	14	Head Coach-Track & Field	Supplemental Appointment	1000.00	22-FEB-18
Tracey Erickson	EE9815	01	Extension Field Specialist II	Supplemental Appointment	1000.00	22-FEB-18
Leo Gannon	SE9589	01	Bursar/Records Mngt Supv	Supplemental Appointment	1164.00	22-FEB-18
Brian Grunzke	SE7025	22	Assistant Coach-Baseball	Supplemental Appointment	1700.00	22-FEB-18
Micah Hansen	SE6645	01	Compliance Manager	Supplemental Appointment	1164.00	22-FEB-18
Jana Hanson	SE8888	03	Director Inst Assessment	Supplemental Appointment	1396.00	22-FEB-18
Shawn Helmbolt	SE9779	02	Assistant Director-Admissions	Supplemental Appointment	932.00	22-FEB-18
Geoffrey Henebry	SE8200	04	Director	Supplemental Appointment	36232.00	22-FEB-18
Kathleen Heylens	SE8855	17	Sr Assc AD-Compliance/SWA	Supplemental Appointment	250.00	22-FEB-18
Michael Holbeck	SE8939	02	Director-Finance & Budget	Supplemental Appointment	464.00	22-FEB-18
Hanna Holmquist	SE6589	01	Professional Advisor	Supplemental Appointment	1000.00	22-FEB-18
Andrew Janssen	SE9797	03	Assistant Coach-Soccer	Supplemental Appointment	1000.00	22-FEB-18
Samuel Jennings	SE9629	01	Dean of Students	Supplemental Appointment	932.00	22-FEB-18
John Keimig	EE9849	00	Extension Field Specialist I	Appointment	57000.00	01-MAR-18
Joyce Kepford	SE9579	01	Director-Registrar	Supplemental Appointment	2792.00	22-FEB-18
Jennifer Kindt	SE8941	01	Financial Analyst	Supplemental Appointment	1164.00	22-FEB-18
Anneliese Klinzmann	EE9730	00	4H Youth Program Advisor	Appointment	36453.00	05-MAR-18
Ryan Knutson	SE8034	01	Assistant VP Technology	Supplemental Appointment	932.00	22-FEB-18
Michelle Kuebler	SE9929	01	Assistant Director	Supplemental Appointment	2792.00	22-FEB-18
Mary Larson	SE7662	02	Coordinator-HR Info & Empl Sys	Supplemental Appointment	1164.00	22-FEB-18
Nicole Lounsbery	SE6870	11	Assistant Dean	Supplemental Appointment	696.00	22-FEB-18
Nicole Lounsbery	SE6870	12	Assistant Dean	Supplemental Appointment	875.00	22-FEB-18
Karolynn Marsan	AE8303	00	Livestock Unit Manager (Sheep)	Appointment	47500.00	05-MAR-18
T McLaughlin	SE8902	01	Research & Data Specialist	Supplemental Appointment	1860.00	22-FEB-18
William Moore	SE9919	01	Manager-Admin Info Serv	Supplemental Appointment	3024.00	22-FEB-18
Mitchell Mormann	SE6527	06	Assistant Coach-Baseball	Supplemental Appointment	1700.00	22-FEB-18
Jennifer Novotny	SE9943	01	Sr Director-Student Activities	Supplemental Appointment	932.00	22-FEB-18
Adam Parsons	SE6888	06	Asst Coach-Strength & Conditio	Supplemental Appointment	500.00	22-FEB-18
Derek Peterson	SE9948	01	Director-Business & Aux Ops	Supplemental Appointment	932.00	22-FEB-18
Ross Pirlet	SE9602	01	Student Accounts Specialist	Supplemental Appointment	1860.00	22-FEB-18
Jonathan Reader	SE6752	04	Associate Coach-Wrestling	Supplemental Appointment	300.00	22-FEB-18
Kacie Richard	SE8940	01	Finance & Budget Coordinator	Supplemental Appointment	932.00	22-FEB-18
Ronnie Straub	SE9900	01	IT Services Manager	Supplemental Appointment	932.00	22-FEB-18
Dmitry Susptsyn	SE6868	00	Director of Inst Research	Appointment	89000.00	22-FEB-18
Chelsea Sweetser	AE8300	00	Research Assistant	Appointment	34007.35	12-MAR-18
Brock Thompson	SE9818	06	Head Coach-Women's Soccer	Supplemental Appointment	500.00	22-FEB-18
Brock Thompson	SE9818	07	Head Coach-Women's Soccer	Supplemental Appointment	1000.00	22-FEB-18
Gilbert Ustad	UE8205	01	Adjunct	Hire Temp Appointment	3750.00	22-FEB-18
Jennifer Vander Wal	SE9603	01	Coordinator-IR	Supplemental Appointment	1860.00	22-FEB-18
Kristi Villar	SE6534	03	Assistant Coach-Softball	Supplemental Appointment	2297.00	22-FEB-18
Beth Vollar	SE9923	01	Asst Director-Financial Aid	Supplemental Appointment	2324.00	22-FEB-18
Hatika Vuppula	SE6261	01	Research Assistant	Hire Temp Appointment	16640.64	22-FEB-18
Hatika Vuppula	SE6268	00	Research Associate I	Appointment	43000.00	02-MAR-18
Gregory Wasberg	SE6701	00	Counselor-Res Hall & Outreach	Appointment	36531.00	19-MAR-18
Emily White	SE6242	00	Education Program Specialist	Hire Temp Appointment	26001.00	26-FEB-18
Abby Whitelock	SE8532	00	Project Coord/Interior Designe	Appointment	56000.00	05-MAR-18
Rusty Wienk	SE6915	01	Coordinator-Intl Recruitment	Supplemental Appointment	696.00	22-FEB-18
Jason Zimmerman	SE8209	02	Associate Dean	Supplemental Appointment	932.00	22-FEB-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)							
Permanent Salary Adjustment(SP)							
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff. New Adj.
Megan Peterson	SE8565	00	Extension Associate	Change in Overtime Eligibility	36482.50	36453.00	-29.50
Fernando Vicoso Bauermann	AE9695	00	Research Associate III	Reclassification	54000.00	58320.00	4320.00

Non-Faculty Benefit Eligible (NFE1) (NFE1) Temporary Salary Adjustments(ST)						
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base Diff. New Adj.
Mary Larson	SE7662	01	Coordinator-HR Info & Empl Sys	Temporary Additional Duties	2005.68	2507.10 4512.78

Non-Faculty Benefit Eligible (NFE1) (NFE1) Terminated					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Jiuhuan Feng	AE9417	00	Research Associate II/Lab Mngr	TV001	21-MAR-18
John Keimig	EE9854	00	Extension Associate	SA011	28-FEB-18
Brandt Kreyger	SE8953	00	Budget Coordinator	TV001	21-MAR-18
Kristine Skorseth	SE6304	00	Research Coordinator	TV001	16-MAR-18
Christopher Bono	SE9814	09	Head Coach-Wrestling	TV013	21-MAR-18
Caylee Costello	SE6321	03	Assistant Coach-Women's Soccer	TV013	21-MAR-18
Wendy Dailey	SE8864	15	Fac & Serv Employment Coord	TV013	21-MAR-18
Rodney DeHaven	SE9812	14	Head Coach-Track & Field	TV013	21-MAR-18
Tracey Erickson	EE9815	01	Extension Field Specialist II	TV013	21-MAR-18
Brian Grunzke	SE7025	22	Assistant Coach-Baseball	TV013	21-MAR-18
Geoffrey Henebry	SE8200	04	Director	TV013	21-MAR-18
Kathleen Heylens	SE8855	17	Sr Assc AD-Compliance/SWA	TV013	21-MAR-18
Hanna Holmquist	SE6589	01	Professional Advisor	TV013	21-MAR-18
Andrew Janssen	SE9797	03	Assistant Coach-Soccer	TV013	21-MAR-18
Anneliese Klinzmann	AE4644	01	Temp Farm Crew	TV013	04-MAR-18
Anneliese Klinzmann	AE4644	02	Temp Farm Crew Holiday	TV013	04-MAR-18
Nicole Lounsbury	SE6870	12	Assistant Dean	TV013	21-MAR-18
Mitchell Mormann	SE6527	06	Assistant Coach-Baseball	TV013	21-MAR-18
Adam Parsons	SE6888	06	Asst Coach-Strength & Conditio	TV013	21-MAR-18
Jonathan Reader	SE6752	04	Associate Coach-Wrestling	TV013	21-MAR-18
Kay Scheibe	SE6388	00	Director-Grants Admin	TR000	28-FEB-18
Brock Thompson	SE9818	06	Head Coach-Women's Soccer	TV013	21-MAR-18
Brock Thompson	SE9818	07	Head Coach-Women's Soccer	TV013	21-MAR-18
Kristi Villar	SE6534	03	Assistant Coach-Softball	TV013	21-MAR-18
Harika Vuppula	SE6261	01	Research Assistant	TV013	01-MAR-18
Karllys Wells	SE9666	00	Extension Associate	TR001	21-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2) Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Rakesh Roshan Ade	SS7849	01	student hrly Maintenance Work	Hire Temp Appointment	4800.00 05-MAR-18
Abdullah Alzaydani	SS8688	00	student hrly Union Set-Up Crew	Hire Temp Appointment	5208.00 22-FEB-18
Maria Antony	AG7035	00	Graduate Research Assistant	Hire Temp Appointment	16543.00 27-FEB-18
Holli Baan Hofman	QE8667	00	Nurse	Hire Temp Appointment	99.99 22-FEB-18
Anna Barr	SS7865	00	student hrly Research Assist	Hire Temp Appointment	4800.00 22-FEB-18
Emily Boeke	SS8474	00	student hrly Equestrian Barn	Hire Temp Appointment	4248.00 21-MAR-18
Megan Bolton	SS7658	00	student hrly Event Tech	Hire Temp Appointment	4800.00 25-FEB-18
Caly Bornsen	AS9184	00	student hrly Animal Tech	Hire Temp Appointment	4248.00 26-FEB-18
Gavin Borstad	SS7988	00	student hrly Office Assist	Hire Temp Appointment	4800.00 28-FEB-18
Justin Brown	AS9135	02	student hrly Ag Research Tech	Hire Temp Appointment	5760.00 05-MAR-18
Caitlin Bute	SS7844	00	student hrly Aviation Trainer	Hire Temp Appointment	8280.00 26-FEB-18
Sharath Chandra Sai Chikka	SS7687	00	student hrly Custodian	Hire Temp Appointment	4800.00 22-FEB-18
Brandi Christensen	SE6761	00	Temporary Clinical Assistant	Hire Temp Appointment	2660.00 22-FEB-18
Jenna Christianson	SS7865	01	student hrly Research Assist	Hire Temp Appointment	4800.00 22-FEB-18
Bailey Cowling	SS7988	00	student hrly Office Assist	Hire Temp Appointment	4800.00 28-FEB-18
Sydney Daniels	AS9195	05	student hrly Lab Assist	Hire Temp Appointment	4800.00 22-FEB-18
Emily Dewaard	SS7989	01	student hrly JUR Student	Hire Temp Appointment	5280.00 17-MAR-18
Emily Dewaard	SW9793	00	WS Editor-in-Chief	Hire Temp Appointment	4800.00 28-FEB-18
Brianna Doran	SS7720	02	student hrly Event Parking	Hire Temp Appointment	95.00 22-FEB-18
Harsh Dubey	AS9136	00	student hrly Field & Lab Asst.	Hire Temp Appointment	4800.00 01-MAR-18
Anna Effinger	SS8548	00	student hrly State Tech	Hire Temp Appointment	5208.00 12-MAR-18
Samantha Ellison	SS8696	00	student hrly CA Break Coverage	Hire Temp Appointment	4800.00 02-MAR-18
Robert Escamilla	SW9469	00	WS Diversity Assist	Hire Temp Appointment	4248.00 28-FEB-18
Kylee Essen	SS8765	00	student hrly Driver	Hire Temp Appointment	4248.00 14-MAR-18

Vilisa Even	SE6708 08	Temporary Clinical Assistant	Hire Temp Appointment	4869.00	22-FEB-18
Caleb Freeman	SS7587 00	student hrly Logue Research	Hire Temp Appointment	4560.00	22-FEB-18
Erin Gerard	SS7982 00	student hrly CA Break Coverage	Hire Temp Appointment	4800.00	01-MAR-18
Edmund Giefer	SS7878 00	stdnt hrly Facility Attendant	Hire Temp Appointment	4248.00	01-MAR-18
Edmund Giefer	SS8233 00	student hrly Orientation Lead	Hire Temp Appointment	4248.00	22-FEB-18
Seth Golden	SS7944 00	student hrly CA Break Coverage	Hire Temp Appointment	4800.00	02-MAR-18
Allison Grandstrand	SS8765 00	student hrly Driver	Hire Temp Appointment	4248.00	27-FEB-18
Riley Grosse-Rhode	AS9216 00	student hrly Feedlot Worker	Hire Temp Appointment	4248.00	13-MAR-18
Heidi Heeren	SE6353 02	Music Director	Hire Temp Appointment	25790.40	12-MAR-18
Jessie Hendricks	SG7759 02	Graduate Research Assistant	Hire Temp Appointment	22400.00	22-FEB-18
Weston Henley	SW9593 00	WS Museum Aide	Hire Temp Appointment	4800.00	22-FEB-18
Taylor Herrick	SS8143 00	Student Univ Program Council	Hire Temp Appointment	0.00	22-FEB-18
Blake Hornig	SS7878 00	stdnt hrly Facility Attendant	Hire Temp Appointment	4248.00	26-FEB-18
Blake Hornig	SW9474 00	WS Facility Attendant	Hire Temp Appointment	4248.00	26-FEB-18
Anna Husman	SE6708 12	Temporary Clinical Assistant	Hire Temp Appointment	2000.00	22-FEB-18
Trista Jasa	AS9184 00	student hrly Animal Tech	Hire Temp Appointment	4248.00	26-FEB-18
Aaron Jenkins	SS7787 00	student hrly Farm Crew	Hire Temp Appointment	4800.00	22-FEB-18
Aaron Jenkins	SS7787 01	student hrly Holiday Farm Crew	Hire Temp Appointment	5280.00	22-FEB-18
Christine Johnson	SE6796 02	Temporary Clinical Assistant	Hire Temp Appointment	4660.00	22-FEB-18
Katelyn Johnson	SW9828 00	WS America Reads Tutor	Hire Temp Appointment	5760.00	22-FEB-18
Leslie Johnson	SE6708 02	Temporary Clinical Assistant	Hire Temp Appointment	740.00	22-FEB-18
Paige Johnson	AS9136 00	student hrly Field & Lab Asst.	Hire Temp Appointment	4800.00	12-MAR-18
Josiah Jorenby	SS7627 02	student hrly Research Assist	Hire Temp Appointment	5760.00	22-FEB-18
Wijesinghe Saman Karunarathna	SS7871 00	student hrly Custodial	Hire Temp Appointment	4248.00	22-FEB-18
Laura Kessler	SE6708 06	Temporary Clinical Assistant	Hire Temp Appointment	2000.00	22-FEB-18
Heather Kirkpatrick	SW9617 00	WS Orientation Leader	Hire Temp Appointment	4248.00	22-FEB-18
Bailey Klemann	SS7816 00	student hrly Horse Unit Worker	Hire Temp Appointment	4252.80	22-FEB-18
Camille Klima	SS7754 02	student hrly Office Assist	Hire Temp Appointment	5280.00	13-MAR-18
Anita Kline	SS7723 00	student hrly CA Break Coverage	Hire Temp Appointment	4800.00	03-MAR-18
Silas Krueger	SW9491 00	WS Studio Assist	Hire Temp Appointment	4248.00	12-MAR-18
Sarah Krush	SE6708 03	Temporary Clinical Assistant	Hire Temp Appointment	2000.00	22-FEB-18
Meara Kulda	SS7800 00	student hrly Office Specialist	Hire Temp Appointment	4296.00	23-FEB-18
Kinsey Kurtenbach	SS7792 00	student hrly Grading Assist	Hire Temp Appointment	4800.00	12-MAR-18
Riley Jo Landmark	SS7799 00	student hrly Climbing Wall	Hire Temp Appointment	4248.00	22-FEB-18
Kassidy Larsen	SS7720 01	student hrly Event Parking	Hire Temp Appointment	95.00	22-FEB-18
Lucas Latza	SS7745 00	student hrly Graphic Design	Hire Temp Appointment	4440.00	22-FEB-18
Nicolette Lecy	SS7904 01	student hrly CA Break Coverage	Hire Temp Appointment	4800.00	01-MAR-18
Jordan Little	SS7803 00	student hrly Video Assist	Hire Temp Appointment	4800.00	22-FEB-18
Kristina Luczak	SS7937 01	student hrly CA Break Coverage	Hire Temp Appointment	4800.00	01-MAR-18
Kendra Mack	SS7937 00	student hrly CA Break Coverage	Hire Temp Appointment	4800.00	01-MAR-18
Husnain Maqsood	SS8037 00	student hrly Facility Worker	Hire Temp Appointment	4248.00	26-FEB-18
Dena Mikkonen	SE6609 00	Temporary Clinical Assistant	Hire Temp Appointment	6291.00	22-FEB-18
Mukesh Mithrakumar	AS9239 00	Student Labor OT Elg-FTE Count	Hire Temp Appointment	4248.00	19-MAR-18
Kevin Moody	SS8548 00	student hrly State Tech	Hire Temp Appointment	5208.00	12-MAR-18
Kayla Moss	SS8636 00	student hrly Museum Aide	Hire Temp Appointment	4800.00	22-FEB-18
Asuka Ohno	SS7904 01	student hrly CA Break Coverage	Hire Temp Appointment	4800.00	01-MAR-18
Britney Ohrlund	SE6708 00	Temporary Clinical Assistant	Hire Temp Appointment	4000.00	22-FEB-18
Shelby Owen	SE6796 00	Temporary Clinical Assistant	Hire Temp Appointment	4000.00	22-FEB-18
Natalie Parks	SE6429 00	Temporary Tutor	Hire Temp Appointment	14728.25	12-MAR-18
Ramya Mitra Patnam Damodaram	SG6022 02	Graduate Research Assistant	Hire Temp Appointment	2776.00	22-FEB-18
Haley Pazour	SS8765 00	student hrly Driver	Hire Temp Appointment	4248.00	13-MAR-18
Amanda Petrik	SE6761 01	Temporary Clinical Assistant	Hire Temp Appointment	8660.00	22-FEB-18
Nickolas Rabern	SS7687 00	student hrly Grounds Crew	Hire Temp Appointment	4800.00	22-FEB-18
H Kottogoda G H Ranaweera	SS7944 00	student hrly CA Break Coverage	Hire Temp Appointment	4800.00	02-MAR-18
Courtney Rehder	SS7800 00	student hrly Office Specialist	Hire Temp Appointment	4296.00	23-FEB-18
Samantha Reuppel	SS7845 00	student hrly IM Official	Hire Temp Appointment	4248.00	23-FEB-18
Blake Roetman	AS9196 00	student hrly Lab Assist	Hire Temp Appointment	4320.00	02-MAR-18
Kaitlyn Rooney	SE6761 00	Temporary Clinical Assistant	Hire Temp Appointment	2660.00	22-FEB-18
Doha Rottluff	SS7879 01	student hrly Lifeguard	Hire Temp Appointment	4320.00	26-FEB-18
Riley Ruble	SS7736 00	student hrly Judging Assist	Hire Temp Appointment	4248.00	06-MAR-18
Dheeman Saha	AS9195 00	student hrly Lab Assist	Hire Temp Appointment	4800.00	22-FEB-18
Sruthi Saini	SS7867 03	student hrly Custodian	Hire Temp Appointment	4800.00	22-FEB-18
Max Sauer	SS7733 00	student hrly Research Assist	Hire Temp Appointment	5760.00	22-FEB-18
Elise Schweer	AS9172 00	student hrly Lab Assist	Hire Temp Appointment	5040.00	07-MAR-18
Sarah Schweitzer	AS9167 00	student hrly Lab Assist	Hire Temp Appointment	4800.00	22-FEB-18
Bibek Shrestha	SS8037 00	student hrly Facility Worker	Hire Temp Appointment	4248.00	22-FEB-18
Kushagra Singh	SS8696 01	student hrly CA Break Coverage	Hire Temp Appointment	4800.00	02-MAR-18
Sidney Snyder	SW9530 00	WS Tutor	Hire Temp Appointment	4248.00	22-FEB-18

Rylee Streit	SS8474	00	student hrly Equestrian Barn	Hire Temp Appointment	4320.00	03-MAR-18
Reice Tiernan	SS7844	00	student hrly Aviation Trainer	Hire Temp Appointment	8280.00	26-FEB-18
Daniel Timm	SS7720	01	student hrly Event Parking	Hire Temp Appointment	95.00	22-FEB-18
Brooklyn Toedter	SW9547	00	WS Office Assist	Hire Temp Appointment	4248.00	01-MAR-18
Elijah Tornow	SS9793	00	student hrly PhoneJack	Hire Temp Appointment	4320.00	15-MAR-18
Julie VanKeulen	SS8765	00	student hrly Driver	Hire Temp Appointment	4248.00	19-MAR-18
Mary Walloch	SE6708	10	Temporary Clinical Assistant	Hire Temp Appointment	2434.00	22-FEB-18
Rebecca Wilson	AS9164	00	student hrly Lab Worker	Hire Temp Appointment	4800.00	01-MAR-18
Melissa Wollman	SS8233	00	student hrly Orientation Lead	Hire Temp Appointment	4248.00	22-FEB-18
Rachel Wright	SE6761	01	Temporary Clinical Assistant	Hire Temp Appointment	8100.00	22-FEB-18
Ruben Behnke	FE9974	01	OLLI Instructor	Overload for Teaching	140.00	22-FEB-18
Ruben Behnke	SE7076	00	Res Assc II/Asst State Climato	Hire Temp Appointment	51000.00	22-FEB-18
Lei Hua	AE9044	00	Post Doc Research Associate	Hire Temp Appointment	42023.00	22-FEB-18
Simon Newkirk	SE7410	01	Post Doc Research Associate	Supplemental Appointment	1000.00	22-FEB-18
Fnu Roshan Kumar	SE6252	00	Post-Doc	Hire Temp Appointment	42840.00	22-FEB-18
Jeffrey Siekmann	SE6475	01	Special Assistant to VP/CFO	Supplemental Appointment	932.00	22-FEB-18
Poonam Singha	AE9091	00	Post Doc Research Associate	Hire Temp Appointment	43000.00	22-FEB-18
Debra Thorstenson	SE6551	01	Program Director	Supplemental Appointment	75.00	22-FEB-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Nicole Albert	SE6793	03	Temporary Clinical Assistant	Permanent Change in FTE	4000.00	2933.34	-1066.66	
Alexander Bonnema	SS7844	00	student hrly Aviation Trainer	Sal Adj-Unusual Circumstance	8280.00	9360.00	1080.00	
Alexander Bonnema	SW9542	01	WS Aviation Trainer	Sal Adj-Unusual Circumstance	8280.00	9360.00	1080.00	
Robin Dutenhoeffer	SE6609	03	Temporary Clinical Assistant	Permanent Change in FTE	6000.00	7000.00	1000.00	
Kelsey Garber	SS7718	00	student hrly Necropsy Assist	Sal Adj-Unusual Circumstance	4488.00	4608.00	120.00	
Ailin Guo	SG7112	03	Graduate Research Assistant	Change Salary Rate/Pay Grade	17532.00	21532.00	4000.00	
Raela Hines	AS9184	01	student hrly Animal Tech	Sal Adj-Unusual Circumstance	4488.00	4608.00	120.00	
Nicholas Kludt	AG9105	03	Graduate Research Assistant	Sal Adj-Unusual Circumstance	24085.00	34000.00	9915.00	
Kaitlyn McCracken	SS8375	09	stdnt hrly Operations Manager	Sal Adj-Unusual Circumstance	4800.00	4824.00	24.00	
Keegan Mertens	SS7844	00	student hrly Aviation Trainer	Sal Adj-Unusual Circumstance	8280.00	8520.00	240.00	
Shane Mueller	AS9216	00	student hrly Feedlot Worker	Sal Adj-Unusual Circumstance	4248.00	4440.00	192.00	
Miranda Painter	AS9184	00	student hrly Animal Tech	Sal Adj-Unusual Circumstance	4368.00	4488.00	120.00	
Miranda Painter	SS7626	00	student hrly Lab Assist	Sal Adj-Unusual Circumstance	4368.00	4488.00	120.00	
Cozette Petersen	SE6793	02	Temporary Clinical Assistant	Permanent Change in FTE	4000.00	2760.00	-1240.00	
Jordan Peterson	SS7785	00	stdnt hrly Pharmacy Intern II	Sal Adj-Unusual Circumstance	4800.00	5040.00	240.00	
Jasmine Piepho	SS7761	01	student hrly Lab Assist	Sal Adj-Unusual Circumstance	4368.00	4488.00	120.00	
Michelle Rystrom	SE6609	01	Temporary Clinical Assistant	Permanent Change in FTE	660.00	4500.00	3840.00	
Austin Van Asselt	SS7728	01	student hrly Research Assist	Sal Adj-Unusual Circumstance	4368.00	4488.00	120.00	
Melissa Waldner	SE6609	00	Temporary Clinical Assistant	Permanent Change in FTE	2000.00	4500.00	2500.00	
Kayla Wendt	SE6708	00	Temporary Clinical Assistant	Permanent Change in FTE	4708.08	2106.72	-2601.36	
Warren Hovland	SE8116	02	Aviation Trainer	Change Salary Rate/Pay Grade	23587.20	24055.20	468.00	
James Huntley	SE8116	00	Aviation Trainer	Change Salary Rate/Pay Grade	16146.00	17316.00	1170.00	
Carsie Myers	SE8116	00	Aviation Trainer	Change Salary Rate/Pay Grade	17784.00	18954.00	1170.00	
Anthony Reker	SE8116	00	Aviation Trainer	Change Salary Rate/Pay Grade	16380.00	19422.00	3042.00	

Student Employment and NFE Non-Benefit Eligible (NFE2)
Leave of Absence(LA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Meagan Irvine Miller	SG7004	00	Graduate Teaching Assistant	LWOP Personal Reason	12678.00	05-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Emily Andersen	SS8474	00	student hrly Equestrian Barn	TV012	02-MAR-18
Holli Baan Hofman	QE8667	00	Nurse	TV013	21-MAR-18
Abiral Baniya	SG7801	02	Graduate Research Assistant	TV013	21-MAR-18
Joseph Barnett	SE6609	00	Temporary Clinical Assistant	TV013	21-MAR-18
Kelli Berger	AS9166	00	Student Hrly Lab Assistant	TV012	21-MAR-18
Justin Brown	AS9135	02	student hrly Ag Research Tech	TV012	21-MAR-18

Andrew Cheney	SS7622 01	student hrly Soccer Camp	TV012	01-MAR-18
Sharath Chandra Sai Chikka	SS7687 00	student hrly Custodian	TV012	21-MAR-18
Amanda Crawford	SS7660 01	Student Hrly TOP Research	TV012	14-MAR-18
Bethany Deboer	AS9144 00	student hrly Farm Worker	TV012	21-MAR-18
Emily Dewaard	SS7989 00	student hrly JUR	TV012	16-MAR-18
Emily Dewaard	SS8704 02	student hrly Editor-in-Chief	TV012	27-FEB-18
Brianna Doran	SS7720 02	student hrly Event Parking	TV012	21-MAR-18
Carol Drayer	SS9793 01	student hrly PhoneJack	TV012	21-MAR-18
Melissa Esser	SE6708 11	Temporary Clinical Assistant	TV013	21-MAR-18
Tyrell Fisk	AS9165 00	student hrly Research Assist	TV012	21-MAR-18
Karissa Flier	SE6708 02	Temporary Clinical Assistant	TV013	21-MAR-18
Scott Halverson	AW9740 00	WS Farm Worker	TV012	21-MAR-18
Jenna Hayungs	SS7897 00	student hrly Bookstore	TV012	21-MAR-18
Kaylie Hemish	SS7698 01	student hrly Custodial	TV012	21-MAR-18
Mariah Hodne	SS7660 01	Student Hrly TOP Research	TV012	14-MAR-18
Deanne Hoekstra	SE6708 08	Temporary Clinical Assistant	TV013	21-MAR-18
Quazi Irfan	SS7880 00	student hrly Research	TV012	21-MAR-18
Michelle Jerzak	SS7988 00	student hrly Office Assist	TV012	02-MAR-18
Brooke Johnson	SS8474 00	student hrly Equestrian Barn	TV012	02-MAR-18
Leslie Johnson	SE6708 02	Temporary Clinical Assistant	TV013	21-MAR-18
Milkah Kahiu	SG7828 02	Graduate Research Assistant	TV013	21-MAR-18
Prabeen Kattel	SS8023 00	Hrly-Student Custodian	TV012	21-MAR-18
Anita Kline	SS7723 00	student hrly CA Break Coverage	TV012	10-MAR-18
Jake Larson	SS7810 00	student hrly DTS Tech	TV012	13-MAR-18
Rebecca Leddy	AS9184 01	student hrly Animal Tech	TV012	07-MAR-18
Sally Mabrouk	SG7801 03	Graduate Research Assistant	TV013	13-MAR-18
Dipakkumar Mehta	AG9820 02	Graduate Research Assistant	TV013	02-MAR-18
Makenna Meier	SS7650 00	student hrly Lab Assist	TV012	21-MAR-18
Molly Millage	SS7660 01	Student Hrly Top Research Asst	TV012	14-MAR-18
Jacob Pickthorn	SS8375 00	student hrly Facility Attend.	TV012	14-MAR-18
Angel Rasmussen	SS7660 01	Student Hrly-TOP Research Asst	TV012	14-MAR-18
Jaclyn Rauen	SE6708 11	Temporary Clinical Assistant	TV013	21-MAR-18
Brooke Rogelstad	SS8474 00	student hrly Equestrian Barn	TV012	15-MAR-18
Doha Rottluff	SS7879 01	student hrly Lifeguard	TV012	21-MAR-18
Md Saifur Rahman Saikot	SS9793 01	student hrly PhoneJack	TV012	21-MAR-18
Bibek Shrestha	SS8037 00	student hrly Facility Worker	TV012	26-FEB-18
Wyatt Stevens	AW9740 00	WS Farm Worker	TV012	21-MAR-18
Haley Strait	SS7660 01	Student Hrly TOP Research Asst	TV012	14-MAR-18
Akash Suryavanshi	AS9122 00	student hrly Lab Assist	TV012	21-MAR-18
Daniel Timm	SS7720 01	student hrly Event Parking	TV012	21-MAR-18
Rachel VanHeel	SE6761 00	Temporary Clinical Assistant	TV013	21-MAR-18
Sierra Wagner	SS7904 00	student hrly CA Break Coverage	TV012	21-MAR-18
Megan Webb	AG9416 03	Graduate Research Assistant	TV013	21-MAR-18
Luke Weber	SS7817 00	student hrly Admis. Assist	TV012	21-MAR-18
Suresh Damodaran	SE6365 00	Post-Doc	TI002	12-MAR-18
Ruben Behnke	FE9974 01	OLLI Instructor	TV013	21-MAR-18
Cody Hall	AE4512 00	Temp Research Assist	TV013	21-MAR-18
Louise Loban	SE9914 00	Asst Director-HR	TR000	21-MAR-18
Simon Newkirk	SE7410 01	Post Doc Research Associate	TV013	21-MAR-18
Debra Thorstenson	SE6551 01	Program Director	TV013	21-MAR-18

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Marie-Pierre Baggett	SE9357	19	Guest Speaker	Supplemental Appointment	100.00	22-FEB-18
Jordan Baye	SE9420	00	Associate Professor	Appointment	104000.00	05-MAR-18
Melanie Caffé	AE8227	02	Assistant Professor	Supplemental Appointment	4386.00	22-FEB-18
Kendra Kattelmann	SE9346	36	Professor	Supplemental Appointment	4985.00	22-FEB-18
Lacey McCormack	SE7664	16	Assistant Professor	Supplemental Appointment	11544.60	22-FEB-18
Jessica Meendering	SE8144	38	Associate Professor	Supplemental Appointment	11361.00	22-FEB-18
David Roy	SE9418	16	Professor	Supplemental Appointment	36328.00	22-FEB-18
Mary Walker	SE7600	16	Instructor	Hire Temp Appointment	300.00	22-FEB-18
Michael Wimberly	SE9264	10	Professor	Supplemental Appointment	32157.00	22-FEB-18
Xiaoyang Zhang	SE9417	05	Assc Prof/Sr Research Scient	Supplemental Appointment	28040.00	22-FEB-18

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Marie-Pierre Baggett	SE9357	19	Guest Speaker	TV013	21-MAR-18
Melanie Caffé	AE8227	02	Assistant Professor	TV013	21-MAR-18
Jean French	SE9517	00	Professor	TR001	21-MAR-18
Kendra Kattelman	SE9346	36	Professor	TV013	21-MAR-18
Lacey McCormack	SE7664	16	Assistant Professor	TV013	21-MAR-18
Jessica Meendering	SE8144	38	Associate Professor	TV013	21-MAR-18
David Roy	SE9418	16	Professor	TV013	21-MAR-18
Mary Walker	SE7600	16	Instructor	TV013	21-MAR-18
Michael Wimberly	SE9264	10	Professor	TV013	21-MAR-18
Xiaoyang Zhang	SE9417	05	Assc Prof/Sr Research Scient	TV013	21-MAR-18

Faculty Non-Benefit Eligible (FAC2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Charles Carlson	SE6464	00	Instructor	Hire Temp Appointment	7477.00	22-FEB-18
Bethany Scholten	SE7794	00	Instructor	Hire Temp Appointment	5400.00	22-FEB-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Kelly Boese	SE7408	01	Instructor	TV013	21-MAR-18
Mary Moeller	SE6788	00	Instructor	TV013	21-MAR-18
Rebecca Schmieding	SE6109	05	Temporary Instructor	TV013	21-MAR-18
Sandra Thorson	SE6744	00	Temporary Instructor	TV013	21-MAR-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00219455	Joshua Loecker	Chemistry & Biochemistry	SDSU
A00226524	Robert VanDamme	Intercollegiate Athletics	SDSU
A00212281	Alexander Gray	Mechanical Engineering	SDSU
A00168152	Jacob Ostby	Mechanical Engineering	SDSU
A00166261	Brennen Walley	Mechanical Engineering	SDSU
A00176047	Joshua Zwinger	Mechanical Engineering	SDSU

P2RNJOB

South Dakota Board of Regents
BOR Routine
Date Range : 22-FEB-18 thru 21-MAR-18
For :USD

04/10/2018 09:32:39

Ver: 072011.28a

Career Service Benefit Eligible (CSA1)					
Appointments(AA)					
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal. Effective Date
Jasmine Anderson	UE8215	04	HS Long Term Sub Aide	Hire Temp Appointment	3732.96 23-FEB-18
Laurel Hanson	UE9639	00	Executive Assistant to Dean	Appointment	34839.33 22-FEB-18
Charles Kreber	UE9109	00	Building Engineer I	Appointment	56056.00 22-FEB-18
Ryan Porter	UE6888	00	Athletics Facilities Worker	Appointment	27039.48 12-MAR-18
Patricia Roberts-Pizzuto	UE9608	00	Mail Processor	Appointment	31199.40 12-MAR-18
Michelle Rodriguez	UE9612	00	Admissions Senior Secretary	Appointment	32239.38 13-MAR-18
Megan Teel	UE9788	00	Facility Worker	Appointment	26103.50 05-MAR-18
Shavin Tormanen	QE8718	00	Training Specialist	Appointment	41079.21 22-FEB-18

Career Service Benefit Eligible (CSA1)							
Permanent Salary Adjustment(SP)							
Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff. New Adj.
Elizabeth Anderson	UE9760	00	Facility Worker	End of Probation Adjust	26103.50	27408.67	1305.17
Michael Anderson	UE9789	01	CSA Employee of Mon March 2018	Salary Enhance/Special Award	150.00		
Randy Anderson	UE9389	00	Equipment Mechanic	Sal Adj-Unusual Circumstance	36018.63	36440.90	422.27
Joseph Bernard	UE9706	00	Grounds Keeper	Sal Adj-Unusual Circumstance	26819.00	34028.15	7209.15
Rachael Biggerstaff	UE9682	00	Secretary	End of Probation Adjust	22324.90	23441.15	1116.25
Karl Brewer	UE9702	00	Grounds Keeper	Sal Adj-Unusual Circumstance	26819.00	34028.15	7209.15
John Carrington	UE9703	00	Grounds Specialist -Irrigation	Sal Adj-Unusual Circumstance	30942.72	36440.90	5498.18
Michael Hauger	UE8960	00	Grounds Specialist	Sal Adj-Unusual Circumstance	32187.94	36440.90	4252.96
Tiffany Kuester	UE9351	00	Facility Worker	End of Probation Adjust	26103.50	27408.67	1305.17
Jeffrey Larsen	UE7092	00	Grounds Specialist- Field Tech	Sal Adj-Unusual Circumstance	30263.42	36440.90	6177.48
Roger Mahoney	UE9387	00	Facility Worker	End of Probation Adjust	26103.50	27408.67	1305.17
Julieann Milk	UE9767	00	Facility Worker	End of Probation Adjust	26103.50	27408.67	1305.17
Kyle Mohr	UE9705	00	Grounds Keeper	Sal Adj-Unusual Circumstance	26819.00	34028.15	7209.15
Blaine Schoellerman	UE7091	00	Grounds Specialist- Irrigation	Sal Adj-Unusual Circumstance	30942.72	36440.90	5498.18
Mary Jo Schroeder	UE9627	00	Secretary	End of Probation Adjust	16744.00	17581.20	837.20
Jesse Van Maanen	UE9607	00	Faculty/Student Support Spec	Permanent Additional Duties	29886.97	31365.80	1478.83
Jenna Volk	QE8918	00	Secretary	End of Probation Adjust	29119.44	29993.02	873.58
Brittany Walker	UE7438	00	Facility Worker	End of Probation Adjust	26103.50	27147.64	1044.14
Samantha Wright	UE9751	00	Facility Worker	End of Probation Adjust	26103.50	27408.67	1305.17
Isaac Yellowbank	QE8640	00	Program Assistant I	End of Probation Adjust	32759.37	34402.54	1643.17

Career Service Benefit Eligible (CSA1)				
Terminated				
Name	POSN	SUFF	Job Desc	Eff. Date
Curtis Hall	UE9782	00	Facility Worker	SA017 21-MAR-18
Michael McComber	FE9938	00	Facilities Building Manager	TV000 08-MAR-18
Susan Port	UE7018	00	Head Start Nutrtrition Aide	TV001 23-FEB-18
Michael Anderson	UE9789	01	CSA Employee of Mon March 2018	TV013 21-MAR-18
Ryan Porter	UE7261	00	Athletics/Facilities	TV013 11-MAR-18

Career Service Non-Benefit Eligible (CSA2)				
Appointments(AA)				
Name	POSN	SUFF	Job Desc	Ann. Sal. Effective Date
Owen Dejong	UE7999	01	USD Opera Orchestra	Hire Temp Appointment 460.20 14-MAR-18
Jodi Engel	UE8215	00	HS Sub Teacher Aide	Hire Temp Appointment 1459.20 22-FEB-18
Amy Fill	UE8007	01	Glass Making Instructor	Hire Temp Appointment 500.00 22-FEB-18

Nancy Haas	UE8450	01	Substitute Teacher Assistant	Hire Temp Appointment	4747.23	22-FEB-18
Alexander Hoiberg	FE9941	00	Help Desk Assistant	Hire Temp Appointment	8319.60	27-FEB-18
Rebekah McLaughlin	UE7999	01	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Malory Peacock	UE8459	00	Peer Tutor	Hire Temp Appointment	1299.90	22-FEB-18
Michelle Pliska	UE8468	00	Counselor	Hire Temp Appointment	3249.75	22-FEB-18
Alyssa Roark	UE8459	00	Peer Tutor	Hire Temp Appointment	1299.90	22-FEB-18
Lorena Ruiz	UE8215	02	HS Sub Aide	Hire Temp Appointment	1459.20	22-FEB-18
Tristan Soluk	UE8116	17	Research Assistant	Hire Temp Appointment	1234.91	22-FEB-18
Jodi Stanga	UE7261	00	Ath S/D Champ Event Staff	Hire Temp Appointment	649.95	22-FEB-18
Mary Sutter	QE9457	00	Temp Program Assistant	Hire Temp Appointment	2100.00	12-MAR-18
Donna Tucker	UE8269	00	SOE Temp Assistant	Hire Temp Appointment	6240.24	22-FEB-18

Career Service Non-Benefit Eligible (CSA2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Amy Fill	UE8007	01	Glass Making Instructor	TV013	21-MAR-18
Jodi Stanga	UE7261	00	Ath S/D Champ Event Staff	TV013	28-FEB-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Gameli Ahelegbe	UE7219	09	Assistant Coach - MBB	Supplemental Appointment	750.00	22-FEB-18
Kristine Bollig	QE8647	00	Behavioral Specialist	Appointment	51000.00	26-FEB-18
Austin Hansen	UE9825	04	Assistant Coach - MBB	Supplemental Appointment	750.00	22-FEB-18
Kyle Joplin	UE7006	00	Head Coach, Women's Triathlon	Appointment	40000.00	22-FEB-18
Richard Karius	UE7065	03	Director of Operations - MBB	Supplemental Appointment	750.00	22-FEB-18
Teivaskie Lewin	UE8986	00	Assistant Coach - Track	Appointment	31000.00	22-FEB-18
Robert Nielson	UE9837	08	Head Coach, Football	Supplemental Appointment	10000.00	22-FEB-18
Eric Peterson	UE7598	06	Assistant Coach - MBB	Supplemental Appointment	750.00	22-FEB-18
Jonathan Wallner	QE8991	00	Training Associate	Appointment	48000.00	05-MAR-18

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Caitlin Borges	QE9873	00	Clinic Manager	Reclassification	50227.25	55250.00	5022.75	
Deborah Dodge	UE9446	01	Assist Dean/Student Services	Title Change	67450.00	67450.00	0.00	
David Herbster	UE9929	12	Director of Athletics	Salary Enhance/Special Award	1500.00			
Aaron Horn	UE7220	04	Assistant Coach - WBB	Salary Enhance/Special Award	1500.00			
Jason Jeschke	UE8004	02	Assistant Coach - WBB	Salary Enhance/Special Award	1500.00			
Dawn Plitzuweit	UE9835	04	Head Coach, WBB	Salary Enhance/Special Award	12500.00			
Andrew Prevost	UE7050	00	Assistant Coach - Football	Permanent Additional Duties	36000.00	48000.00	12000.00	
Jennifer Schelske	FE9995	00	Manager, Stu & Academic Serv	Title Change	55000.00	55000.00	0.00	
Theodore Schlafke	UE9818	00	FB Asst Coach/Co-Offense Coord	Permanent Additional Duties	65000.00	80000.00	15000.00	
Kayla Tetschlag	UE9826	04	Assistant Coach - WBB	Salary Enhance/Special Award	1500.00			
Mark Watson	UE9342	00	FB Assistant Coach/Def Backs	Permanent Additional Duties	50000.00	55000.00	5000.00	

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Jacob Cummings	QE9708	00	Research Assoc II	TV001	09-MAR-18
Daniel Palmer	RE9930	01	Academic Support	SA017	21-MAR-18
Gameli Ahelegbe	UE7219	09	Assistant Coach - MBB	TV013	21-MAR-18
Kimberly Grieve	UE9992	03	Student Svs/Dean-Student	TV013	21-MAR-18
Austin Hansen	UE9825	04	Assistant Coach - MBB	TV013	21-MAR-18
David Herbster	UE9929	12	Director of Athletics	TV013	21-MAR-18
Aaron Horn	UE7220	04	Assistant Coach - WBB	TV013	21-MAR-18
Jason Jeschke	UE8004	02	Assistant Coach - WBB	TV013	21-MAR-18
Richard Karius	UE7065	03	Director of Operations - MBB	TV013	21-MAR-18

Robert Nielson	UE9837 08	Head Coach, Football	TV013	21-MAR-18
Eric Peterson	UE7598 06	Assistant Coach - MBB	TV013	21-MAR-18
Dawn Plitzuweit	UE9835 04	Head Coach, WBB	TV013	21-MAR-18
Kayla Tetschlag	UE9826 04	Assistant Coach - WBB	TV013	21-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Diing Agany	US7508	00	Research Asst	Hire Temp Appointment	7799.40	22-FEB-18
James Ahuna	UG7576	00	Graduate Admin Assistant	Hire Temp Appointment	3057.72	05-MAR-18
Martin Balmer	US7992	03	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Natalie Basta	US7405	00	Tutor	Hire Temp Appointment	1299.90	22-FEB-18
Julianna Benga	US8416	00	Reycling Student Worker	Hire Temp Appointment	1150.41	22-FEB-18
Cody Bloomer	US7375	00	Intramural Official	Hire Temp Appointment	1169.91	01-MAR-18
Christine Blunck	US7992	01	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
William Bosler	QE8667	00	Standardized Patient	Hire Temp Appointment	200.00	22-FEB-18
Katy Brown	QE8667	00	Standardized Patient	Hire Temp Appointment	345.00	22-FEB-18
Erin Burrow	QE8667	00	Standardized Patient	Hire Temp Appointment	395.00	22-FEB-18
Samuel Critzer	QS9540	00	Student Tutor	Hire Temp Appointment	960.00	07-MAR-18
Jordan Cushman	US8416	01	Admissions Telecounselor	Hire Temp Appointment	1150.41	14-MAR-18
Baylor DeVries	QS9477	00	BBS Student Lab Assistant	Hire Temp Appointment	1150.41	12-MAR-18
Robert Doss	UG8769	02	Graduate Teaching Assist IOR	Hire Temp Appointment	4000.00	22-FEB-18
Trevor Edwards	US7405	00	Tutor	Hire Temp Appointment	1646.54	14-MAR-18
Jody Fleischhacker	QE8667	00	Standardized Patient	Hire Temp Appointment	205.00	22-FEB-18
Joshua Fox	US8118	00	Research Assistant	Hire Temp Appointment	1689.87	22-FEB-18
Renee Gallagher	QS9378	00	Student Assistant	Hire Temp Appointment	1500.00	22-FEB-18
Kurtis Geres	QE8667	00	Standardized Patient	Hire Temp Appointment	220.00	22-FEB-18
Delia Gonzales	US7983	00	Student Technical Assistant	Hire Temp Appointment	1840.71	14-MAR-18
Ky Graff	QS9450	00	Undergraduate Student Worker	Hire Temp Appointment	2124.00	12-MAR-18
Joanne Hamlyn	QE8667	00	Standardized Patient	Hire Temp Appointment	215.00	22-FEB-18
Kylee Hanson	US7384	00	Fitness Instructor	Hire Temp Appointment	1993.18	26-FEB-18
Benjamin Hawkins	US8100	03	Chemistry Student Assistant	Hire Temp Appointment	1949.85	22-FEB-18
Hadi Hindieh	US7409	00	Library Student Assistant	Hire Temp Appointment	3037.32	22-FEB-18
Alyssa Hurley	US7394	00	Lifeguard	Hire Temp Appointment	1299.90	10-MAR-18
Alyssa Hurley	US7394	01	Swim Lesson Instructor	Hire Temp Appointment	1429.89	10-MAR-18
Payton Johnson	US8299	00	Student Lab Consultant	Hire Temp Appointment	3451.23	22-FEB-18
Andrew Koch	US7397	00	AWOL Learning Partner	Hire Temp Appointment	767.03	22-FEB-18
Alyssa Kroehler	QE8667	00	Nurse	Hire Temp Appointment	99.99	22-FEB-18
Damon Lamberty	US7992	00	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Noah Larson	US7992	00	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Jodi Lienhard	QE8667	00	Sonographer	Hire Temp Appointment	233.31	22-FEB-18
Chloe Litzen	US8001	00	Student Art Model	Hire Temp Appointment	600.00	12-MAR-18
Edrick Louidor	UW7380	00	Work Study	Hire Temp Appointment	1000.00	22-FEB-18
Sasha McDowell	US7992	01	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Myron Meyer	QE8667	00	Standardized Patient	Hire Temp Appointment	360.00	22-FEB-18
Kaisee Murphy	US7983	01	Student Technical Assistant	Hire Temp Appointment	1840.71	17-MAR-18
Anlis Nelson	QE8667	00	Sonographer	Hire Temp Appointment	116.66	22-FEB-18
Benjamin O'Bryan	US7992	00	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Cody Parker	US7385	00	Athletics Charlie Coyote	Hire Temp Appointment	1733.20	22-FEB-18
Michael Peterson	US7384	00	Personal Trainer	Hire Temp Appointment	2599.80	26-FEB-18
Nicole Pierson	US7992	01	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Corey Price	US8416	00	Admissions Student Worker	Hire Temp Appointment	1533.88	23-FEB-18
Nicholas Purcell	QS9540	00	Student Tutor	Hire Temp Appointment	960.00	26-FEB-18
Ritesh Ray	US8416	00	Reycling Student Worker	Hire Temp Appointment	1150.41	22-FEB-18
Mitchell Riner	US8488	00	Marketing Student Photo Intern	Hire Temp Appointment	1533.88	22-FEB-18
Nicholas Rise	US7508	02	Research Assistant	Hire Temp Appointment	2786.52	05-MAR-18
Matthew Rosburg	QE8667	00	Standardized Patient	Hire Temp Appointment	180.00	22-FEB-18
Joseph Schaeffer	UG8622	01	Graduate Teaching Assistant	Hire Temp Appointment	100.00	22-FEB-18
Anthony Schroeder	UW7985	00	Scene Shop Assistant	Hire Temp Appointment	1700.00	22-FEB-18
Molly Schroeder	US7992	01	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Bailey Schubert	US8443	00	Teacher Assistant	Hire Temp Appointment	1533.88	22-FEB-18
Cody Senn	US8073	00	Student Labor	Hire Temp Appointment	866.60	22-FEB-18
Caroline Smith	QS9450	00	Undergraduate Student Worker	Hire Temp Appointment	849.60	22-FEB-18
Dillon Starner	US7992	01	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Skyler Steffey	US7992	01	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Kalpana Subedi	QE9910	00	Research Associate II	Hire Temp Appointment	9500.00	07-MAR-18

Lane Suing	QS9477 00	BBS Student Lab Assistant	Hire Temp Appointment	1559.88	27-FEB-18
Tessa Tecklenburg	US8100 00	Chemistry Student Assistant	Hire Temp Appointment	1949.85	22-FEB-18
Sheng Wang	US7992 01	USD Opera Orchestra	Hire Temp Appointment	460.20	14-MAR-18
Russell Wentz	QE8667 00	Standardized Patient	Hire Temp Appointment	190.00	22-FEB-18
Carter Williams	US8488 00	Marketing Retail Clerk	Hire Temp Appointment	1733.20	16-MAR-18

Student Employment and NFE Non-Benefit Eligible (NFE2)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Timarie Bergman	UW8084	00	Student Math Tutor II	Sal Adj-Unusual Circumstance	1600.00	2800.00	1200.00	
Anthony Combs	UW7379	00	SVRC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	2000.00	2500.00	500.00	
Nicole Detches	UW8517	00	Ath Work Study/SCSC Equip Room	Sal Adj-Unusual Circumstance	1600.00	2100.00	500.00	
Marissa Diede	UW8436	00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	2000.00	4000.00	2000.00	
Krisztian Fasi	UW7379	00	SVRC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	9000.00	10000.00	1000.00	
Marie Fischer	UW8436	00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	2600.00	4500.00	1900.00	
Marshall Freideman	UW7379	00	SVRC Spring Work Study	Sal Adj-Unusual Circumstance	1200.00	2100.00	900.00	
Taran Hunt	UW7379	00	SVRC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	2000.00	3000.00	1000.00	
Brooke Kaiser	UW7413	00	Ath Work Study/Ticket Office	Sal Adj-Unusual Circumstance	1600.00	2100.00	500.00	
Alicia Mefferd	UW8517	00	Work Study Ath/Arena Equip Rm	Sal Adj-Unusual Circumstance	1600.00	2100.00	500.00	
Brandi Merritt	UW7403	02	ACPC Workstudy	Sal Adj-Unusual Circumstance	1600.00	2000.00	400.00	
Afiwa Missoh	UW8436	00	Housing Fall/Spring WS	Sal Adj-Unusual Circumstance	4000.00	5500.00	1500.00	
Filip Radev	QW9479	03	BBS Work Study Lab Assistant	Sal Adj-Unusual Circumstance	3200.00	4200.00	1000.00	
Felicia Swallow	UW8463	00	SCC Fall/Spring Work Study	Sal Adj-Unusual Circumstance	1600.00	2200.00	600.00	
Camden Tolvanen	UW8517	00	Ath Work Study/SCSC Equip Room	Sal Adj-Unusual Circumstance	1600.00	2300.00	700.00	
Tiffany Waturuocha	UW8517	00	Work Study Ath/Arena Equip Rm	Sal Adj-Unusual Circumstance	1600.00	1800.00	200.00	
Patrick Wilson	QW9479	00	BBS Work Study Lab Assistant	Sal Adj-Unusual Circumstance	2600.00	3100.00	500.00	

Student Employment and NFE Non-Benefit Eligible (NFE2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Joshua Anderson	US8479	01	SGA Vice President	TV012	21-MAR-18
William Bosler	QE8667	00	Standardized Patient	TV013	21-MAR-18
Katy Brown	QE8667	00	Standardized Patient	TV013	21-MAR-18
Erin Burrow	QE8667	00	Standardized Patient	TV013	21-MAR-18
Braden Carroll	UW7379	00	SVRC Fall/Spring Work Study	TV012	21-MAR-18
Tasha Determan	US7405	00	Tutor	TV012	21-MAR-18
Rebecca Earl	UW8418	01	Admissions Telecounselor	TV012	14-MAR-18
Jody Fleischhacker	QE8667	00	Standardized Patient	TV013	21-MAR-18
Timothy Flynn	US8479	01	SGA Business Manager	TV012	21-MAR-18
Demi Fredericksen	UE8450	01	Teacher Assistant	TV013	21-MAR-18
Demi Fredericksen	US8443	01	Teacher Assistant	TV012	21-MAR-18
Josie Galles	UW8111	00	Research Assistant	TV012	21-MAR-18
Matthew Geertsema	US7508	01	Research Assistant	TV012	21-MAR-18
Kurtis Geres	QE8667	00	Standardized Patient	TV013	21-MAR-18
Delia Gonzales	UW7985	01	Student Technical Assistant	TV012	14-MAR-18
Joanne Hamlyn	QE8667	00	Standardized Patient	TV013	21-MAR-18
Jordan Hanson	US8479	01	SGA Office Manager	TV012	21-MAR-18
Madison Harrington	US8443	00	Teacher Assistant	TV012	21-MAR-18
Dustin Heiden	QW9479	01	BBS Work Study Lab Assistant	TV012	21-MAR-18
Quinci Herll	QS9477	00	BBS Student Lab Assistant	TV012	27-FEB-18
Gabriel Hutchinson	US8443	00	Teacher Assistant	TV012	21-MAR-18
Amanda Jandt	UW8445	00	Reading Tutor	TV012	21-MAR-18
Callie Jarman	US8443	01	Teacher Assistant	TV012	21-MAR-18
Alyssa Kroehler	QE8667	00	Nurse	TV013	21-MAR-18
Jodi Lienhard	QE8667	00	Sonographer	TV013	21-MAR-18
Merlye Mason	UW8445	00	Reading Tutor	TV012	20-MAR-18
Teagan McNary	US8479	01	SGA President	TV012	21-MAR-18
Myron Meyer	QE8667	00	Standardized Patient	TV013	21-MAR-18
Madeline Molseed	US8479	01	SGA External Comm Mgr	TV012	21-MAR-18
Kaisee Murphy	UW7985	00	Student Technical Assistant	TV012	16-MAR-18
Anlis Nelson	QE8667	00	Sonographer	TV013	21-MAR-18
Melanie Picklesimer	US8443	00	Teacher Assistant	TV012	21-MAR-18
Sierra Reuter	US8443	01	Teacher Assistant	TV012	21-MAR-18

Matthew Rosburg	QE8667 00	Standardized Patient	TV013	21-MAR-18
Joseph Schaeffer	UG8622 01	Graduate Teaching Assistant	TV013	21-MAR-18
Haley Schild	UW8300 00	Wellness Center Fall/Spring WS	TV012	21-MAR-18
Thomas Vierhout	US7508 00	Research Assistant	TV012	21-MAR-18
Kelsey Watterson	US8443 01	Teacher Assistant	TV012	21-MAR-18
Megan Wegher	QS9450 03	Graduate Student Worker	TV012	21-MAR-18
Russell Wentz	QE8667 00	Standardized Patient	TV013	21-MAR-18

Faculty Benefit Eligible (FAC1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Shana Cerny	QE9768	08	Assistant Professor	Hire Temp Appointment	200.00	22-FEB-18
David DeJong	UE8958	10	Assistant Professor	Continuing Education/Extension	3000.00	22-FEB-18
Angela Helmer	UE9967	01	Chair, Modern Languages	Hire Temp Appointment	300.00	22-FEB-18
Jessica McHugh	QE9801	01	Assistant Professor	Hire Temp Appointment	200.00	22-FEB-18
Matthew Nesmith	UE8928	12	Jazz Fest Adjudicator	Hire Temp Appointment	300.00	22-FEB-18
Jason Porter	UE7444	14	Executive Education	Hire Temp Appointment	3450.00	22-FEB-18
Carissa Regnerus	QE9734	27	Assistant Professor	Hire Temp Appointment	500.00	22-FEB-18
Raluca Simons	UE9186	27	Associate Professor	Continuing Education/Extension	3000.00	22-FEB-18
John Smith	QE9816	28	Dentist	Hire Temp Appointment	350.00	22-FEB-18
Mark Yockey	UE9406	42	Executive Education	Hire Temp Appointment	1950.00	22-FEB-18

Faculty Benefit Eligible (FAC1)
Permanent Salary Adjustment(SP)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	New Base	Diff.	New Adj.
Deborah Gordon-Bland	UE9140	04	Belbas-Larson Recipient	Salary Enhance/Special Award	5414.19			
Paul Lombardi	UE9088	24	Belbas-Larson Recipient	Salary Enhance/Special Award	5414.19			

Faculty Benefit Eligible (FAC1)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Shana Cerny	QE9768	08	Assistant Professor	TV013	21-MAR-18
David DeJong	UE8958	10	Assistant Professor	TV013	21-MAR-18
Deborah Gordon-Bland	UE9140	04	Belbas-Larson Recipient	TV013	21-MAR-18
Angela Helmer	UE9967	01	Chair, Modern Languages	TV013	21-MAR-18
Paul Lombardi	UE9088	24	Belbas-Larson Recipient	TV013	21-MAR-18
Jessica McHugh	QE9801	01	Assistant Professor	TV013	21-MAR-18
Matthew Nesmith	UE8928	12	Jazz Fest Adjudicator	TV013	21-MAR-18
Jason Porter	UE7444	14	Executive Education	TV013	21-MAR-18
Carissa Regnerus	QE9734	27	Assistant Professor	TV013	21-MAR-18
Ana Sariol	UE9020	05	i2i Coordinator	TV013	21-MAR-18
Raluca Simons	UE9186	27	Associate Professor	TV013	21-MAR-18
John Smith	QE9816	28	Dentist	TV013	21-MAR-18
Mark Yockey	UE9406	42	Executive Education	TV013	21-MAR-18

Faculty Non-Benefit Eligible (FAC2)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Shari Alarie	QE9393	04	BSN Clinical Faculty - SF	Hire Temp Appointment	1658.50	22-FEB-18
Ariadne Albright	QE8773	00	Adjunct Instructor	Hire Temp Appointment	100.00	22-FEB-18
Bridgett Block	QE9393	05	BSN Clinical Faculty - Verm	Hire Temp Appointment	1658.50	22-FEB-18
Alison Boughn	QE8773	00	Adjunct Instructor	Hire Temp Appointment	100.00	22-FEB-18
Katie Brockberg	QE9393	05	BSN Clinical Faculty - SF	Hire Temp Appointment	1658.50	22-FEB-18
Hillary Hagge	QE9393	00	BSN Clinical Faculty - Verm	Hire Temp Appointment	1658.50	22-FEB-18
Jennifer Jungemann	QE9393	00	BSN Clinical Faculty - Verm	Hire Temp Appointment	2201.00	22-FEB-18
Christina Keller	UE7120	00	Research Temp Faculty	Hire Temp Appointment	7182.00	22-FEB-18
Zachary Meyer	QE9393	00	BSN Clinical Faculty - SF	Hire Temp Appointment	1658.50	22-FEB-18
Mara Obbink	QE9393	00	BSN Clinical Faculty - SF	Hire Temp Appointment	821.50	22-FEB-18
Thomas Penisten	UE8205	06	Adjunct Instructor	Appointment	4500.00	22-FEB-18

Mallory Rykhus	QE9393 02	BSN Clinical Faculty - Verm	Hire Temp Appointment	1658.50	22-FEB-18
Elizabeth Simons	FE9974 24	OLLI Instructor	Hire Temp Appointment	420.00	22-FEB-18
Kenneth Tusha	QE9054 01	Temp Dentist	Hire Temp Appointment	1500.00	22-FEB-18
Sandra Wollan	QE9393 05	BSN Clinical Faculty - SF	Hire Temp Appointment	3301.50	22-FEB-18
Debra Young	QE9357 00	Adjunct Guest Lecture	Hire Temp Appointment	330.00	22-FEB-18
Tasha Wendel	QE8732 02	Instructor	Hire Temp Appointment	500.00	22-FEB-18

Faculty Non-Benefit Eligible (FAC2)
Terminated

Name	POSN	SUFF	Job Desc	Change Reason Desc	Eff. Date
Ariadne Albright	QE8773	00	Adjunct Instructor	TV013	21-MAR-18
Ilsa Bjordal	QE9393	00	BSN Clinical Faculty - Verm	TV013	21-MAR-18
Alison Boughn	QE8773	00	Adjunct Instructor	TV013	21-MAR-18
Brian Brandt	QE9393	00	BSN Clinical Faculty - Verm	TV013	21-MAR-18
Elizabeth Simons	FE9974	24	OLLI Instructor	TV013	21-MAR-18
Kenneth Tusha	QE9054	01	Temp Dentist	TV013	21-MAR-18
Debra Young	QE9357	00	Adjunct Guest Lecture	TV013	21-MAR-18
Tasha Wendel	QE8732	02	Instructor	TV013	21-MAR-18

ECLS 45 Volunteers

Banner ID	Name	Department	Institution
A00193339	Andrew DeWitt	Biology	USD
A00192497	Jedidiah Jacobson	Biology	USD
A00203855	Nicholas Kramer	Biology	USD
A00179627	Patrick Reiter	Biology	USD
A00190384	Kasha Shear	Biology	USD
A00178667	Luke Thompson	Biology	USD
A00223633	Katlyn Knakmuhs	Child Care Services	USD
A00210874	Tiffany Miller	Child Care Services	USD
A00222260	Madisen Prasek	Child Care Services	USD
A00217247	Tara Scheidt	Child Care Services	USD
A00227008	Kaylee Schmit	Child Care Services	USD
A00226122	Emmett Brock	Dean of Med Student Education	USD
A00201408	Rachel Rucker	Dean of the Med - Basic Biomed Sc	USD
A00170415	Anthony Osborn	Pol Science & Criminal Justice	USD

PZRNJOB

South Dakota Board of Regents
BOR Routine
Date Range : 22-FEB-18 thru 21-MAR-18
For :BOR

04/10/2018 09:35:30

Ver: 072011.28a

Non-Faculty Benefit Eligible (NFE1) (NFE1)
Appointments(AA)

Name	POSN	SUFF	Job Desc	Change Reason Desc	Ann. Sal.	Effective Date
Timica Schaetzle	RE9986	00	Program and Fiscal Analyst	Appointment	38999.25	26-FEB-18

ECLS 45 Volunteers

Banner ID Name

Department

Institution

There are no volunteers for the dates entered

BLACK HILLS STATE UNIVERSITY									
Name	Posn	Job Desc.	Effective Date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Gregory Brenner	BE9156	Sr Building Maint Worker	22-Feb-18	Reclassification	14.25	29639.43	13.25	27,559.47	7.55%
DAKOTA STATE UNIVERSITY									
Name	Posn	Job Desc.	Effective Date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Amber Alfson	DE9601	Senior Secretary	22-Feb-18	Change Salary Rate/Pay Grade	\$15.75	\$32,759.37	\$14.83	\$30,845.81	6.20%
Montanna Barnett	DE9776	Library Associate	22-Feb-18	Change Salary Rate/Pay Grade	\$15.25	\$31,719.39	\$14.22	\$29,577.03	7.24%
Karen Duffy	DE9796	Program Assistant I	22-Feb-18	Change Salary Rate/Pay Grade	\$17.30	\$35,983.31	\$16.09	\$33,471.40	7.52%
Erin Graham	DE9757	Communications Network Spec.	22-Feb-18	Change Salary Rate/Pay Grade	\$21.40	\$44,511.14	\$18.55	\$38,579.38	15.36%
Anne Hauglid	DE9602	Senior Secretary	22-Feb-18	Change Salary Rate/Pay Grade	\$15.75	\$32,759.37	\$14.42	\$29,993.02	9.22%
Virginia Hazlewood-Gaylor	DE9526	Senior Secretary	22-Feb-18	Change Salary Rate/Pay Grade	\$15.00	\$31,199.40	\$14.22	\$29,577.03	5.49%
Erin Kahler	DE9568	Senior Secretary	22-Feb-18	Change Salary Rate/Pay Grade	\$15.00	\$31,199.40	\$14.22	\$29,577.03	5.49%
Susan Langner	DE9781	Program Assistant I	22-Feb-18	Change Salary Rate/Pay Grade	\$18.62	\$38,728.86	\$17.52	\$36,447.66	6.28%
Amy Olson	DE9823	Senior Programmer/Analyst	22-Feb-18	Change Salary Rate/Pay Grade	\$31.62	\$41,104.74	\$29.63	\$38,516.70	6.72%
Brent Peterson	DE9735	Grounds Keeper	22-Feb-18	Change Salary Rate/Pay Grade	\$13.50	\$28,079.46	\$12.58	\$26,167.46	7.31%
Minakshi Pokharel	DE9594	Web Developer	22-Feb-18	Change Salary Rate/Pay Grade	\$33.65	\$70,000.00	\$31.37	\$65,254.00	7.27%
Laura Reed	DE9791	Financial Aid Assistant	22-Feb-18	Change Salary Rate/Pay Grade	\$15.75	\$32,759.37	\$14.84	\$30,861.35	6.13%
Andrew Schaefer	DE9511	Grounds Supervisor	22-Feb-18	Change Salary Rate/Pay Grade	\$17.30	\$35,983.31	\$16.08	\$33,445.80	7.59%
Brenda Walloch	DE9797	Senior Secretary	22-Feb-18	Change Salary Rate/Pay Grade	\$15.00	\$31,199.40	\$14.22	\$29,577.03	5.49%
NORTHERN STATE UNIVERSITY									
Name	Posn	Job Desc.	Effective Date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Jobi Gramlow	NE9927	Senior Secretary	22-Feb-18	Sal Adj to 5% Range at 6 mo	\$14.22	\$29,577.03	\$13.00	\$27,039.48	9.38%
Karen Sadler	NE9670	Technology Integrationist	22-Feb-18	Sal Adj to 5% Range at 6 mo	\$23.97	\$49,856.64	\$22.60	\$47,007.10	6.06%
Tara Santjer	NE9898	Program Assistant I	8-Mar-18	Reclassification	\$15.00	\$31,199.40	\$14.22	\$29,577.03	5.49%
UNIVERSITY OF SOUTH DAKOTA									
Name	Posn	Job Desc.	Effective Date	Job Change Reason	Rate	Salary	Prev. Rate	Prev. Salary	% Increase
Joseph Bernard	UE9706	Grounds Keeper	22-Feb-18	Sal Adj-Unusual Circumstance	\$16.36	\$34,028.15	\$12.89	\$26,819.00	26.92%
Caitlin Borges	QE9873	Clinic Manager	22-Feb-18	Reclassification	\$26.56	\$55,250.00	\$24.15	\$50,227.25	9.98%
Karl Brewer	UE9702	Grounds Keeper	22-Feb-18	Sal Adj-Unusual Circumstance	\$16.36	\$34,028.15	\$12.89	\$26,819.00	26.92%
John Carrington	UE9703	Grounds Specialist -Irrigation	22-Feb-18	Sal Adj-Unusual Circumstance	\$17.52	\$36,440.90	\$14.88	\$30,942.72	17.74%

Michael Hauger	UE8960	Grounds Specialist	22-Feb-18	Sal Adj-Unusual Circumstance	\$17.52	\$36,440.90	\$15.48	\$32,187.94	13.18%
Jeffrey Larsen	UE7092	Grounds Specialist- Field Tech	22-Feb-18	Sal Adj-Unusual Circumstance	\$17.52	\$36,440.90	\$14.55	\$30,263.42	20.41%
Kyle Mohr	UE9705	Grounds Keeper	22-Feb-18	Sal Adj-Unusual Circumstance	\$16.36	\$34,028.15	\$12.89	\$26,819.00	26.92%
Andrew Prevost	UE7050	Assistant Coach - Football	22-Feb-18	Permanent Additional Duties	\$23.08	\$48,000.00	\$17.31	\$36,000.00	33.33%
Theodore Schlafke	UE9818	FB Asst Coach/Co-Offense Coord.	22-Feb-18	Permanent Additional Duties	\$38.46	\$80,000.00	\$31.25	\$65,000.00	23.07%
Blaine Schoellerman	UE7091	Grounds Specialist- Irrigation	22-Feb-18	Sal Adj-Unusual Circumstance	\$17.52	\$36,440.90	\$14.88	\$30,942.72	17.74%
Mark Watson	UE9342	FB Assistant Coach/Def Backs	22-Feb-18	Permanent Additional Duties	\$26.44	\$55,000.00	\$24.04	\$50,000.00	9.98%

SOUTH DAKOTA BOARD OF REGENTS

Board Work

AGENDA ITEM: 1 – D

DATE: May 8-10, 2018

SUBJECT

Rolling Calendar

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

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

IMPACT AND RECOMMENDATIONS

This will establish the May 2019 Board of Regents' meeting dates and location as May 14-16, 2019 at South Dakota State University in Brookings. (This is a week later than the typical May meeting due to how the changed 2019 legislative calendar affected the dates of the March/April 2019 meeting.)

ATTACHMENTS

Attachment I – Proposed calendar of 2019 dates and locations

Attachment II – Important dates to avoid

Attachment III – 2019 calendar

Attachment IV – Dates and locations for BOR meetings over the previous 10 years

DRAFT MOTION 20180508_1-D:

I move to approve May 14-16 as the dates and SDSU in Brookings as the location for the May 2019 Board of Regents' meeting.

2019 Calendar

BOR ITEMS DUE (from campus)	BOR MAILOUT	BOR MEETINGS	BOR MEETING LOCATION	BOR APPROVAL DATE	COPS TOPICS DUE (from COPS)	COPS MAILOUT	COPS MEETING
March 8	March 26	April 2-4, 2019 (Tues-Thurs)	BHSU, Spearfish	3/28/18	April 11	April 16	April 23
April 19	May 7	May 14-16, 2019 (Tues-Thurs)	SDSU, Brookings		May 23	May 28	June 4
May 31	June 18	June 25-27, 2019 (Tues-Thurs)	DSU, Madison		July 3	July 9	July 16
July 12	July 30	August 6-8, 2019 (Tues-Thurs)	Pierre		August 15	August 20	August 27
Sept. 6	Sept. 24	Oct. 1-3, 2019 (Tues-Thurs)	SD Mines, Rapid City		Oct. 10	Oct. 15	Oct. 22
Nov. 7	Nov. 26	Dec. 3-5, 2019 (Tues-Thurs)	USD, Vermillion		Dec.12	Dec.13	Dec.17

DATES TO KEEP IN MIND 2019

January 1, Tuesday

January 8, Tuesday

January 21, Monday**February 18, Monday**

March 4-8, Mon-Fri

March 13, Wednesday

March 17, Sunday

March 29, Friday

April 19, Friday

April 21, Sunday

April 14-16, Sun-Tues

April 29-May 3, Mon-Fri

May 4, Saturday

May 20-21, Mon-Tues

May 27, Monday

June 23-26, Sun-Wed

July 4, Thursday

July 15-19, Mon-Friday

August 5-11, Mon-Sun

August 5-9, Mon-Thurs

September 2, Monday

September 26-28, Thurs-Sat

October 14, Monday

October 19, Saturday

October 26-27, Sat-Sun

November 11, Monday**November 28, Thursday**

December 12-18, Thurs-Wed

December 14, Saturday

December 21, Saturday

December 25, Wednesday**New Year Holiday Observed**

Session Begins

Martin Luther King Jr. Day**President's Day**

Spring Break

Last day of main run of session

St. Patrick's Day

Veto Day

Good Friday

Easter

National Conference on Trusteeship (AGB) (Orlando, FL)

Finals Week at Campuses

Commencements

WICHE (TBD)

Memorial Day

NACUA Annual Conference (Denver, CO)

Independence Day

SHEEO Annual Meeting (Little Rock, AR)

Sturgis Rally

SHEEO Higher Education Policy Conference
(Boston, MA)**Labor Day**

Buffalo Roundup

Native American Day

First day of Pheasant Hunting Season

Governor's Hunt

Veterans Day**Thanksgiving**

Finals Week at Campuses

Commencement at SDSM&T

Commencement at DSU, BHSU, NSU

Christmas

HOLIDAYS IN 2019

2019

NEW YEAR'S DAY
Tuesday, January 1

M.L. KING JR. DAY
Monday, January 21

PRESIDENT'S DAY
Monday, February 18

ASH WEDNESDAY
Wednesday, March 6

ST. PATRICK'S DAY
Sunday, March 17

GOOD FRIDAY
Friday, April 19

PASSOVER
Sundown, April 19 through April 27

EASTER
Sunday, April 21

MOTHER'S DAY
Sunday, May 12

MEMORIAL DAY
Monday, May 27

FATHER'S DAY
Sunday, June 16

INDEPENDENCE DAY
Thursday, July 4

LABOR DAY
Monday, September 2

ROSH HASHANAH
Sundown, Sept. 29 through Sept. 30

YOM KIPPUR
Sundown, Oct. 8 through Oct. 9

COLUMBUS DAY
Monday, October 14

ELECTION DAY
Tuesday, November 5

VETERANS DAY
Monday, November 11

THANKSGIVING DAY
Thursday, November 28

HANUKKAH
Sundown, Dec. 22 through Dec. 30

CHRISTMAS
Wednesday, December 25

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

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

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

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

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

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

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

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

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

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

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

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

YEAR	January	March/April	May	June	August	October	December
2019		4/2-4, BHSU					
2018		3/27-29, BHSU	8-10, USD	26-28, SDSU	7-9, Pierre	2-4, SDSMT	4-6, NSU
2017		3/28-30, BHSU	9-11, SDSU	27-29, NSU	8-10, Pierre	3-5, DSU	5-7, SDSU
2016		3/30-4/1, SDSMT	10-12, SDSU	28-30, DSU	2-4, Pierre	4-6, NSU	6-8, USD
2015		3/31-4/2, USD	12, Phone	9-11, DSU	10-12, Pierre	6-8, NSU	1-3, BHSU
2014		4/1-3, DSU	13, Phone	10-12, USD	12-14, Pierre	7-9, NSU	2-4, SDSMT
2013		4/3-4, NSU	15-16, SDSU	19-20, USD	14-15, SF	9-10, BHSU	4-5, SDSMT
2012	25 – Pierre	3/28-29, NSU/SDSBVI	16-17, SDSU	28-29, DSU	8-9, Pierre	10-11, USD	12-13, BHSU
2011		3/31-4/1, SDSU	19-20, NSU	29-30, DSU	9-11, BHSU	12-13, USD	15-16 SDSMT
2010		3/31-4/1, NSU	13-14, USD	24-25, SDSU	11-13, BHSU	13-14, SDSMT	16-17 Pierre
2009	28 – Pierre	4/2-3, NSU	21-22, USD	25-26, Pierre	5-7, BHSU	14-15, SDSMT	17-18 DSU
2008	21 – Pierre	3/27-28, Pierre	29-30, NSU	26-27, SDSU	6-8, BHSU	22-23, SDSMT	18-19 DSU
2007	23 – Pierre	4/12-13 USD/SDSU - SF	17-18, NSU	28-29 SDSU	8-10 BHSU	18-19, SDSMT	13-14 DSU
2006	16 – Pierre	3/23-24 USD/ Med Sch. SF	8-9, NSU	22-23, SDSU	9-11 BHSU	19-20 DSU	13-14 SDSMT

SOUTH DAKOTA BOARD OF REGENTS

Joint BOR and Board of Education Standards Meeting

AGENDA ITEM: 2 – A

DATE: May 8-10, 2018

SUBJECT

Special Schools Update – Interagency Agreement and Legislative Advisory Committee

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-33B](#) – Programs for Deaf and Hard-of-Hearing Children

[BOR Policy 1:10:7](#) – South Dakota School for the Deaf Mission Statement

[BOR Policy 1:10:8](#) – South Dakota School for the Blind and Visually Impaired Mission Statement

BACKGROUND / DISCUSSION

The South Dakota School for the Deaf (SDSD) and the South Dakota School for the Blind and Visually Impaired (SDSBVI) operates under a joint agreement with the South Dakota Department of Education in conjunction with its Special Education Programs. Over the past year, SDSD/SDSBVI and SDDOE personnel have been working to identify necessary updates to this Interagency Agreement which is outlined in Attachment I.

During the 2018 Legislative session, House Bill 1155 – An Act to create provisions regarding the language development of deaf and hard-of-hearing students – was introduced and eventually signed into law by Governor Dugaard on March 9, 2018. Under Section 6 of the bill, a new section is added to SDCL § 13-33B which requires the superintendent of the State School for the Deaf to established an advisory committee “for the purposes of soliciting input from experts on the selection of language developmental milestones for children who are deaf or hard-of-hearing.”

The advisory committee may also make recommendations on the selection and administration of the educator tools or assessments selected under HB 1155. The advisory committee will consist of nine to fifteen volunteers, and at least four members of the committee shall be deaf or hard-of-hearing. All members of the group shall practice within the fields of education or services for the deaf and hard-of-hearing. HB 1155 goes into further detail as to the qualifications of the committee members (see Attachment II).

(Continued)

INFORMATIONAL ITEM

IMPACT AND RECOMMENDATIONS

Superintendent Marje Kaiser and SDDOE Special Education Director Linda Turner will provide an overview of the proposed changes to the Board of Regents and Board of Education Standards. Additionally, Dr. Kaiser and Ms. Turner will provide the boards with an update regarding the future steps for fulfilling the requirements outlined in HB 1155 this coming year.

ATTACHMENTS

Attachment I – 2018 Interagency Agreement – SDDOE & SDBOR

Attachment II – House Bill 1155

Interagency Agreement 2018

Among

**The Department of Education, Special
Education Programs
and
The South Dakota Board of Regents (on
Behalf of Itself and the South Dakota School
for the Deaf and
South Dakota School for the Blind and
Visually Impaired)**

Introduction

The South Dakota Board of Regents (BOR), on behalf of itself and the South Dakota School for the Deaf (SDSD) and the South Dakota School for the Blind and Visually Impaired (SDSBVI), and the South Dakota Department of Education (DOE) and the Special Education Programs (SPED), enter into this Interagency Agreement. All of these parties to the Agreement are hereafter collectively referred to as "the parties." The SDSD and SDSBVI are hereafter collectively referred to as the "special schools." The special schools are approved programs by the DOE.

The parties have a consistent mission to serve students with disabilities in the state of South Dakota. The parties understand that limited resources can restrict the ability of each to provide high quality, comprehensive services for children. The parties understand that each can best serve children through full collaboration and cooperation in planning and sharing of resources in program implementation.

The parties are committed to the assurance of appropriate educational services for children with disabilities as identified by the Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, South Dakota Codified Law (SDCL) chapter 13-37 (Special Assistance and Related Services), and the Administrative Rules of South Dakota (ARSD) Article 24:05 (Special Education). To this end, the SDSD and the SDSBVI will provide alternative placement educational programming to assist school districts to make free appropriate public education (FAPE) available to children whose hearing or visual impairments preclude satisfactory educational achievement in regular classes with the use of supplementary aids and services; outreach services directly and through consultation with school districts across South Dakota; lending library and related materials access for students and their families and school districts across the state; in-service training; coordinated services for students served in dual enrollment in the special school and LEA; evaluation; related technical assistance; extended school year, and transition. The DOE will ensure through compliance monitoring and the provision of ongoing technical assistance that the SDSD and the SDSBVI are provided with the assistance to accomplish their mission of education to students with deafness and/or visual impairments.

Philosophical Foundations

The parties agree that there are five philosophical foundations in serving students with disabilities. They are: student-centered decisions, equal access, right to service, respect for human dignity, and least restrictive environment.

Student Centered Decisions

This principle is the central focus of special education. It reflects the essential premise that all decisions related to a student with a disability are made by a team which works cooperatively to determine, implement, and evaluate services based on the needs of the individual student.

Equal Access

The parties are committed to the principle of equal access for all students. Students with disabilities are guaranteed equal access to programs and services for the general student population and a free appropriate public education (FAPE) through specially-designed instruction by qualified personnel.

Right to Service

This principle guarantees the right of a student with a disability, age birth through twenty-one, to receive the services which promote and increase independence and competence. The ultimate goal for all persons is to live to the greatest degree possible as full contributing members of society. Services for students with disabilities shall be directed toward this goal.

Respect for Human Dignity

The principle of human dignity is closely related to a person's ability to make choices, select and maintain possessions, be treated with respect, participate in programs which foster individuality and cultural integrity, allow privacy and confidentiality in decisions that affect their lives, and receive an individualized educational program or individualized family services program tailored to their own unique needs. As such, it is the intent of the parties that students with disabilities be provided the same degree of dignity and respect that is afforded to all students.

Least Restrictive Environment

This principle establishes that, to the maximum extent appropriate, each student with a disability is educated with children who are not disabled. The principle further affirms that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability are such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Long Range Planning Goals

The goal of this agreement is to improve and update special education services for children with hearing and/or visual disabilities including child find, assessment and evaluation, educational program implementation, transition, extended school year services, assistive technology, and least restrictive environment and to provide a dispute resolution process.

Using the results from strategic planning, agency needs assessment, public input and advisory panel recommendations, the parties will continue to address the issues affecting services for children with hearing or vision loss on an annual basis.

Areas of Intent to Cooperate

CHILD FIND ACTIVITIES TO ASSURE MAXIMUM SERVICE ACCESS

The parties agree that it is the intent of ARSD chapters 24:05:22 (Child Identification), 24:05:23 (Requirements for Child Evaluators), 24:05:24 (Referral Procedures), 24:05:24.01 (Eligibility Criteria), and 24:05:25 (Evaluation and Placement Procedures) to assure children with hearing and/or visual disabilities are appropriately identified and evaluated as early as possible.

The BOR, the SDSD and the SDSBVI understand that they have the responsibility to work in collaboration with school districts in the early identification and intervention of children through concentrated public information and awareness activities designed to seek those children with hearing and/or visual disabilities and bring them into the service system. ARSD §§ 24:05:22:01 (District required to identify children in need of special education or special education and related services), 24:05:22:02 (Minimum procedures), and 24:05:22:04 (Services for children less than

three years of age). In addition, the two special schools will make a mutual effort to identify and build resources and information for parents to help them make informed decisions for their children.

The DOE understands its responsibility to gather data regarding the incidence and individual needs of children with hearing and/or visual disabilities, both as primary and as secondary disabling conditions, and the DOE recognizes the critical need to provide hearing or visually impaired infants and their families with early access to the expertise and information uniquely available through the BOR, the SDSD and the SDSBVI.

For purposes of facilitating family access to critical educational resources, the DOE will, to the extent permitted by law, notify the special schools, as participating agencies pursuant to ARSD § 24:14:15:02, that an infant or child has been identified as having a hearing or visual impairment. The DOE agrees to make its best efforts to obtain such legally authorized identifying information. The DOE will attempt to notify the special schools of this information prior to an infant reaching six months of age. The parties will cooperate in trying to work with other government agencies to facilitate the involvement of educational agencies in early intervention programs designed to assure the provision, coordination and management of state services directed towards meeting the language, cognitive, emotional and social development needs of children with vision or hearing loss. The special schools will actively encourage parents of children birth to three years, served in outreach efforts, to access local interagency coordinating networks across the state to assure full coordination of needed services for children. The parties shall protect the confidentiality of all information referenced in this paragraph and designate an official within each entity responsibility for ensuring the confidentiality of this information.

FINANCIAL OBLIGATIONS OF NONEDUCATIONAL PUBLIC AGENCIES

The financial responsibility of each noneducational public agency including Department of Social Services (DSS), Department of Human Services (DHS), Department of Corrections (DOC), Department of Health (DOH) and Department of Labor (DOL), including the state Medicaid agency and other public insurers of children with disabilities, precedes the financial responsibility of local educational agencies or the state agency responsible for developing the child's individualized education program.

The DOE shall develop and implement interagency agreements with DSS, DOH, DHS and DOC to outline the role that each of these agencies plays in providing or paying for special education or related services for children with disabilities. These interagency agreements shall define the financial

responsibility of each agency for providing children with disabilities with free appropriate public education (FAPE), establish procedures for resolving interagency disputes among agencies that are parties to the agreement, and establish conditions, terms, and procedures under which local educational agencies may initiate proceedings in order to secure reimbursement from agencies that are parties to the agreement or otherwise implement the provisions of the agreement.

This does not allow an agency to reduce medical and other assistance available to children with disabilities to receive services that are also part of a FAPE or to alter the requirements and eligibility of a child with disabilities under Title V, maternal and child health; Title XIX, Medicaid; or Title XXI of the Social Security Act; or under any other public benefits or insurance program including those required by federal statute.

If a public agency other than an educational agency fails to provide or pay for the special education and related services described in this section, the school district or state agency responsible for developing the student's IEP shall provide or pay for these services to the student in a timely manner. The school district or state agency may then claim reimbursement for the services from the public agency that failed to provide or pay for these services and that agency shall reimburse the school district or state agency in accordance to the terms of the interagency agreements described in ARSD § 24:05:14:01.

TRANSITION OF STUDENTS FROM SCHOOL TO ADULTHOOD

Transition services are an important part of the continuum of services for students with hearing and /or visual disabilities who are identified as in need of special education. The Individuals with Disabilities Education Improvement Act (IDEA) 2004 and the Rehabilitation Act (as amended by the Workforce Innovation and Opportunity Act of July 22, 2014) mandate education and vocational rehabilitation services work together to assure appropriate transition services for students. The agencies agree to collaborate in all activities in the area of transition to promote students to live independently and work in competitive integrated employment.

The agencies agree to coordinate the use of resources to assure that training in the area of transition is appropriately given the unique characteristics for students with hearing and visual disabilities. The inclusion of the special schools in statewide initiatives in transition will be promoted at all levels.

The agencies agree to arrange or provide Pre-Employment Transition Services (Pre-ETS) (Section 113 of Rehabilitation Act) for students with hearing and visual disabilities prior to graduation. Pre-ETS consist of:

- Job Exploration Counseling;
- Work-based Learning Experiences;
- Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Education Programs;
- Workplace Readiness Training; and
- Instruction in self-advocacy

The special schools agree to comply with Section 511 (a)(2) of the Rehabilitation Act where they will not contract or arrange for a student to work at an employer (employer who holds 14(c) certificate of the Fair Labor Standards Act) for subminimum wage. The special schools agree to provide information to public schools and parents describing unique features of transition services for children with hearing or vision loss and programs/services available to assist the student with transition services.

ASSURANCE OF BEST PRACTICES IN EVALUATION FOR CHILDREN WITH VISUAL AND HEARING DISABILITIES

The parties agree that it is the intent of ARSD chapter 24:05:25 (Evaluation and Placement Procedures) to assure that children with suspected hearing and/or visual disabilities receive a comprehensive, multidisciplinary evaluation. ARSD §§ 24:05:25:04 (Evaluation procedures) and 24:05:25:15 (First-time evaluations).

The term "comprehensive multidisciplinary" is identified to mean that students are evaluated by individuals who have both certification and experience in understanding the specific needs of the suspected disability and its relationship to educational planning for each child.

For a child with a hearing and/or vision disability, experienced professional(s) will be actively involved in the IEP team process. These professionals will be skilled in interpretation of medical evaluations and will have direct experience in planning for the educational needs of children with these disabilities. The direct, active involvement of these professionals in the IEP team process will assure full consideration of all placement options when working with the team to plan for an appropriate educational program for each student with a hearing and/or vision disability. SDCL 13-33B-1 (Program for deaf/hard of hearing).

LEAST RESTRICTIVE ENVIRONMENT

The parties agree that it is the intent of ARSD chapter 24:05:28 (Least Restrictive Environment) to assure that children in need of special education or special education and related services shall be provided special programs and services to meet individual needs which are coordinated with the regular program whenever appropriate. When the nature or the severity of the child's needs cannot be met in the regular classroom with the use of supplementary aids and services, alternative placement options must be made available. The parties agree that the special schools may be the appropriate placement for a child based upon individual needs.

The parties agree that special emphasis must be given to the following planning criteria for children with hearing and/or vision disabilities as required by ARSD § 24:05:28:03 (Factors in determining placements). They are as follows:

1. Each child's educational placement must be individually determined at least annually and must be based on the child's individual education program.
2. Provisions are made for appropriate classroom or alternate settings necessary to implement a child's individual education program.
3. Except where a child's individual education plan requires some other arrangement, the child shall be educated in the school in which that child would normally attend if not disabled. Other placement shall be as close as possible to the child's home.
4. Placement in the least restrictive environment will not produce a harmful effect on the child or reduce the quality of services which that child needs.

The DOE agrees to assist the special schools to inform school districts about the range of services available through the special schools, including alternative placement opportunities. The special schools agree to assist public schools to develop appropriate plans for students who elect to transfer from a special school to a public school setting.

SPECIAL PROVISIONS RELATING TO OUTREACH SERVICES

In recognition that successful school district-based educational programming for children with vision or hearing loss requires close coordination among a variety of educational specialists, those having expertise in academic subject matter, those with expertise in special education, those with expertise in

educating students with vision or hearing loss, the BOR and special schools have established outreach programs to facilitate school district and family access to persons who have such expertise.

The parties agree that the operation of outreach programs will benefit from close cooperation and collaboration between both agencies of state government. The constitution obligates the BOR to maintain primary control over the provision of the SDSD outreach services, and South Dakota special education statutes vest the DOE with primary responsibility to oversee school district special education programs. In order to assure that children with vision or hearing loss have access to necessary education programs, the BOR and the DOE agree that effective oversight of outreach programs requires a formal, informed assessment of program services. To these ends, the parties agree to cooperate and collaborate in development of methods, protocols, and instruments to collect opinions and information from school district staff and parents for use in monitoring engagement with outreach programs, satisfaction with services and appropriateness of program resources.

INDIVIDUALIZED EDUCATIONAL PLANS

The school district will retain responsibility for providing a free appropriate public education to each child it has placed at the special school. The parties agree that when the special schools accept a student, they will assume responsibility for delivery of services outlined in the student's existing IEP and shall continue to provide them until such time as a new IEP has been developed.

The school district will co-chair IEP teams convened at the special schools, and the school district will provide special educational or related services identified by the IEP team as necessary for a child's free appropriate public education but not otherwise available at the special school.

• APPROPRIATE EDUCATIONAL PROGRAMMING

The parties agree that there are specific considerations for students with hearing and/or visual disabilities in the development of each child's IEP.

In the case of a child who is blind or visually impaired, the IEP must provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that

instruction in Braille or the use of Braille is not appropriate for the child.

The IEP must also consider the communication needs of the child. In the case of a child who is deaf or hard of hearing, the team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

• **EXTENDED SCHOOL YEAR PROGRAMMING**

The parties agree that it is the intent of ARSD article 24:05 (Special Education) to assure that children with hearing and/or visual disabilities receive an appropriate education. For some children, this might require an extended school year. ARSD § 24:05:25:26 (Extended school year authorized).

The parties agree to work cooperatively to ensure the provision of service options for children identified as in need of extended school year services.

• **ASSURING RELATED SERVICES**

The parties agree that it is the intent of ARSD §§ 24:05:27:04 (Determination of related services) and 24:05:27:16 (Related services provided at no cost) is to assure that children with hearing and/or visual disabilities receive related services in a timely manner to meet all identified needs of the child. Identification of related services needed and funding for those services addressed on the IEP, as part of the IEP team process, will be reviewed by the DOE via the monitoring process.

The parties agree to work together to provide assistance to school districts to ensure that children with hearing and/or visual disabilities have access to assistive technology and are able to appropriately use the technology.

FAMILY SUPPORT AND INFORMATION SERVICES

The parties agree to collaborate in the provision of services and resources for families seeking information and access to training and support services.

ASSURING FULL COORDINATION FOR STAFF DEVELOPMENT

The parties agree to work cooperatively and collaboratively to assure availability of qualified staff to meet the needs of children with hearing and/or visual disabilities across the state.

The parties agree to work collaboratively to ensure that highly qualified professional and paraprofessional staff are working with children with hearing or vision loss.

DOE will focus on personnel training relative to the needs of children with visual and/or hearing disabilities. Staff training, public information, and parent training will be highlighted. The parties agree to work together to develop strategies to implement curricula for LEAs.

USE OF TECHNOLOGY

The parties agree to explore and utilize the available technologies to improve educational opportunities for children with hearing or visual loss.

PROCEDURAL SAFEGUARDS AND DUE PROCESS COMPLAINTS

The parties agree that DOE has the responsibility under IDEA to monitor the special schools in order to ensure compliance with IDEA. As such, the DOE has the responsibility to oversee corrective actions as a result of compliance monitoring.

The parties agree that state and federal special education laws require that parents have access to due process procedures to resolve concerns about IEP plans or with the implementation of those plans. The parties agree that cooperation between the special schools and school districts will be essential to assure parents' recourse to effective decision-makers who have the financial resources to provide services found to be necessary.

Each placement agreement should specify that the applicable special school and the school district will encourage parents to address concerns about IEP plans or the implementation of those plans to the special school superintendent for informal resolution. Such procedures shall not preclude the parents from requesting mediation or initiating due process complaints as permitted under administrative rule (cite). Due process complaints should be directed to the school district as they have the primary responsibility to provide a free appropriate public education.

In the event that a parent initiates a due process complaint, the applicable special school shall cooperate fully with the school district in resolution

sessions, or any meetings with parents to attempt to resolve the concern, in mediation sessions, if any, and in preparing for and participating in any formal hearings.

RESOLUTION OF DISPUTES BETWEEN SPECIAL SCHOOLS AND SCHOOL DISTRICTS

From time to time disputes may arise between a special school and a school district concerning the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child. When such disputes cannot be resolved through other procedures, such as those established pursuant to ARSD chapter 24:05:15 (Appeals) or 24:05:30 (Procedural Safeguards), the process described herein will be available to the special schools and to school districts where IEP meetings, additional evaluations and other procedures have failed to resolve the disputes between them. As with interagency disputes, during the pendency of this dispute resolution process, the parties will ensure that services required to provide FAPE will continue. Disputed service(s) currently being provided will continue until the outcome of the dispute resolution process. The implementation of disputed service(s) not previously provided will be pursuant to a decision reached through the following resolution process.

1. All attempts must be made to resolve disputes at the lowest possible level. Resolution attempts could include but are not limited to: conferencing with the appropriate individuals involved or performing other fact finding activities.
2. Mediation between the special school and the school district will be conducted at a mutually agreed-upon time and location. The cost of the mediator will be covered by the DOE. Cost of attending the mediation and representation by legal assistance is the responsibility of the affected institution or school district.
3. When disputes cannot be resolved by mediation, a written explanation of the dispute will be sent to the Director of DOE the superintendent of the special school and the superintendent of the school district. These individuals, in consultation with each other, shall review the issues and make a determination as to how the dispute should be resolved. The decision will be shared in writing with each level involved within twenty (20) calendar days of receipt of request for the determination and will include reasons for the decision.
4. If a resolution is not obtained the matter will be referred to the Secretary of the South Dakota DOE and the Executive Director of the

BOR. These individuals will jointly make a final determination with 30 calendar days.

INTERAGENCY DISPUTE RESOLUTION

When disputes arise between the parties that cannot be resolved through other means, the resolution process described herein will be available. During the pendency of the dispute resolution process, the parties will ensure that services, including disputed services, required to provide FAPE will continue.

1. All attempts will be made to resolve disputes at the lowest possible level.
2. When disputes cannot be resolved by the designated department representatives, a written explanation of the dispute will be sent to the Director of DOE the superintendent of the respective special school. These individuals, in consultation with each other, shall review the issues and make a determination as to how the dispute should be resolved. The decision will be shared in writing with each level involved within twenty (20) calendar days of receipt of request for the determination and will include reasons for the decision.
3. If a resolution is not obtained through this process, then the matter will be referred to the Secretary of the South Dakota Department of Education and the Executive Director of the BOR. These individuals will jointly make a final determination with 30 calendar days.

ENACTMENT OF AGREEMENT AND GENERAL PROVISIONS

The terms of this agreement shall begin on this _____ day of _____, 2014 and shall remain in effect until terminated or amended by mutual agreement of the parties. Any termination or amendment must be in writing and signed by authorized representatives of all parties.

This MOU shall be reviewed by all parties at least every three years and evaluated regarding the need for amendments. This Agreement is intended to govern only the rights and interest of the parties named herein. It is not intended to, does not and may not be relied upon to create any rights, substantial or procedural, enforceable at law by any third party in any matters, civil or criminal.

BOR has the full authority to enter into and secure performance of this Agreement on behalf of itself and the special schools, and DOE has full authority to enter into and secure performance of this Agreement on behalf of the South Dakota Department of Education. Each individual signing this Agreement has been properly authorized to enter into this Agreement.

_____, Secretary, South Dakota Department of
Education
Don Kirkegaard

Signed this _____ day of _____, 2018.

_____, Executive Director, South Dakota Board of
Regents
Michael G. Rush

Signed this _____ day of _____, 2018.

AN ACT

ENTITLED, An Act to create provisions regarding the language development of deaf and hard-of-hearing students.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF SOUTH DAKOTA:

Section 1. That chapter 13-33B be amended by adding a NEW SECTION to read:

Terms used in this Act, mean:

- (1) "ASL," American sign language;
- (2) "Department," the Department of Education;
- (3) "English," spoken English, written English, or English with the use of visual supplements;
- (4) "IEP," individualized education program as used in §13-33B-2;
- (5) "IFSP," individualized family service plan as used in 20 USC §1436;
- (6) "Language developmental milestones," milestones of development aligned with existing state instruments used to meet the federal requirements for the assessment of children from birth to age five, inclusive.

Section 2. That chapter 13-33B be amended by adding a NEW SECTION to read:

The department shall incorporate language developmental milestones set, pursuant to the process specified in section 5 of this Act, for the purpose of developing a resource for parents to monitor and track deaf and hard-of-hearing children's expressive and receptive language acquisition and developmental stages toward English literacy. The parent resource shall:

- (1) Include language and developmental milestones selected pursuant to section 5 of this Act;
- (2) Be appropriate for use, in both content and administration, with deaf and hard-of-hearing children from birth to five years of age, inclusive, who use English or ASL, or both;
- (3) Present developmental milestones in terms of typical development of all children, by age range;

- (4) Written in a way parents can use clearly and easily;
- (5) Align to the state's early learning guidelines and state standards in English language arts;
- (6) Make clear that the parent resource is not a formal assessment of language and literacy development and that a parent's observations of the parent's children may differ from the formal assessment data presented at an IFSP or IEP meeting; and
- (7) Make clear the parent may bring the parent resource to an IFSP or IEP meeting for the purpose of sharing the parent's observations about the child's development.

Section 3. That chapter 13-33B be amended by adding a NEW SECTION to read:

The advisory committee established pursuant to section 6 of this Act shall recommend tools or assessments to assess the language and literacy development of deaf and hard-of-hearing children.

The tools or assessments shall be:

- (1) In a format that shows the stages of language development;
- (2) Selected for use by educators to track the development of deaf and hard-of-hearing children's expressive and receptive language acquisition and developmental stages toward English literacy;
- (3) Selected from existing tools or assessments used to assess the development of all children from birth to five years of age; and
- (4) Appropriate, in both content and administration, for use with deaf and hard-of-hearing children.

The tools or assessments may be used by the child's IFSP or IEP team to track the deaf or hard-of-hearing child's progress and to establish or modify IFSP or IEP.

Section 4. That chapter 13-33B be amended by adding a NEW SECTION to read:

The department shall disseminate the parent resource developed pursuant to section 2 of this Act to parents and guardians of deaf and hard-of-hearing children. If a deaf or hard-of-hearing child does

not demonstrate progress in expressive and receptive language skills the child's IFSP or IEP team shall recommend specific strategies, services, and programs to assist the child's success toward English literacy.

Section 5. That chapter 13-33B be amended by adding a NEW SECTION to read:

Before March 1, 2019, the department shall provide the advisory committee established pursuant to section 6 of this Act with a list of existing language developmental milestones from existing standardized norms, along with any relevant information held by the department regarding those language developmental milestones for possible inclusion in the development of a parent resource pursuant to section 2 of this Act. The language developmental milestones shall align to the state's early learning guidelines, and the state standards in English language arts. Before June 1, 2019, the advisory committee shall set language developmental milestones for inclusion in the parent resource created pursuant to section 2 of this Act.

Section 6. That chapter 13-33B be amended by adding a NEW SECTION to read:

The superintendent of the State School for the Deaf shall establish an advisory committee for purposes of soliciting input from experts on the selection of language developmental milestones for children who are deaf or hard-of-hearing that are equivalent to experts for children who are not deaf or hard-of-hearing, for inclusion in the parent resource pursuant to sections 2 and 4 of this Act. The advisory committee may also make recommendations on the selection and administration of the educator tools or assessments selected pursuant to section 3 of this Act. The advisory committee shall consist of at least nine but no more than fifteen volunteers, at least four of whom shall be deaf or hard-of-hearing, and all of whom shall practice within the fields of education or services for the deaf and hard-of-hearing. The advisory committee shall include:

- (1) A parent of a child who is deaf or hard-of-hearing who uses both ASL and English;
- (2) A parent of a child who is deaf or hard-of-hearing who uses only spoken English, with or

without visual supplements;

- (3) A parent of a child who is Deaf-Plus;
- (4) A representative from the State School for the Deaf outreach who is fluent in both ASL and English;
- (5) A representative from the Department of Education; and
- (6) At least four members which may be any of the following:
 - (a) An expert who researches language outcomes for deaf and hard-of-hearing children using ASL and English;
 - (b) A credentialed teacher of deaf and hard-of-hearing students with expertise in curriculum and instruction in ASL and English;
 - (c) A credentialed teacher of deaf and hard-of-hearing students with expertise in curriculum and instruction in spoken English, with or without visual supplements;
 - (d) An advocate from a South Dakota association that represents the deaf who advocates for teaching using both ASL and English;
 - (e) An early intervention specialist who works with deaf and hard-of-hearing infants and toddlers using both ASL and English;
 - (f) A credentialed teacher of deaf and hard-of-hearing students with expertise in ASL and English language assessments;
 - (g) A representative from a parent training information center in South Dakota;
 - (h) A representative from an organization that provides communication services for the deaf;
 - (i) A psychologist with expertise in assessing deaf and hard-of-hearing children who is fluent in ASL and English;
 - (j) A speech language pathologist; or

(k) A pediatric audiologist.

The advisory committee may also advise the department on the content and administration of the instruments used to assess deaf and hard-of-hearing children's language and literacy development to ensure the appropriate use of the instruments with deaf or hard-of-hearing children. The committee may make recommendations regarding future research to improve the measurement of progress of deaf and hard-of-hearing children in language and literacy.

Section 7. That chapter 13-33B be amended by adding a NEW SECTION to read:

Before August 1, 2020, the department shall establish reporting criteria, using existing data reported in compliance with the federally required state performance plan on students with disabilities, that is specific to language and literacy development of deaf and hard-of-hearing children from birth to five years of age, inclusive.

Section 8. That chapter 13-33B be amended by adding a NEW SECTION to read:

The implementation of this Act shall be consistent with federal law regarding the education of children with disabilities and the privacy of student information. This Act only applies to children from birth to five years of age.

An Act to create provisions regarding the language development of deaf and hard-of-hearing students.

=====

I certify that the attached Act
originated in the

HOUSE as Bill No. 1155

Chief Clerk

=====

Speaker of the House

Attest:

Chief Clerk

President of the Senate

Attest:

Secretary of the Senate

House Bill No. 1155

File No. _____

Chapter No. _____

=====

Received at this Executive Office
this _____ day of _____ ,

20____ at _____ M.

By _____
for the Governor

=====

The attached Act is hereby
approved this _____ day of
_____, A.D., 20____

Governor

=====

STATE OF SOUTH DAKOTA,
ss.

Office of the Secretary of State

Filed _____, 20____
at _____ o'clock __ M.

Secretary of State

By _____
Asst. Secretary of State

SOUTH DAKOTA BOARD OF REGENTS

Joint BOR and Board of Education Standards Meeting

AGENDA ITEM: 2 – B

DATE: May 8-10, 2018

SUBJECT

Proposed South Dakota High School Graduation Requirements

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:3](#) – System Undergraduate Admissions

BACKGROUND / DISCUSSION

In 2010 the Board of Education Standards adopted a set of graduation standards that required all students to take three units of math and science to graduate. At the same time the basic, standard, and advanced tracks were eliminated.¹ These three options were then replaced with a common set of graduation requirements which also allowed students to request a waiver for the third unit of math or science if students could demonstrate an inability to successfully complete required coursework in these content areas.

The South Dakota Department of Education (DOE) has been engaging the various education groups regarding changes to the current set of graduation requirements. A revised set of graduation requirements were reviewed by AAC in February, and feedback provided to DOE on the potential issues that the revised requirements would have for student admission into the Regental system. A new set of revisions have been further developed, and the DOE has advanced them forward for a first reading by the Board of Education Standards at their May 8, 2018 meeting (see Attachment I).

IMPACT AND RECOMMENDATION

Following a series of discussions with principals, school counselors, and superintendents, the DOE staff sought feedback from the Board on the following issues. First, school personnel would like to remove the word ‘lab’ science from the course science requirements. The DOE would seek to retain the requirement in the language for the postsecondary and advanced postsecondary endorsement because the BOR admission policy states the sciences must be ‘lab’ science courses. BOR staff confirmed that this

¹ The set of tracks were originally designed by the South Dakota Board of Education to provide guidance to students on the appropriate curriculum necessary for their intended postsecondary pathways. All students were expected to meet the basic curriculum track to graduate from high school. The Standard track aligned with the Regent’s admission criteria, and the Advanced track mirrored the curriculum requirements for the South Dakota Opportunity Scholarship.

(Continued)

INFORMATIONAL ITEM

would continue to be an expectation for admission and removing the term “lab” would potentially cause an issue for graduates unless changes were made to BOR Policy 2.3 System Undergraduate Admission.

Currently, one unit of advanced computer science could be taken in lieu of one of the three science credits for the general diploma, postsecondary endorsement, and career endorsement, but not the advanced postsecondary endorsement. DOE staff inquired whether a student taking an advanced computer science course instead of a lab science, would then meet the general admissions requirements. Similar to the “lab” science issue above, if the computer science course did not align with the natural science lab requirement, then changes would be required for BOR Policy 2.3. Members of the Natural Science Discipline Council were asked to provide feedback on this potential change, and the membership was split. Those that showed general support indicated that some formal alignment with current DOE Science standards would be necessary. In response, DOE brought together a number of teachers to review courses that could be used to replace a science elective for the base and advanced career endorsement in the proposed changes to graduation requirements. Their assessment was that the proposed list of courses (see Attachment II) align to all the science and engineering practices, and at least 4 of the cross-cutting concepts² that were adopted in the SD science standards³ in 2015. If approved, DOE staff have indicated an intent to set criteria for determining which advanced computer science classes would count. Staff have not currently set the criteria, or formally reviewed the advanced computer science classes; however, they have indicated a willingness to work with the BOR to set criteria so it would meet the admissions requirements.

Finally, the DOE is planning to remove the listing specific to World History and Geography on the postsecondary endorsement. Currently, there are no requirements in our admission policy that specify the social science courses that must be completed.

ATTACHMENTS

Attachment I – Proposed HS Graduation Requirements

Attachment II – Current List of Approved Computer Science Courses meeting Natural Science Standards

² **Cross Cutting Concepts** – Patterns; Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models; Energy and Matter; Structure and Function; Stability and Change.

³ **Science & Engineering Practices** – Asking questions and defining problems; Developing and using models; Planning and carrying out investigations; Analyzing and interpreting data; Using mathematical and computational thinking; Constructing explanations and designing solutions; Engaging in argument from evidence; and Obtaining, evaluating, and communicating information

South Dakota Graduation Requirements – Proposed

South Dakota High School Diploma Requirements

Subject	PROPOSED		CURRENT	
	Within Units Required, Must Include:	Total Units Required	Within Units Required, Must Include:	Total Units Required
English	1 unit writing .5 unit speech 1 unit literature (including .5 unit American Literature)	4	1.5 units writing .5 unit speech 1.5 units literature (must include .5 unit American Literature) .5 unit language arts elective	4
Mathematics	1 unit Algebra	3	1 unit Algebra 1 unit Geometry~ 1 unit Algebra II~	3
Science*	1 unit Biology	3	1 unit Any Physical Science 1 unit Biology 1 unit Chemistry or Physics~	3
Social Studies	1 unit U.S. History .5 unit U.S. Government	3	1 unit U.S. History .5 unit U.S. Government .5 unit World History .5 unit Geography	3
Fine Arts		1		1
Physical Education		.5		.5
Health/Health Integration		.5		.5
Personal Finance or Economics		.5		.5
Approved CTE –OR– World Language –OR– Capstone Experience		1		1
Electives		5.5		5.5
Total		22		22

A student may earn one or more endorsements that are in alignment with the student's personal learning plan.

NOTES for PROPOSED requirements:

- * A state-approved advanced computer science course (with a list of approved courses to be provided) may be substituted for either 1 unit of lab science (not including Biology).
- Credit for an approved CTE course may count for core content coursework if the district applies through the SD DOE for *CTE for Core Content*. See <http://doe.sd.gov/octe/corecontentcredit.aspx> for more information.
- Credit for work-based learning experiences may count for core content coursework if the district applies through the SD DOE for *WBL for Core Content*. (More information will be provided on this in the future).
- Students can earn endorsements with their high school diploma. See the *Endorsements* section for specific endorsements.

NOTES for CURRENT requirements:

- ~With school and parent/guardian approval, a student may be excused from a math and/or science course in favor of a more appropriate course. In the area of Math, a student may be excused from taking Algebra II or Geometry, but not both. The student must still take three units of Math. In the area of Lab Science, a student may be excused from the requirement to take Chemistry and/or Physics. Students must still take three units of Lab Science. A student's parent or legal guardian and school counselor or administrator must agree to the decision, and the excuse must be documented at the local level.
- Credit for an approved CTE course may count for core content coursework if the district applies through the SD DOE for *CTE for Core Content*. See <http://doe.sd.gov/octe/corecontentcredit.aspx> for more information.

Endorsements

Within the coursework outlined above, a student may earn one (or more) of three endorsements:

- Postsecondary Preparation
- Career Preparation
- Advanced Postsecondary Preparation

Endorsements outline specific coursework completed within the general high school diploma requirements to denote particular emphases.

(Substitutions noted above with an * do not apply to Advanced Postsecondary Preparation endorsement requirements). Highlighted areas show the distinctions for each endorsement.

Postsecondary Preparation:

Subject	PROPOSED	Total Units Required	CURRENT GRAD REQUIREMENTS	
	Within Units Required, Must Include:		Within Units Required, Must Include:	Total Units Required
English	1 unit writing .5 unit speech 1 unit literature (including .5 unit American Literature)	4	1.5 units writing .5 unit speech 1.5 units literature (must include .5 unit U.S. Literature) .5 unit language arts elective	4
Mathematics	1 unit Algebra 1 unit Geometry 1 unit Algebra II	3	1 unit Algebra 1 unit Geometry~ 1 unit Algebra II~	3
Science*	1 unit Biology 2 units other lab sciences	3	1 unit Any Physical Science 1 unit Biology 1 unit Chemistry or Physics~	3
Social Studies	1 unit U.S. History .5 unit U.S. Government	3	1 unit U.S. History .5 unit U.S. Government .5 unit World History .5 unit Geography	3
Fine Arts		1		1
Physical Education		.5		.5

Health/Health Integration		.5		.5
Personal Finance or Economics		.5		.5
Approved CTE –OR– World Language –OR– Capstone Experience		1		1
Electives		5.5		5.5
Total		22		22

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Career Preparation:

Subject	PROPOSED		CURRENT GRAD REQUIREMENTS	
	Within Units Required, Must Include:	Total Units Required	Within Units Required, Must Include:	Total Units Required
English	1 unit writing .5 unit speech 1 unit literature (including .5 unit American Literature)	4	1.5 units writing .5 unit speech 1.5 units literature (must include .5 unit U.S. Literature) .5 unit language arts elective	4
Mathematics	1 unit Algebra	3	1 unit Algebra 1 unit Geometry~ 1 unit Algebra II~	3
Science*	1 unit Biology	3	1 unit Any Physical Science 1 unit Biology 1 unit Chemistry or Physics~	3
Social Studies	1 unit U.S. History .5 unit U.S. Government	3	1 unit U.S. History .5 unit U.S. Government .5 unit World History .5 unit Geography	3
Fine Arts		1		1
Physical Education		.5		.5
Health/Health Integration		.5		.5
Personal Finance or Economics		.5		.5
	2 units in any combination of the following: • 2 units of CTE from the same career cluster OR • 1 unit of Capstone Experience AND Attainment of an industry-recognized credential or National Career Readiness Certificate of Silver or higher	2+		1
Electives	Must align with the student's personal learning plan	4.5		5.5
Total		22		22

Advanced Academic Preparation:

All high school coursework completed with a “C” or higher.

Subject	PROPOSED		CURRENT GRAD REQUIREMENTS	
	Within Units Required, Must Include:	Total Units Required	Within Units Required, Must Include:	Total Units Required
English	1.5 unit writing .5 unit speech 1.5 unit literature, including .5 unit American literature .5 unit language arts elective	4	1.5 units writing .5 unit speech 1.5 units literature (must include .5 unit U.S. Literature) .5 unit language arts elective	4
Mathematics	1 unit Algebra I 1 unit Geometry 1 unit Algebra II 1 unit advanced mathematics see https://sdos.sdbor.edu/require/require.html for more information)	4	1 unit Algebra 1 unit Geometry~ 1 unit Algebra II~	3
Science	1 unit Biology 1 unit any physical science 1 unit chemistry or physics 1 unit science electives	4	1 unit Any Physical Science 1 unit Biology 1 unit Chemistry or Physics~	3
Social Studies	1 unit U.S. History .5 unit U.S. Government .5 unit Geography .5 unit social studies elective	3	1 unit U.S. History .5 unit U.S. Government .5 unit World History .5 unit Geography	3
Fine Arts		1		1
Physical Education		.5		.5
Health/Health Integration		.5		.5
Personal Finance or Economics		.5		.5

Approved CTE –OR– World Language	Approved CTE courses OR Modern or Classical language (including U.S. Sign Language); units must be in the same language	2		1
Electives		3		5.5
Total		22		22

DRAFT



Guidelines for Replacing Science Electives with Advanced Computer Science Courses

The proposed high school graduation requirements allow students pursuing the base diploma and the Advanced Career Endorsement to replace a science elective with a state-approved advanced computer science course, in which a list of eligible courses is below. The purpose of these courses is to develop students' abilities in science and engineering practices while promoting workforce readiness in the computer science field.

The use of an advanced computer science course does not replace the Biology science requirement, but counts as a science elective.

Students who wish to pursue the Advanced or Advanced Honors Endorsements are not able to replace a science elective with the advanced computer science course.

State-Approved Advanced Computer Science Courses:

High School Courses	
Course Code	Course Title
10101	Networking Technologies
10152	Computer Programming I & II
10014	PLTW Computer Science Principles
10157	PLTW Computer Science A
10016	PLTW Cybersecurity
10157	AP Computer Science A
10011	AP Computer Science Principles
Dual Credit Courses	
(http://sdmylife.com/students/advanced-education-opportunities/)	
Postsecondary Institution	Course Number
Board of Regents	CIS 123 or higher CSC 150 or higher
Lake Area Technical Institute	CIS 120 or higher
Southeast Technical Institute	CIS 130 or higher
Western Dakota Technical Institute	CIS 216 or higher

Robotics (21009) will be reviewed on a case-by-case basis to determine eligibility as a “state-approved advanced computer science” in lieu of a science course elective. Submission for review requires a course syllabus, due December 1 for the following school year.

SOUTH DAKOTA BOARD OF REGENTS

Joint BOR and Board of Education Standards Meeting

AGENDA ITEM: 2 – C

DATE: May 8-10, 2018

SUBJECT

Regents' Scholar Diploma

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:3](#) – System Undergraduate Admissions

BACKGROUND / DISCUSSION

When the Board of Regents first adopted a common admission policy for the Regental system in 1987, the Regents Scholars Curriculum (see Section 8 of BOR Policy 2:3 in Attachment I) was identified as the core curriculum students should complete in high school to improve their opportunity for postsecondary success. Since that time the Regents' Scholar Diploma has been awarded to South Dakota high school graduates who complete:

- Four units of English,
- Four units of Algebra or higher mathematics,
- Four units of Science including units of approved laboratory science;
- Three units of social studies;
- Two units of modern or classical language, and
- One unit of fine arts.

When initially introduced in 1987, the South Dakota Department of Education (DOE) facilitated the awarding of the diploma to eligible students. Each school district self-identified students, and then the DOE printed diplomas that were signed by the Secretary of Education and the President of the Board of Regents. In 2010, the DOE inquired about shifting the responsibility for collecting nominations from local school district personnel (and the printing of diplomas) to the Board of Regent central office. Since that time, Regents' Scholar Diplomas (see Attachment II) have been printed and distributed to school districts around the state by BOR central office staff.

IMPACT AND RECOMMENDATIONS

The Regents' Scholar Diploma curriculum mirrored the original curriculum for the South Dakota Opportunity Scholarship program until CTE coursework was added as an option to Modern/Classical languages in 2010. Since that time, there has continued to be uncertainty

(Continued)

INFORMATIONAL ITEM

among school personnel regarding the distinctions between the two curriculum models. Additionally, each year higher levels of engagement are required to encourage school district personnel to submit the list of eligible recipients. With the proposed updates to the South Dakota high school graduation requirements, the "Advanced Academic Preparation" designation (see Attachment III) would be assigned on the student high school transcript at the point of graduation. The only distinction between these two designations are that students are allowed to enroll in approved CTE coursework rather than complete two units of Modern/Classical languages.

Board staff support aligning the Regents' Scholar Diploma with the "Advanced Academic Preparation" certificate. If the Board of Regents is supportive of this approach, the necessary changes will be made to the System Undergraduate Admissions policy at a future meeting. Additionally, the formal awarding of Regents' Scholar Diplomas would end after the May 2018 high school graduates.

ATTACHMENTS

Attachment I – Section 8 of BOR Policy 2:3

Attachment II – Example of Regents Scholar Diploma

Attachment III – Proposed updates to the South Dakota high school graduation requirements "Advanced Academic Preparation" designation

Section 8 of Board of Regents Policy 2:3 System Undergraduate Admissions

8. Regents Scholars

South Dakota high school graduates completing the following high school courses with no final grade below a "C" (2.0 on a 4.0 scale) and an average grade of "B" (3.0 on a 4.0 scale) shall be designated as Regents Scholars and shall be eligible to receive a Regents Scholar Diploma upon request by a high school administrator to the Department of Education and Cultural Affairs. High school graduates designated as Regents Scholars automatically are admitted to all six public universities.

- 8.1. Four (4) Units of English: Courses with major emphasis upon grammar, composition, or literary analysis; one year of debate instruction may be included to meet this requirement.
- 8.2. Four (4) Units of Algebra or Higher Mathematics: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- 8.3. Four (4) Units of Science Including 3 Units of Approved Laboratory Science: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case by case basis.
- 8.4. Three (3) Units of Social Studies: History, economics, sociology, geography, government--including U.S. and South Dakota, American Problems, etc.
- 8.5. Two (2) Units of a Modern (including American Sign Language) or Classical Language: The two units must be in the same language.
- 8.6. One (1) Unit of Fine Arts*: Art, theatre or music--appreciation, analysis, or performance.

State of South Dakota Award of Excellence

Regents' Scholar Diploma

This certifies that

JOHN SMITH

*has achieved academic excellence by completing four units each of English, Mathematics and Science, two units of one Modern or Classical Language, three units of Social Studies, and one unit of Fine Arts.**

Presented this 15 day of May, 20 18

Kenis Rungard

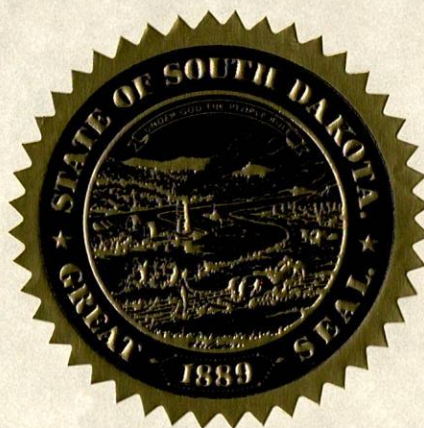
Governor, State of South Dakota

Shantel Krebs

South Dakota Secretary of State

Donald A. K. Kegoard

Secretary, South Dakota Department of Education



Susan K. Aguilar

President, South Dakota Board of Education Standards

Bob Sutton

President, South Dakota Board of Regents

*Receipt of this diploma does not indicate the holder has satisfied curriculum eligibility standards for the South Dakota Opportunity Scholarship program. Coursework considered in issuing this diploma must be approved by the Board of Regents before it can be recognized as satisfying South Dakota Opportunity Scholarship program requirements.

Advanced Academic Preparation:

Subject	PROPOSED		CURRENT GRAD REQUIREMENTS	
	Within Units Required, Must Include:	Total Units Required	Within Units Required, Must Include:	Total Units Required
English	1.5 unit writing .5 unit speech 1.5 unit literature, including .5 unit American literature .5 unit language arts elective	4	1.5 units writing .5 unit speech 1.5 units literature (must include .5 unit U.S. Literature) .5 unit language arts elective	4
Mathematics	1 unit Algebra I 1 unit Geometry 1 unit Algebra II 1 unit advanced mathematics see https://sdos.sdbor.edu/require/require.html for more information)	4	1 unit Algebra 1 unit Geometry~ 1 unit Algebra II~	3
Science	1 unit Biology 1 unit any physical science 1 unit chemistry or physics 1 unit science electives	4	1 unit Any Physical Science 1 unit Biology 1 unit Chemistry or Physics~	3
Social Studies	1 unit U.S. History .5 unit U.S. Government .5 unit Geography .5 unit social studies elective	3	1 unit U.S. History .5 unit U.S. Government .5 unit World History .5 unit Geography	3
Fine Arts		1		1
Physical Education		.5		.5
Health/Health Integration		.5		.5
Personal Finance or Economics		.5		.5
Approved CTE –OR– World Language	Approved CTE courses OR Modern or Classical language (including U.S. Sign Language); units must be in the same language	2		1
Electives		3		5.5
Total		22		22

SOUTH DAKOTA BOARD OF REGENTS

Joint BOR and Board of Education Standards Meeting

AGENDA ITEM: 2 – D

DATE: May 8-10, 2018

SUBJECT

South Dakota Opportunity Scholarship Statute Changes

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 13-55-30](#) – Opportunity Scholarship Program Establish

[SDCL 13-55-31](#) – Eligibility Requirements for Opportunity Scholarship

[SDCL 13-55-31.1](#) – High School Course Requirements for Opportunity
Scholarship Eligibility

[SDCL 13-55-31.2](#) – Alternative Testing Requirement for Opportunity Scholarship
Eligibility

[SDCL 13-55-33](#) – Allocation of Scholarship Funds – Early Graduation – Proration
of Insufficient Funds – Total Scholarship Amount

[SDCL 13-55-34](#) – Continuing Eligibility Requirements for Scholarship Recipients

[SDCL 13-55-35](#) – Board of Regents to Allocate Appropriated Funds and Other
Funds Received for Program

[SDCL 13-55-36](#) – Board of Regents to Promulgate Rules

[ARSD 24:40:13:02](#) – Initial Eligibility Requirements

BACKGROUND / DISCUSSION

The South Dakota Opportunity Scholarship program (“Program”) was established through the coordinated efforts of the Governor, the state legislature, and the Board of Regents to fulfill three primary objectives for the state:

- Encourage South Dakota high school students to take a rigorous high school curriculum prior to graduation to increase their chance for postsecondary success;
- Provide a financial incentive for students to remain in the state and attend a private, public, or proprietary postsecondary institution;
- Provide a financial incentive for students to remain in the state following graduation to meet the critical workforce needs for the state.

When the Program was fully funded in 2004, the Board of Regents was given administrative authority to manage the Program on behalf of the State of South Dakota.

(Continued)

INFORMATIONAL ITEM

Specifically, the Board was given administrative rule making authority for the curriculum and continuing eligibility requirements for the Program. During the first years of the Program, each school district was asked to have its required curriculum reviewed to ensure alignment with what the legislature approved through the interim rule-making process. While students were expected to complete the curriculum consistent with the Regents Scholars program, rules were also promulgated to ensure that students also completed all coursework with a grade of “C or higher” and earned a cumulative grade point average of 3.0 at the time of graduation.

Since the Program began in 2004, draft legislation has continued to surface each year to change the requirements for the program. To date, 20 bills have sought to:

- 2006 – [House Bill 1140](#) – Allow eligibility after failing to meet 3.0 cumulative grade point average
- 2006 – [House Bill 1157](#) – Allow eligibility within two years after enrollment out of state
- 2007 – [House Bill 1142](#) – Increase the total value of the Program to \$6,000
- 2008 – [House Bill 1186](#) – Allow students to take the ACT or SAT after high school graduation
- 2008 – [House Bill 1306](#) – Allow homeschool students to participate with a 28 ACT Score
- 2008 – [Senate Bill 59](#) – Increase the total value of the Program to \$6,000
- 2008 – [Senate Bill 201](#) – Initial eligibility with a 23 ACT Score
- 2009 – [House Bill 1154](#) – Allow students who have established eligibility in the Program to attend an institution outside the state and then return to South Dakota within two years and still maintain eligibility in the Program.
- 2010 – [House Bill 1160](#) – Allow homeschool students to participate with a 28 ACT Score
- 2010 – [House Bill 1190](#) – Allow students to take Career and Technical Education (CTE) in lieu of Foreign Language
- 2010 – [House Bill 1224](#) – Defer the payment until Sophomore year
- 2010 – [Senate Bill 145](#) – Replace the 15 credit hour requirement with benchmarks
- 2011 – [House Bill 1250](#) – Allow homeschool students to receive funding with a 24 ACT
- 2013 – [House Bill 1198](#) – Allow early graduates to use funding for graduate work
- 2014 – [House Bill 1078](#) – Allow SD graduates from out-of-state to receive funding
- 2014 – [Senate Bill 166](#) – Award Additional Funding for Students Pursuing STEM
- 2015 – [House Bill 1147](#) – Increase the total value of the scholarship to \$6,500
- 2015 – [House Bill 1172](#) – Allow graduates from SD high school living in a border state to be eligible for the program

- **2017** – [Senate Bill 132](#) – Require students to repay the scholarship funding if they are not placed in the state following graduation
- **2018** – [Senate Bill 94](#) – Allow home schooled students to be eligible for the program with a 24 composite ACT score

Besides the legislature increasing the value of the scholarship to \$6,500 in 2015, the most significant change to the program occurred with House Bill 1190 during the 2010 legislative session. The then-current Secretary of Education advanced curriculum revisions that expanded the opportunity for Career and Technical Education (CTE) coursework to serve as an alternative to the Modern and Classical Language requirement. Under the administrative rules advanced by the Board, students were required to complete two units of the same modern/classical language to establish initial eligibility. The changes proposed (and eventually adopted) in 2010 sought to allow students greater flexibility in selecting CTE or Modern/Classical language courses available at their local high school.

When [House Bill 1190](#) was approved, state statute was changed from “Meet the high school course requirements for graduation from the distinguished high school program as provided in section 24:43:11:05 of the Administrative Rules of South Dakota as in effect on January 1, 2008;” to “Meet the high school course requirements for graduation as provided in § 13-55-31.1.” With this change, the Board of Regents brought forward administrative rule changes to section [24:40:13:02](#) later that year to remove the curriculum requirements that were initially established. Despite removing these requirements, this subsection of administrative rules still specified that:

“No course in which a student received a final grade below a "C" (2.0 on a 4.0 scale) may be counted for purposes of this subdivision. If a student who receives disqualifying grades in courses required under this subdivision retakes those courses while in high school, the student may still qualify for eligibility if the student has the required number of courses with grades of C or above in each subcategory;”

Previous attempts by the legislature had not been successful at creating an opportunity for homeschool students, driven primarily by the inability to evaluate the curriculum completed for homeschool students. An alternative solution had been advanced with House Bill 1060 in 2010 which allowed for any student with a 28 or higher on the ACT to establish initial eligibility. Homeschool students/parents continued to believe this 2010 legislation created an unfair disadvantage to students by setting the standardized testing bar considerably higher. During the 2018 legislative session, Senate Bill 94 sought to provide an opportunity for homeschooled students in the state to become eligible for the Program by earning a 24 ACT composite score. The bill initially passed both the senate and house, but was later vetoed by Governor Dugaard. Initial opposition from the Board of Regents and the SDDOE focused on the additional administrative rule requirements outlined above that are in place for traditional high school graduates. The courses and curriculum continue to go through a review process, and performance assessments are

made by an objective third party to the students seeking to meet both the 3.0 and “C or higher” grade requirements.

IMPACT AND RECOMMENDATIONS

During testimony on SB 94 during the 2018 legislative session, legislators discussed the creation of the Program, noting that the Board of Regents had overreached in its administrative rule-making authority. Suggesting that the “C or higher,” GPA of 3.0, or curriculum review at the district level were never intended by the original crafters of the Program. In an attempt to further balance the playing field for traditional high school graduates, the Board of Regents staff suggested the removal of this particular administrative rule requirement. However, doing so would result in a significant fiscal impact to the program, which would need to go through the interim-rules review process with the legislature.

Additionally, other minor revisions to the statute governing the Program are necessary if that is the desired approach of the Board of Regent. Specifically, the curriculum requirements referencing those graduating prior to 2010 can be eliminated, and if there is a desire to develop a homeschool option, then the section of statute implemented in response to HB 1160 would need to also be repealed. BOR central office staff have drafted proposed revisions to the state statutes and administrative rules governing the program which are provided in Attachment I.

ATTACHMENTS

Attachment I – Relevant Opportunity Scholarship Statutes and Administrative Rules

13-55-31. Eligibility requirements for opportunity scholarship. In order to be eligible for a South Dakota opportunity scholarship award, a student shall:

- (1) Be a resident of South Dakota at the time of graduation from high school;
- (2) Have a composite score of 24, or higher, on the test administered by the American College Testing Program or an equivalent score as determined by the Board of Regents on the Scholastic Assessment Test. The student shall take the ACT or SAT test before beginning postsecondary education;
- (3) Meet the high school course requirements for graduation as provided in § 13-55-31.1;
- (4) Attend a university, college, or technical school that is accredited by the North Central Association of Colleges and Schools and that provides instruction from a campus located in South Dakota; and
- (5) Enter into the program within five years of graduation from high school or within one year of the student's release from active duty with an active component of the armed forces if the release is within five years of the student's graduation from high school. If a student attends full-time a regionally accredited university, college, or technical school located outside South Dakota and within two years following high school graduation or within two years following release from active military service returns to the state to attend full-time a regionally accredited university, college, or technical school, the student is eligible to receive a partial award.

A student is eligible to participate in the South Dakota opportunity scholarship program for the equivalent of four academic years (eight consecutive spring and fall terms) or until the attainment of a baccalaureate degree, whichever comes first. However, the executive director of the Board of Regents may grant exceptions to the continuous enrollment requirements for good cause shown.

A student who would have been eligible for the scholarship, but who applies after completing one or more semesters of full-time work at an accredited institution, may be admitted to the program only if the student has complied with the same grade point and credit hour requirements that would apply to program participants. Admission granted under these circumstances may not be retroactive, and eligibility for participation in the program shall be reduced by one semester for each semester of work completed prior to admission to the program.

Source: SL 2003, ch 110, § 2; SL 2006, ch 89, § 1; SL 2008, ch 87, § 1; SL 2008, ch 88, § 1; SL 2010, ch 96, § 2.

13-55-31.1. High school course requirements for opportunity scholarship eligibility. ~~To be eligible for an opportunity scholarship, a student who entered the ninth grade prior to the 2010-2011 school year shall complete the following high school course requirements:~~

- ~~—— (1) Four or more units of language arts that include a minimum of the following:~~
 - ~~—— (a) One and one-half units of writing;~~
 - ~~—— (b) One and one-half units of literature that must include one-half unit of American Literature;~~
 - ~~—— (c) One-half unit of speech or debate; and~~
 - ~~—— (d) One-half unit of a language arts elective;~~
- ~~—— (2) Three or more units of social studies that include the following:~~
 - ~~—— (a) One unit of U.S. History;~~
 - ~~—— (b) One-half unit of U.S. government;~~
 - ~~—— (c) One-half unit of geography;~~
 - ~~—— (d) One-half unit of world history; and~~
 - ~~—— (e) One-half unit of a social studies elective;~~
- ~~—— (3) Four units of mathematics that must include the following:~~
 - ~~—— (a) One unit of algebra I;~~
 - ~~—— (b) One unit of geometry;~~
 - ~~—— (c) One unit of algebra II; and~~
 - ~~—— (d) One unit of advanced math;~~
- ~~—— (4) Four units of science, including at least three units in laboratory science, that must include the following:~~
 - ~~—— (a) One unit of biology;~~
 - ~~—— (b) One unit of any physical science;~~
 - ~~—— (c) One unit of chemistry or physics; and~~
 - ~~—— (d) One unit of science electives;~~
- ~~—— (5) Two units of world languages (two years of the same language);~~
- ~~—— (6) One-half unit of computer studies;~~
- ~~—— (7) One unit of fine arts;~~
- ~~—— (8) One-half unit of personal finance or economics; and~~
- ~~—— (9) One-half unit of physical education or health.~~

~~A student may earn academic core content credit by completing an approved career and technical education course. Approval to offer credit for a career and technical education course must be obtained through an application process with the Department of Education. The Department of Education shall meet with the Board of Regents to determine final course approval. The application must include:~~

- ~~—— (1) Course syllabus;~~
- ~~—— (2) Standards-based curriculum;~~
- ~~—— (3) Teacher certification; and~~
- (4) Assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

To be eligible for an opportunity scholarship, a student ~~who enters the ninth grade in the 2010-2011 school year or thereafter~~ shall complete the following high school course requirements:

- (1) Four or more units of language arts that include a minimum of the following:
 - (a) One and one-half units of writing;

- (b) One and one-half units of literature that must include one-half unit of American literature;
- (c) One-half unit of speech or debate; and
- (d) One-half unit of a language arts elective;
- (2) Three units or more of social studies that include the following:
 - (a) One unit of U.S. history;
 - (b) One-half unit of U.S. government;
 - (c) One-half unit of geography;
 - (d) One-half unit of world history; and
 - (e) One-half unit of a social studies elective;
- (3) Four units of mathematics that must include the following:
 - (a) One unit of algebra I;
 - (b) One unit of geometry;
 - (c) One unit of algebra II; and
 - (d) One unit of advanced math;
- (4) Four units of science, including at least three units in laboratory science, that must include the following:
 - (a) One unit of biology;
 - (b) One unit of any physical science;
 - (c) One unit of chemistry or physics; and
 - (d) One unit of science electives;
 - (5) Two units of either of the following or a combination of the two:
 - (a) Approved career and technical education courses; and
 - (b) World languages;

Approval for a career and technical education course must be obtained through an application process with the Department of Education. The department shall meet with the Board of Regents to determine final course approval;

- (6) One-half unit of personal finance or economics;
- (7) One unit of fine arts;
- (8) One-half unit of physical education; and
- (9) ~~For students entering the ninth grade in the 2013-2014 school year and thereafter,~~

One-half unit of health or health integration.

A student may be granted up to one unit of credit in fine arts for participation in extracurricular activities. A maximum of one-fourth unit of credit may be granted for each extracurricular activity in which a student participates during each school year. In order to grant credit for an extracurricular activity, a school district must document the alignment of the activity with fine arts content standards approved by the South Dakota Board of Education Standards.

~~Students entering the ninth grade in the 2013-2014 school year and thereafter are required to take one-half unit of health at anytime during grades six through twelve.~~ A school district may choose to integrate health across the curriculum at the middle or high school level in lieu of a stand-alone course.

A student may earn academic core content credit by completing an approved career and technical education course. Approval to offer credit for a career and technical education course must be obtained through an application process with the Department of Education. The

Department of Education shall meet with the Board of Regents to determine final course approval. The application must include:

- (1) Course syllabus;
- (2) Standards-based curriculum;
- (3) Teacher certification; and
- (4) Assessment of standards by methods including end-of-course exams, authentic assessment, project-based learning or rubrics.

South Dakota residents with a valid certificate of excuse pursuant to 8 §§ 13-27-3 and 13-27-7 may be eligible to participate in the South Dakota Opportunity Scholarship program if the curriculum requirements noted above are fulfilled prior to initial entry into postsecondary. Students must provide a transcript issued by the parent or guardian listed on the certificate of excuse for validation by the Executive Director of the Board of Regents.

Source: SL 2010, ch 96, § 3; SL 2017, ch 81, § 57.

~~13-55-31.2. Alternative testing requirements for opportunity scholarship eligibility. Any student who does not meet the high school course requirements as provided in subdivision 13-55-31(3) is eligible for the opportunity scholarship program if:~~

~~——— (1) — The student takes the test administered by the American College Testing Program and earns a composite score of twenty-eight or higher and achieves ACT college readiness benchmark scores equaling or exceeding eighteen for English, twenty-one for reading, twenty-two for math, and twenty-four for science; or~~

~~——— (2) — The student takes the Scholastic Assessment Test and earns a verbal-mathematics score of twelve hundred fifty or higher, while also attaining sufficiently high markers in reading, writing, mathematics, and science as not to require remediation in any of those areas.~~

~~—— This section is effective on July 1, 2013.~~

Source: SL 2010, ch 103, § 1, eff. July 1, 2013.

24:40:13:02. Initial eligibility requirements. In order to be eligible to receive a South Dakota Opportunity Scholarship, a student must:

(1) Be graduated from high school with a cumulative average grade of "B" (3.0 on a 4.0 scale), or greater, for all work attempted and completed as designated on the official high school transcript at the time of graduation;

(2) Be a resident of South Dakota at the time of graduation from high school;

(3) Take the test administered by the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT) examination while in high school or the summer following graduation from high school and before postsecondary enrollment;

(4) Receive a composite score on the ACT of at least 24 or an equivalent score on the SAT as determined by the Board of Regents;

(5) Complete the required number of high school courses specified in § 13-55-31.1.

~~——— No course in which a student received a final grade below a "C" (2.0 on a 4.0 scale) may be counted for purposes of this subdivision. If a student who receives disqualifying grades in courses required under this subdivision retakes those courses while in high school, the student may still qualify for eligibility if the student has the required number of courses with grades of C or above in each subcategory;~~

(6) Meet testing requirements as provided in this subdivision. Effective for those students entering into postsecondary education for the first time on or after August 2014, the curriculum requirements specified in subdivision (5) are not required for any student who has received a composite score on the ACT of at least 28 and meets the ACT college readiness benchmarks scores equaling or exceeding 18 for English, 21 for Reading, 22 for Math, and 24 for Science;

(7) Attend a participating institution; and

(8) Enter into the scholarship program within five years of the date of graduation from high school. A student who entered active military duty immediately after the date of graduation from high school may qualify for the scholarship if the student's release from military service occurs within five years from the student's graduation and the student enters the scholarship program within one year of the student's release from active military duty.

Source: 30 SDR 211, effective July 7, 2004; 35 SDR 187, effective February 12, 2009; 39 SDR 129, effective January 28, 2013.

General Authority: SDCL [13-55-36](#).

Law Implemented: SDCL [13-55-31](#), [13-55-31.1](#), [13-55-31.2](#).

SOUTH DAKOTA BOARD OF REGENTS

Joint BOR and Board of Education Standards Meeting

AGENDA ITEM: 2 – E

DATE: May 8-10, 2018

SUBJECT

FAFSA Data Portal Demonstration

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

In 2014, the U.S. Department of Education began partnering with state student grant agencies to allow agencies to provide secondary schools, school districts, and certain designated entities with limited information on student progress in completing the FAFSA. Under the original design of the initiative, South Dakota and four other states were unable to participate due to the lack of a centralized state grant aid program. Beginning with the 2017-2018 FAFSA cycle, the U.S. Department of Education has decided to open the program to all states.

The Colorado Department of Higher Education, with an award from the Kresge Foundation, has developed a software portal to help state agencies process and utilize the data. The portal, as well as tech support, is available to agencies at no cost. With the ISIR data and the portal, staff will be able to work directly with school counselors to ensure that all students are completing their FAFSA. Once implemented, the FAFSA Completion Initiative will fit under the larger umbrella of programs related to increasing access and attainment that include Proactive Admissions and College Application Week.

IMPACT AND RECOMMENDATION

In the states where the state student aid agency is currently participating in the FAFSA Completion Initiative, schools, school districts, and states are demonstrating that this initiative can be a powerful resource in boosting FAFSA completion rates helping more students to access student financial aid. The information received by the high schools from their state student aid agency can be used to tailor personalized communications, support, and counseling to students, while helping the high schools track their students' FAFSA progress.

In order for the initiative to function at the desired level, school district personnel must be able to easily identify the students at their district who have not yet completed the FAFSA.

(Continued)

INFORMATION ONLY

In order to provide this level of data to district personnel, a data sharing agreement with the South Dakota Department of Education (SDDOE) is necessary to match completers against non-completers.

Following discussions with SDDOE staff, it was noted that the primary data elements necessary to improve functionality of the FASFA Portal were obtained in Exhibit D of the data agreements between the two agencies. Updated language has been proposed to expand the intent of the data usage (see Attachment I).

A brief demonstration of the FASFA Portal will be provided to both the Board of Regents and the Board of Education Standards to highlight functionality for school district personnel this coming academic year.

ATTACHMENTS

Attachment I – Confidentiality and Exchange of Data Agreement

Confidentiality and Exchange of Data Agreement

THIS CONFIDENTIALITY AND EXCHANGE OF DATA AGREEMENT is entered into on the first day of August, 2017, by and between South Dakota Department of Education (SDDOE), with the principal place of business and post office address at 800 Governors Drive, Pierre SD 57501 and the South Dakota Board of Regents (SDBOR), with principal place of business and post office address at 306 East Capitol Avenue, Suite 200, Pierre, South Dakota, 57501-2545.

SDDOE and SDBOR are state education authorities within the meaning of the Family Education Rights and Privacy Act (FERPA; 20 U.S.C § 1232g; 34 CFR Part 99), each having responsibilities under state law for the supervision and evaluation of education services provided under the authority of the state of South Dakota.

SDDOE and SDBOR desire to exchange information to allow each party to audit or evaluate federal- and state-supported education programs, and to enforce or comply with legal requirements that relate to those education programs.

The sharing of information is detailed in Exhibit A, "Statement of Work".

AGREEMENT

In order to permit each party to obtain information for the analyses detailed in Exhibit A, each party agrees to disclose to the other party confidential information on the following terms and conditions and subject to the following limitations and requirements.

Any information or analysis protected by copyright, trademark, or legal privileges will not lose its confidential legal status by means of this agreement, and the parties agree to take reasonable steps to ensure that such confidentiality is maintained.

1. The term "Confidential Information" shall mean any data file and the contents thereof provided by one party ("Disclosing Party") to the other ("Recipient"), which includes some or all of the information detailed in Exhibit A. Confidential Information shall not include information independently in Recipient's possession (even if such information is the same as information supplied by the Disclosing Party to Recipient).
2. The Disclosing Party agrees to disclose to Recipient Confidential Information for the limited purposes set forth in Exhibit A.
3. The parties shall each have responsibilities with respect to the exchange of Confidential Information. The obligations of each party are set forth herein and in Exhibit A.
4. With respect to Confidential Information, Recipient agrees to the following, provided, however, that the following shall not be construed to restrict the disclosure of research studies or reports that are generated from the Confidential Information that lack personally identifiable information (as defined in 34 C.F.R. 99.3) or institutionally identifiable information:
 - a. Use the Confidential Information only for the specific purposes set forth herein;
 - b. Restrict disclosure of the Confidential Information solely to those employees or representatives of Recipient with a "need to know";
 - c. Advise those employees or representative who gain access to Confidential Information of their obligations with respect to the Confidential Information.
 - d. Not disclose the Confidential Information to any other person or entity without the prior written consent of the Disclosing Party;
 - e. Not share copies of machine readable records or printed material of any of the Confidential Information for any reason whatsoever except with the prior written consent of the Disclosing Party. Any copies of Confidential Information will be the sole property of the Disclosing Party and will be returned to the Disclosing Party, destroyed and/or deleted from

any hardware or other equipment upon the first of the following to occur: (i) completion of the use of the same for the purposes described herein; (ii) within ten (10) days of the termination of this Agreement, or (iii) at the written request of either party in accordance with Paragraph 7;

- f. Protect the Confidential Information using the same standard of care Recipient uses to protect its own confidential and proprietary information, but in any event not less than a reasonable degree of care; and
 - g. Immediately notify the Disclosing Party in writing in the event of any unauthorized use or disclosure of the Confidential Information and assist in remedying such unauthorized use or disclosure, as requested by the Disclosing Party (which shall not limit other remedies as provided herein and by applicable law).
 - h. Maintain the data under the conditions set out herein for the duration of the purposes set forth in Exhibit A.
5. Some of the data exchanged may constitute "educational records" as such term is defined in the Family Educational Rights and Privacy Act (FERPA 20 U.S.C. 123g; 34 CFR Part 99). Such records are being disclosed pursuant to 20 U.S.C § 1232g (b)(1)(F) and (b)(3).

Accordingly, both parties agree that (i) the purposes set forth herein falls within the purposes authorized under 20 U.S.C § 1232g (b)(1)(F) and (b)(3); (ii) the parties will not permit the personal identification of students and their parents to persons other than its employees or representatives, and (iii) the parties will destroy such information when no longer needed for the State Supervisory and Evaluative Research Purposes.

6. In the event that any Confidential Information is required to be disclosed in response to a valid order of a court of competent jurisdiction or other governmental body of the United States or any political subdivisions thereof, that Recipient shall first (i) notify the Disclosing Party of the order and provide a complete copy of such order to the Disclosing Party and (ii) permit Disclosing Party an opportunity to seek an appropriate protective order. Recipient shall fully cooperate with the Disclosing Party if the Disclosing Party wishes to apply to such court for a protective order. Recipient shall only disclose the Confidential Information to the extent necessary and for the purposes of the court or other governmental order.
7. Recipient and the Disclosing Party may mutually agree to expand the Business Purpose to add additional research projects. Such agreement shall be in writing and signed by both parties.
8. All Confidential Information provided by Disclosing Party, including all permitted copies, shall be deemed and shall remain the property of the Disclosing Party.
9. Recipient agrees that an impending or existing violation of any provision of this Agreement would cause the Disclosing Party irreparable injury for which is would have no adequate remedy at law, and that the Disclosing Party shall be entitled to seek immediate injunctive relief prohibiting such violation, in addition to any other rights and remedies available to it.
10. Recipient will be solely and entirely responsible for its acts and the acts of its employees and representatives during the performance of this Agreement.
11. This agreement shall be effective as of the date first written above and shall continue until terminated by either party upon thirty (30) days prior written notice. Paragraphs 4,5,6,7,8,9,10,11,12,13,14, and 16 of this Agreement shall survive any termination of this Agreement in perpetuity, if so allowed by the law.

12. This Agreement may not be assigned by either party. Any assignment in violation of this paragraph shall be void. This agreement shall be binding upon the parties and their respective permitted successors and assigns.
13. If any provision of this Agreement shall be held invalid or unenforceable, such provision shall be deemed deleted from this Agreement and replaced by a valid and enforceable provision which so far as possible achieves the parties, intent in agreeing to the original provision. The remaining provisions of this Agreement shall continue in full force and effect.
14. Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

If to SDDOE: Tamara Darnall

Director of Finance

South Dakota Department of Education

800 Governors Drive

Pierre, SD 57501

If to SDBOR to: Paul Turman

System Vice President for Academic Affairs

South Dakota Board of Regents

306 East Capitol Avenue, Suite 200

Pierre, SD 57501

15. Each party represents and warrants (a) that it has the authority to enter into this Agreement and (b) that the individual(s) signing this Agreement on behalf of such party is (are) authorized to do so.
16. This agreement (including Exhibits A and through D) represents the entire understanding between the parties with respect to the subject matter hereof and supersedes all prior communications, agreements and understandings related thereto. The provisions of this Agreement may not be modified, amended, or waived, except by a written instrument duly executed by the authorized representative of both parties. No written waiver will constitute consent to, waiver of, or excuse of any other, different, or subsequent breach. This Agreement shall be governed in all respects by the laws of the State of South Dakota without reference to its conflict or choice of law, rules or principles.
17. The exchange of data between SDBOR and SDDOE is a limited initiative. Results of analysis undertaken as a part of this Agreement by SDDOE shall be identified as joint research initiative undertaken by SDBOR and SDDOE. In no case will any publication or results of research analysis disclose any personally identifiable information.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date above written.

South Dakota Board of Regents

South Dakota Department of Education

By: _____

Name: Dr. Mike Rush

Title: Executive Director

Date: 09/15/2017

By

Name: Tamara Darnall

Title: Chief Financial Officer

Date: 09/14/2017

Exhibit A

Statement of Work

A. STATE SUPERVISORY AND EVALUATIVE RESEARCH PURPOSES

The South Dakota Department of Education and the South Dakota Board of Regents will use the Confidential Information to:

1. Track the college success experience of South Dakota first-time freshmen who enroll in post-secondary institutions operated by SDBOR or regulated by SDDOE.
2. Expand research on the relationships among pre-college factors and college-level factors.
3. Identify those pre-college experiences that have implications for college readiness and eventual success in postsecondary programs.
4. Compare the characteristics of student who persist through the first year across all six South Dakota four-year public institutions.
5. Expand understanding of and identify the types of information that are of value to institutions as they develop strategies and procedures for working with students from a variety of educational and cultural backgrounds.
6. Facilitate institutional ability to develop curriculum and provide academic counseling that would aid student in their admission and progression through postsecondary education.
7. Facilitate the proactive admission of students to South Dakota public postsecondary institutions.
8. Facilitate the mailing of college preparatory materials in accordance with SD-CL 13-28-50

B. THE DATA FILES

Because data from SDBOR and SDDOE will be combined to form the research file, careful attention will be made to ensure the confidentiality of both student and institution records. This section outlines the process to ensure confidentiality.

SDDOE will develop a South Dakota High School Graduate file (outlined in Exhibit B) based on student name and date of birth. SDBOR will match these files against student data to retrieve students' first year performance and progression into post-secondary education. Matched working data files will be promptly moved to a secure environment and maintained securely by the Recipient in the college outcomes database.

C. FEES

- The exchange of data between SDDOE and SDBOR will be done at no cost.
- Summaries of research will be provided to SDDOE at no cost to SDDOE.

D. REPRESENTATIVES

The following designated individual will be the contact from the SDDOE for the technical direction of this Agreement:

For SDDOE: Becky Nelson

Director of Learning and Instruction
South Dakota Department of Education
800 Governors Drive
Pierre, SD 57501
Phone: 605 -773 – 3248
Email: becky.nelson@state.sd.us

The following individual will be the contact from SDBOR for the administration and technical direction of this Agreement:

For SDBOR: Paul Turman System Vice President for Academic Affairs
306 East Capitol Avenue, Suite 200
Pierre, SD 57501
Phone: 605-773-3455
Email: paul.turman@sdbor.edu

Exhibit B

MATRICULATION DATA EXCHANGE PROCEDURES AND FORMATS

1. SDDOE staff will develop excel files that contain student first, middle, and last name as well as date of birth across each graduating class. The files will be delivered to the appropriate SDBOR staff person who will arrange to match these files by student name and date of birth against the National Student Clearinghouse (NSC) records.

The SDDOE file will include the following data elements by term:

- a. First Name
- b. Middle Initial
- c. Last Name
- d. Date of Birth
- e. Gender
- f. Ethnicity
- g. Public District Number
- h. Public District Name
- i. ACT Composite Score
- k. ACT Subscores
- l. Smarter Balanced Scale Scores
- m. Smarter Balanced Achievement Levels

Exhibit C

PROACTIVE ADMISSIONS DATA EXCHANGE PROCEDURES AND FORMATS

1. SDDOE staff will develop excel files that contain student first, middle, and last name, date of birth, and key academic performance indicators for students who are enrolled as 11th grade students in a public district who will continue their education and meet the criteria for proactive admissions.. The files will be delivered to the appropriate SDBOR staff person prior to mailing the letters to students who will arrange to match these files by student name and date of birth against the SDBOR records for the purpose of validating student proactive admission eligibility.

The SDDOE file will include the following data elements by term:

- a. First Name
- b. Middle Initial
- c. Last Name
- d. Date of Birth
- e. Gender
- f. Ethnicity
- g. Public District Number
- h. Public District Name
- i. ACT Composite Score
- j. ACT Subscores
- k. Smarter Balanced Scale Scores
- l. Smarter Balanced Achievement Levels
- m. Unweighted Cumulative GPA

Exhibit D

POSTSECONDARY SCHOOL INFORMATION DATA EXCHANGE PROCEDURES AND FORMATS

1. SDDOE staff will develop excel files that contain student first, middle, and last name, date of birth, and key demographic indicators for all public grades seven through twelve students who have not opted out of releasing directory information. The files will be delivered to the appropriate SDBOR staff person who will input the data into the FAFSA Completion Portal to aid school counselors in tracking student progress in FAFSA completion. Additionally, SDBOR staff will use the data in accordance with SD-CL 13-28-50 to inform the parents and guardians of any student in any public 7-12 grade about the courses needed to prepare for postsecondary-level work and about the benefits of such preparation.

The SDDOE file will include the following data elements for each academic year:

- a. First Name
- b. Middle Initial
- c. Last Name
- d. Date of Birth
- e. Gender
- f. Ethnicity
- g. Public District Number
- h. Public District Name
- i. Current Grade Level Enrolled
- j. Up to two household addresses

SOUTH DAKOTA BOARD OF REGENTS

Joint BOR and Board of Education Standards Meeting

AGENDA ITEM: 2 – F

DATE: May 8-10, 2018

SUBJECT

SDBOR Interactive Dashboards Demonstration

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND/DISCUSSION

In an attempt to increase the transparency for data access to stakeholders, the suite of SDBOR public interactive dashboards (<https://www.sdbor.edu/dashboards>) was first posted to the SDBOR website in 2016. On the site, there are currently 16 interactive tools organized around five key areas including:

- 1) Access and Enrollment;
- 2) Graduates and Placement;
- 3) Institutional Analysis;
- 4) SDBOR Academic Policies; and
- 5) State Labor Force.

Each of these SDBOR dashboards (see Attachment I for a complete list including a brief overview), provide descriptive text above and beneath each tool which gives further information about the data available in each. Also note that SDBOR dashboards work best using Chrome, Firefox, or Safari web browsers, which can be downloaded for free. Dashboards will not load correctly if viewed with Internet Explorer.

IMPACT AND RECOMMENDATIONS

A brief demonstration will be provided to the Board of Regents and the Board of Education Standards to highlight the information available in the current slate of dashboards. Additionally, time will be devoted to providing an overview of the complete array of interactive tools.

ATTACHMENTS

Attachment I – List of SDBOR Dashboards

INFORMATIONAL ITEM

SDBOR Dashboards

Access and Enrollment

SDBOR Fall Enrollment Dashboard

Student enrollment traditionally has served as a foundational performance indicator in US higher education. In most cases, an institution's size – as measured by student enrollment – correlates closely with a variety of other measures, including faculty and staff size, revenues, expenditures, and assets. As a result, student enrollment represents a basic but important indicator of institutional health.

Approximately one week after the beginning of each fall term, South Dakota's public universities conduct a census of all enrolled students. These figures are used for a variety of enrollment reporting efforts. This dashboard summarizes two core measures of enrollment gathered through this process: *headcount enrollment* (i.e., the actual number of students enrolled at each university) and *full-time equivalent enrollment* (a.k.a., "FTE" enrollment, which indicates enrollment intensity at each university).

In this dashboard, data are presented at the university level, meaning that each student is counted once per regental university enrolled. To be sure then, data reported with the label "at the university..." refer to enrollments at the university submitting the extract data record.

Overall, the latest enrollment data from the university system suggest that:

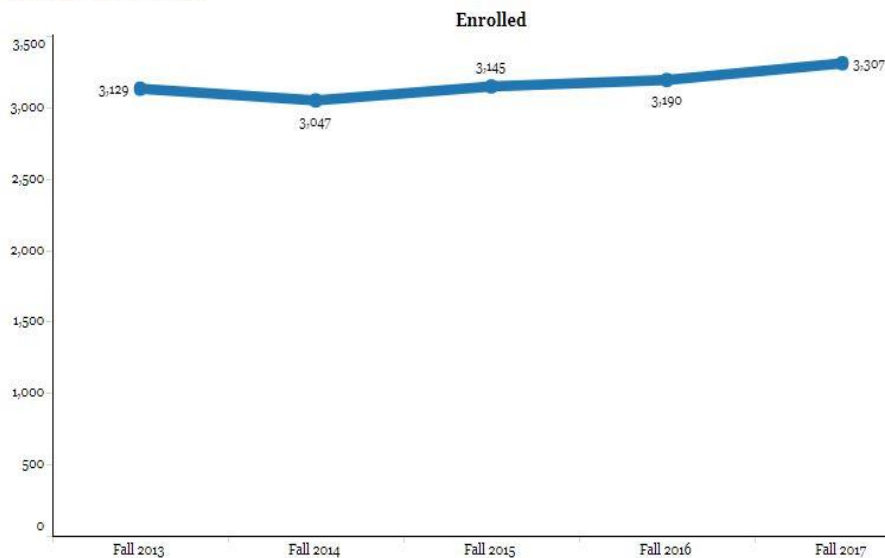
- From Fall 2013 to Fall 2017, system-level headcount enrollments remained remarkably level, rising 0.8 percent over this period. NSU generated the largest relative growth over this timeframe, climbing 8.0 percent since Fall 2013.
- Buoyed mainly by the rapid expansion of distance education offerings, full-time equivalent (FTE) enrollment in the university system has held steady over this period as well.

SDBOR Fall Enrollment Dashboard

Students Enrolled in State Universities

Headcount - Enrollment in Any Section

(Click any point for detailed data)



FTE of Selected Students, All Locations - None

(Note: FTE categories are not mutually exclusive)

(Click any point above to activate)

University

DSU

Show Lines for

All Students

Show Graphs for

Enrollment in Any Section

All Students

Filters

Acad Class (All)

Deg-Seek (All)

Ethnicity (All)

Gender (All)

Age Group (All)

Residency (All)

FTPT-Univ (All)

FTPT-Syst (All)

Enrl Catgry (All)

Subgroup All

Funding All

High School Transition Report Dashboard

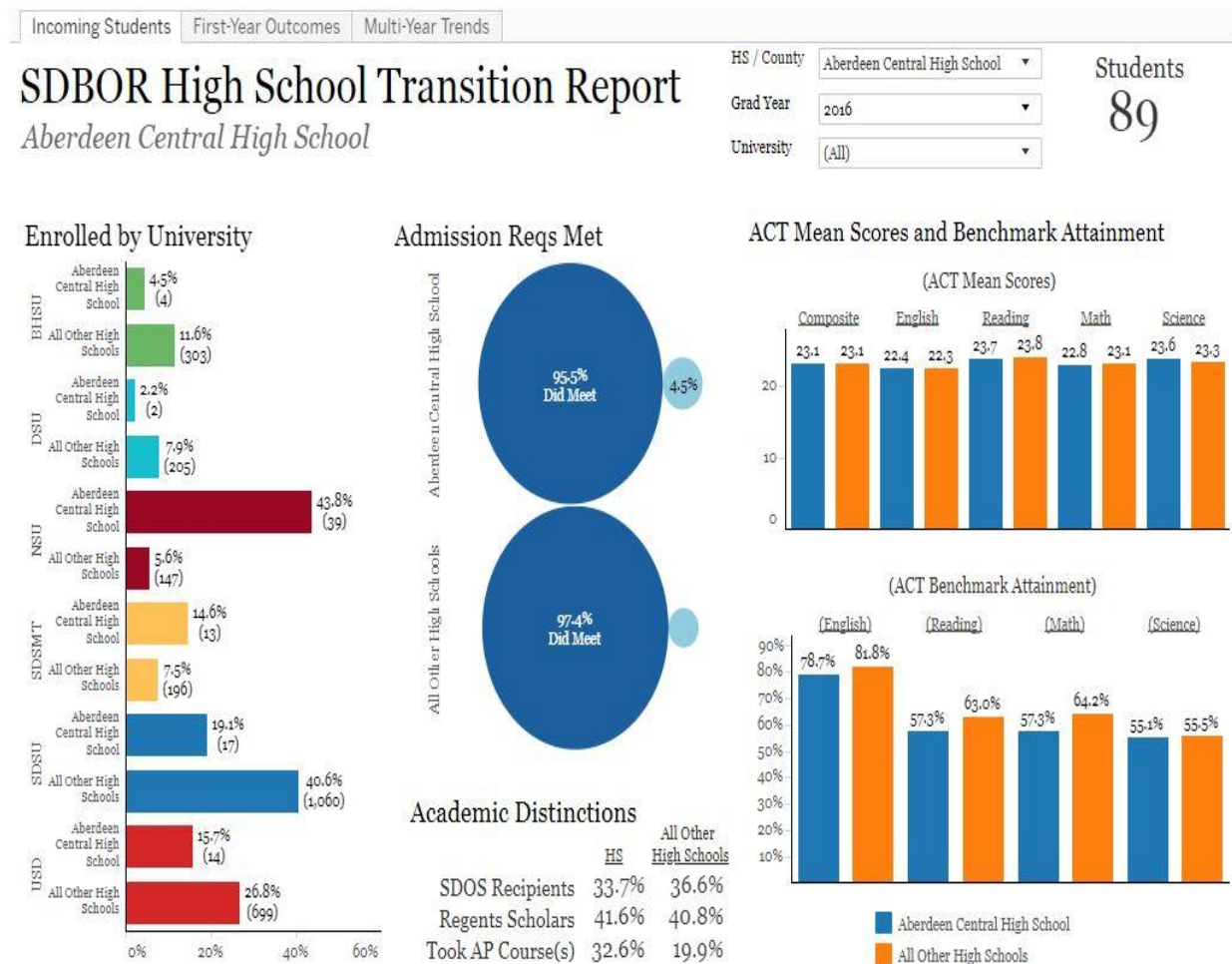
The South Dakota Board of Regents is dedicated to increasing the proportion of high school students who are prepared to take full advantage of the learning opportunities offered by the state's public universities. Since 1995, SDBOR has conducted an annual analysis of the first-year performance of regental students matriculating from in-state high schools. In past years, individualized (district-level) data readouts – depicting regental enrollments, remedial placements, course-taking patterns, and first-year academic outcomes – were distributed to the state's school districts as a resource for assessing their efforts to prepare students for postsecondary success.

The current High School Transition Report Dashboard (HSTR-D) replaces the earlier district mailers with a central source of public data related to SDBOR's annual HSTR analysis. With this tool, readers may explore – for any of the state's school districts – data related to students' first-year academic outcomes in the public university system. We hope that by providing this information, school administrators, guidance counselors, and parents will be able to make informed decisions about how best to prepare current students for a meaningful postsecondary experience.

Specifically, the HSTR-D includes any regental student who:

1. graduated from a South Dakota high school during the immediately preceding school year (OR) was a South Dakota resident completing a home school program during the immediately preceding school year; (AND)
2. was admitted to a regental baccalaureate or associate's degree program; (AND)
3. was a first-time college student.

It is important to understand that this report is only one source of information that high schools may use to assess the preparation of their students for postsecondary education. This tool does not report on districts' entire populations of graduates, does not analyze high schools' course offerings, and does not compare the overall quality of high schools.



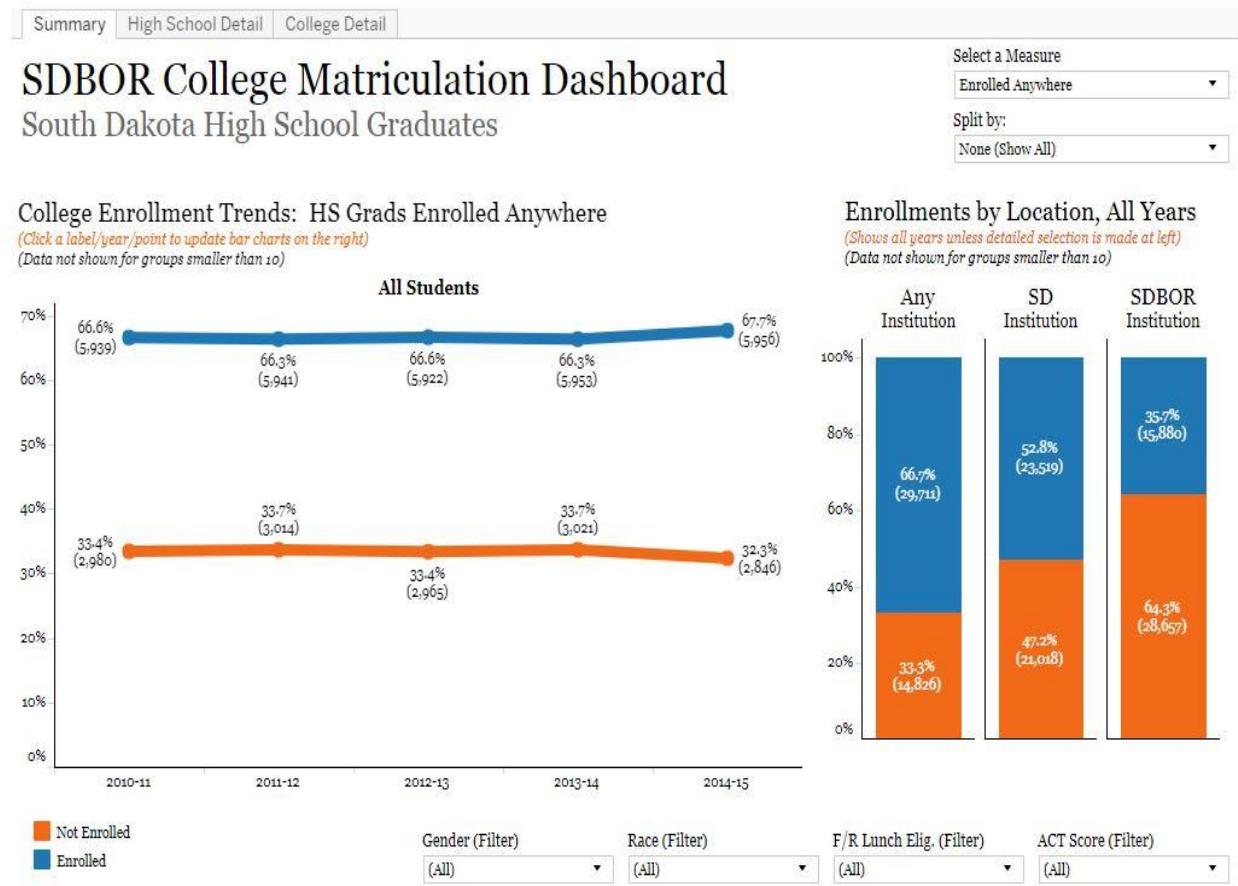
SDBOR College Matriculation Dashboard

Over the last several decades, an increasing percentage of South Dakota's high school graduates have chosen to pursue postsecondary education following graduation from high school. As recently as 1986, only about 35.5 percent of South Dakota's high school graduates continued on to college in the fall term after high school graduation; by 2010, this figure was 71.8 percent, fifth highest in the United States (Source: Postsecondary Education Opportunity, 2015).

The SDBOR College Matriculation Dashboard presents interactive data for several recent classes of South Dakota high school graduates. Specifically, the dashboard reports on the percentage of high school graduates who enrolled in any US postsecondary institution within 16 months of graduation. For students with one or more enrollment records, additional information is presented about specific colleges attended. Data can be disaggregated by high school, gender, race, and several other demographic variables.

Looking the most recent data, several observations can be made about the enrollments of South Dakota high school graduates:

- Of the state's 8,802 graduates in 2014-15, 67.7 percent enrolled in a postsecondary institution within 16 months of high school graduation. A total of 53.5 percent of students enrolled in an in-state institution, with 34.4 percent enrolling in one of the state's public universities.
- Overall, matriculation rates are much higher for women (70.1 percent across all years) than for men (63.4 percent across all years). Rates tend to be comparatively low for students from racial minorities, students with low ACT scores, and low-income students.
- SDSU and USD are by far the leading destinations of South Dakota graduates who enroll in postsecondary institutions after high school.



Freshman Migration Dashboard

For a variety of reasons – some financial, some academic, and some personal – many students find that the greenest postsecondary pastures lie across state lines. Consequently, hundreds of thousands of first-time college students leave their homes each year to attend college in another state. Yet, not all states gain equally in this exchange. “Net importer” states, for instance, attract more students than they send away. “Net exporter” states, in contrast, send away more students than they attract. Because the ability to attract and retain college-educated workers may bring lasting economic and social benefits, states typically aspire to be “in the black” with respect to the interstate exchange of college students.

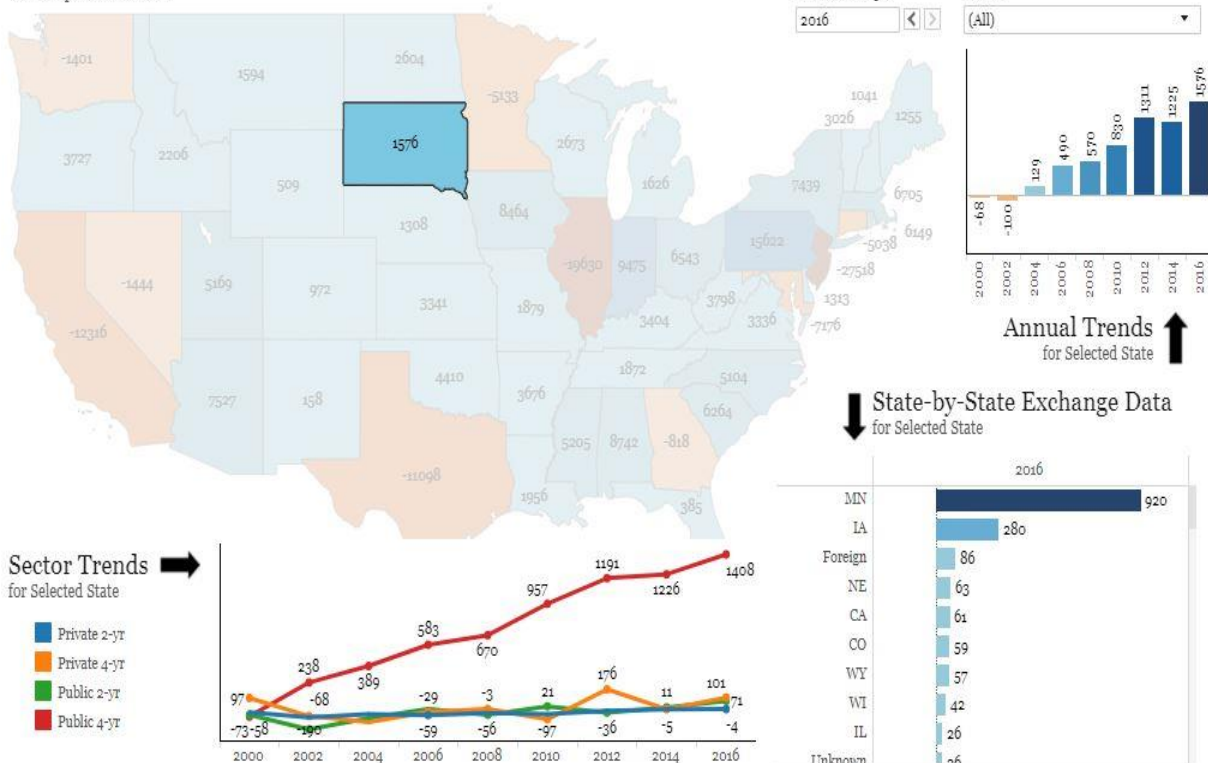
The SDBOR Freshmen Migration Dashboard provides an interactive visualization of student migration data over the last decade. Specifically, the dashboard provides state-by-state data on several key indicators, including: the number of college students imported, exported, and staying in the same state; net migration balances (i.e., the number of students imported minus the number of students exported); and net migration ratios (i.e., the number of students imported for every student exported). For each indicator, single-year and historical data can be disaggregated by institutional sector. Users can drill down to more detailed data by clicking on any state on the map.

Looking the most recent data for South Dakota, several notable findings emerge:

- As recently as 2002, South Dakota was a net exporter of first-time college students. Since that time, the state has steadily improved its position and now imports far more students than it exports.
- South Dakota currently holds positive net migration differentials with several neighboring states, including Minnesota, Iowa, Nebraska, and Wyoming.
- South Dakota's four-year public institutions constitute South Dakota's leading sector with respect to interstate migration. For every student leaving South Dakota in 2016 to study at a four-year public institution in another state, 2.76 out-of-state students entered the state to study at one of South Dakota's four-year public institutions. This figure amounts to a net migration balance of roughly 1,400 students.

SDBOR Freshmen Migration Dashboard

Click map to select a state



SDBOR Public University Affordability Dashboard

Keeping college affordable is a critical priority for the South Dakota Board of Regents. By working to keep tuition, fees, and other expenses as low as possible, the university system advances several important goals, such as improving college access for students of all income levels, reducing the long-term debt of student loan borrowers, and helping South Dakota's institutions compete for both in-state and out-of-state students. Combined, these goals are of tremendous importance to the state's long-term economic prosperity.

Yet, college affordability is a complex issue, and has many moving parts. While a number of measures can be taken to keep college costs down, it is important to remember that universities' finances face many upward pressures as well. Declining state appropriations, rising healthcare costs, the increasing scope of student support services, and mounting demands for regulatory compliance are among several factors that continue to spur – both in South Dakota and nationally – increases in the costs shouldered by students.

The SDBOR Public University Affordability Dashboard provides a tool for evaluating the affordability of South Dakota's public universities in the broader national context. For several key indicators (tuition and fees, grant aid, total and net price, state appropriation revenue per FTE student, tuition and fee revenue per FTE student, graduate debt), the dashboard provides data for a base year, a recent year, and the change from past to present. Data can be queried – by state or by university – for virtually all public four-year universities in the United States.

Based on the most recent data, several observations stand out with respect to affordability in South Dakota. Based on these trends, South Dakota's competitive advantage with respect to the pricing of its public universities appears to be weakening.

- State appropriations per full-time-equivalent (FTE) student rose by only 10.4 percent in South Dakota from 2005-06 to 2014-15. Over the same period, revenues from tuition and fees (per FTE student) rose by 66.5 percent.
- Tuition and fees at public universities for in-state students rose faster in South Dakota (72.9 percent) from 2005-06 to 2015-16 than in any other state in the upper Midwest. The same was true of total price (70.2 percent growth in South Dakota) over this period.
- Average grant aid rose by only 0.6 percent in South Dakota from 2009-10 to 2014-15, the smallest level of growth among all states in the upper Midwest.
- From 2009-10 to 2014-15, South Dakota's average "net price" (total charges minus average grant aid) rose by 32.9 percent, the eighth highest increase in the United States.

SDBOR Public University Affordability Dashboard

Cost, Aid, and Student Debt at Four-Year Public Universities

Select a Measure

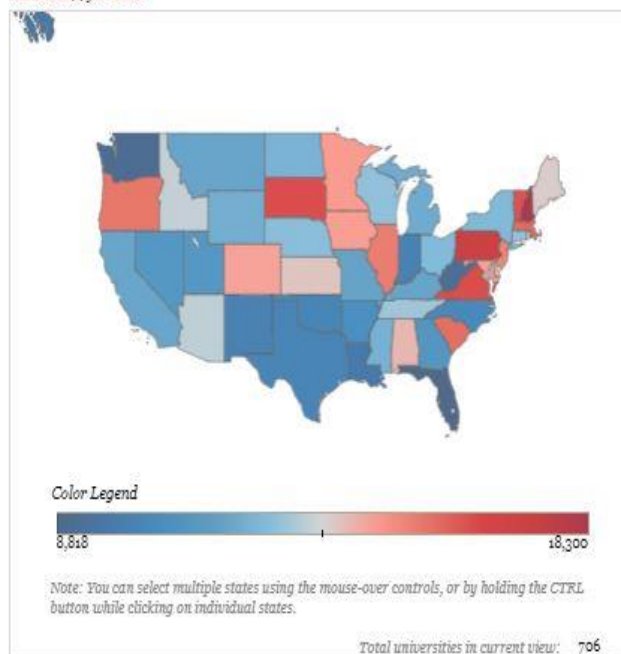
Average Net Price, 2014-15

Carnegie Classification (Filter)

(All)

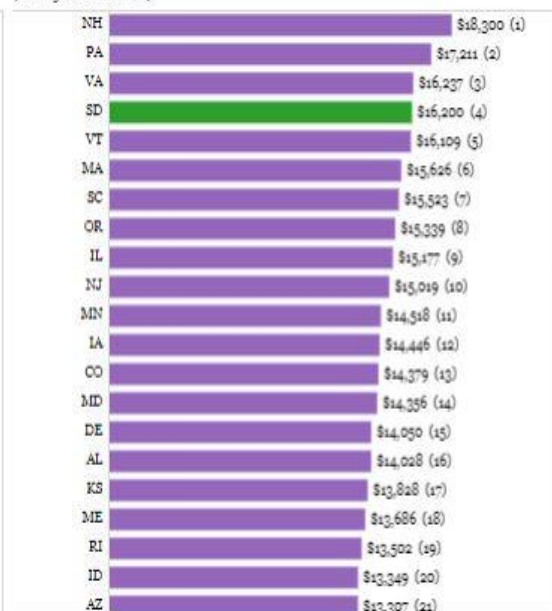
State Map - Average Net Price, 2014-15

[Click state\(s\) for detail](#)



State Ranking - Average Net Price, 2014-15

(Among selected states)



Universities in Selected State(s) [\(Click state map to select\)](#)

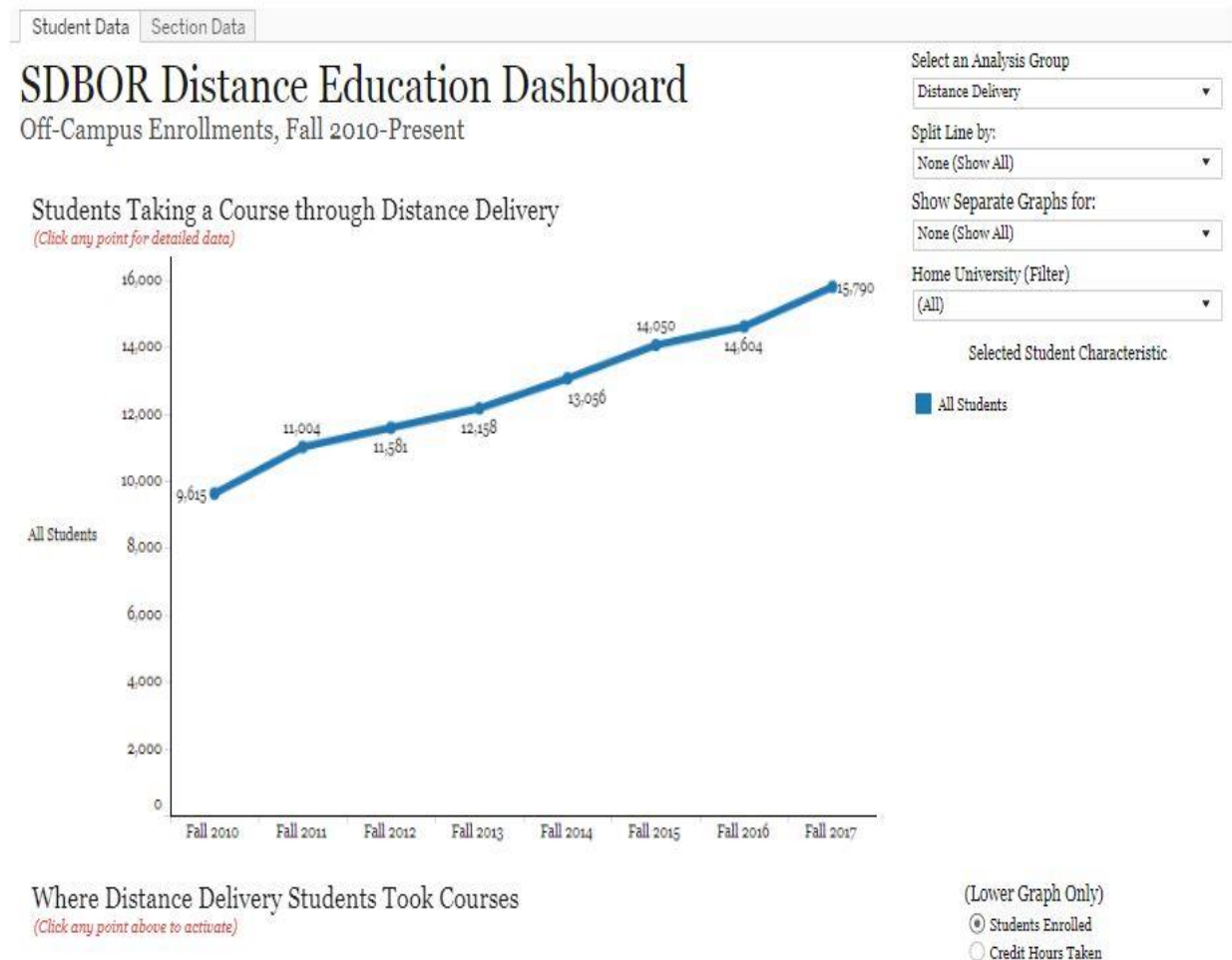
Distance Education Dashboard

Historical data suggest that the human footprint of SDBOR's distance education offerings is large, and continues to grow. A range of measures – from student participation to course offerings – have shown evidence of strong growth in recent years. Understanding and managing this growth is an important activity for the university system.

The SDBOR Distance Education Dashboard provides an interactive summary of student and course section data with reference to the state's distance delivery system. The goal of the dashboard is to offer a tool for evaluating the overall performance of this rapidly developing network. Consequently, the dashboard considers a variety of data points, including student characteristics, participation indicators, enrollment histories, course offerings, and delivery methods. Comparative data also are provided for the university system's three university center locations.

Looking at data from the most recent fall term, it can be seen that distance education had another year of robust expansion in Fall 2016. Specifically:

- A total of 15,790 students enrolled in at least one regental distance course in Fall 2017, up 8.1 percent from the year prior.
- The number of regental course sections offered by distance rose slightly to 1,451 in Fall 2017, an increase of 4.5 percent from the previous year.
- Altogether, over 28,000 enrollments were recorded in distance-based sections in Fall 2017, generating more than 78,000 credit hours.



Graduates and Placement

SDBOR Graduate Production Dashboard

Graduate production is both a fundamental task of the public university system and an economic imperative for the state of South Dakota. This dashboard summarizes graduate production data from the public university system over the five most recent years. Data are reported at the degree major (or degree minor) level, meaning that students are counted once for every major (or minor) they complete. Data views can be customized using any combination of available filters and parameter controls.

Based on these data, several key observations can be made:

- More than 33,000 degree majors have been awarded by the regental system over the last five years.
- The university system awarded 3.1 percent fewer degree majors in FY2017 (6,690) than in FY2016 (6,903).
- Across all degree levels, nursing (3,311) has been the most popular major in the regental system over the last five years, followed by psychology (1,113), elementary education (1,018) and general studies (955).

SDBOR Graduate Production Dashboard Regental Institutions, Last Five Years

Graduates by Field

Click on a bar for detailed information

Show by:

Field Category - Broad (CIP2) ▼

Filters

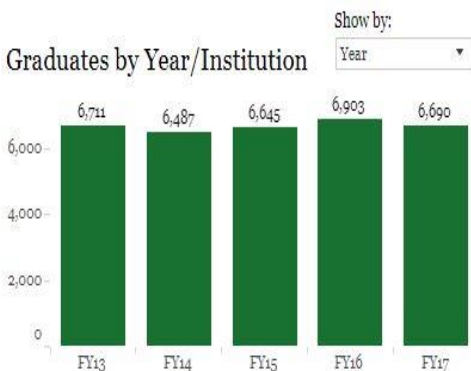
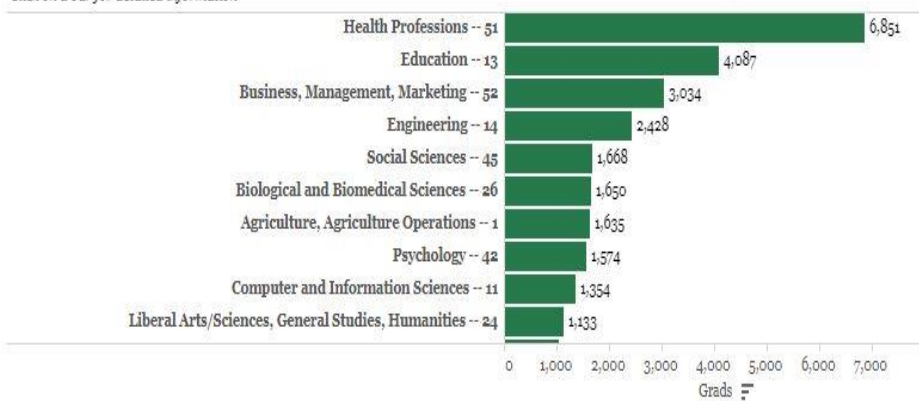
Group Majors ▼

Inst. (All) ▼

Level (All) ▼

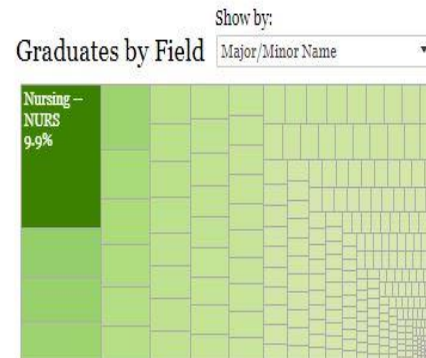
Year (All) ▼

Status (All) ▼



Total Graduates
(based on your filters)

33,436



SDBOR Graduate Placement Dashboard

What becomes of students who complete degrees from the South Dakota university system? Examining the placement outcomes of regental degree completers is vital for understanding the university system's contribution to the state's human capital.

Each year, SDBOR conducts an analysis of the placements of its graduates one year after graduation. Data for this project come from three main sources: the South Dakota Board of Regents (SDBOR), the South Dakota Department of Labor and Regulation (SDDL), and the National Student Clearinghouse (NSC). In the initial step of the placement search, SDDL employment data systems are queried to determine the first-year job placement outcomes of all degree majors (in a given cohort) identified by SDBOR. Next, the same student list is submitted to the NSC to gather information on students enrolled in collegiate coursework after graduation.

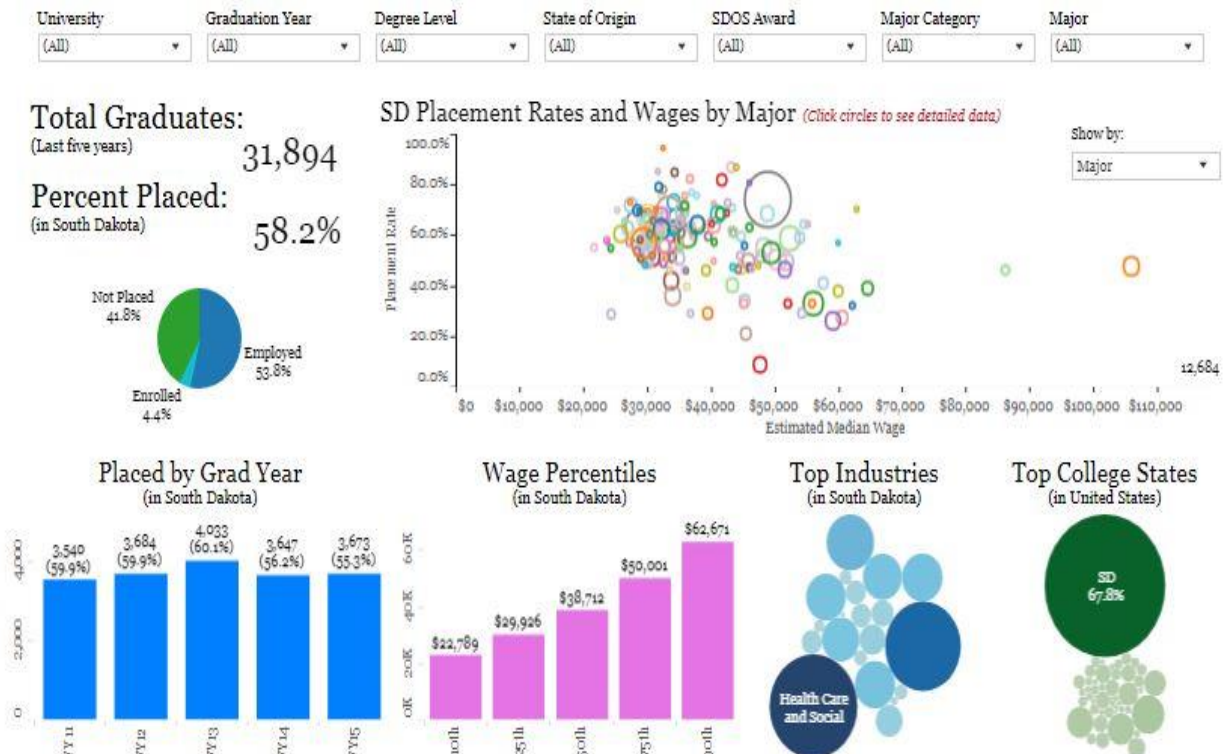
It is important to note that the "placement rates" cited here do not account for degree completers who are hired out-of-state, are self-employed, are employed by the federal government (including armed services), or are employed or enrolled outside the three-month query window used by SDDL and NSC. It also should be noted that some postsecondary institutions do not report enrollment information to NSC. The rates presented in this analysis are, then, conservative estimates of actual completer placement. Finally, for some majors, meaningful placement outcomes cannot be determined only one year after graduation; such is the case with MD graduates, who typically must complete a multi-year residency requirement (which often involves working for modest pay at an out-of-state facility) after graduation.

The dashboard below provides a comprehensive look at public university system's in-state graduate placement outcomes over the last five years. Data views can be customized using any combination of available filters and parameter controls.

Notable findings include:

- Over the last five years, more than 18,000 university system degree completers have chosen to stay in South Dakota to work or pursue further education.
- Graduates entering the South Dakota workforce earned an estimated median wage of more than \$38,000 during the first year after graduation.
- The "health care and social assistance" and "educational services" industries have been leading employers of regental graduates over this period.

SDBOR Graduate Placement Dashboard



SDBOR Student Success Dashboard

By and large, students attend college with one goal in mind: earning a degree. Consequently, colleges and universities devote tremendous energy to supporting and sustaining students as they advance toward the goal of degree completion. But while many students successfully complete degrees, some inevitably do not. In this context, graduation rates – which describe the percentage of entering students who ultimately earn a degree – serve as a fundamental measure of postsecondary institutional effectiveness.

The SDBOR Student Success Dashboard offers an interactive tool for analyzing student persistence in South Dakota's public university system. For any group of degree-seeking undergraduates, users can view longitudinal progression data showing the extent to which entering students remain enrolled in the university system until a degree is earned. A variety of menus and filters enable comparisons between targeted student groups.

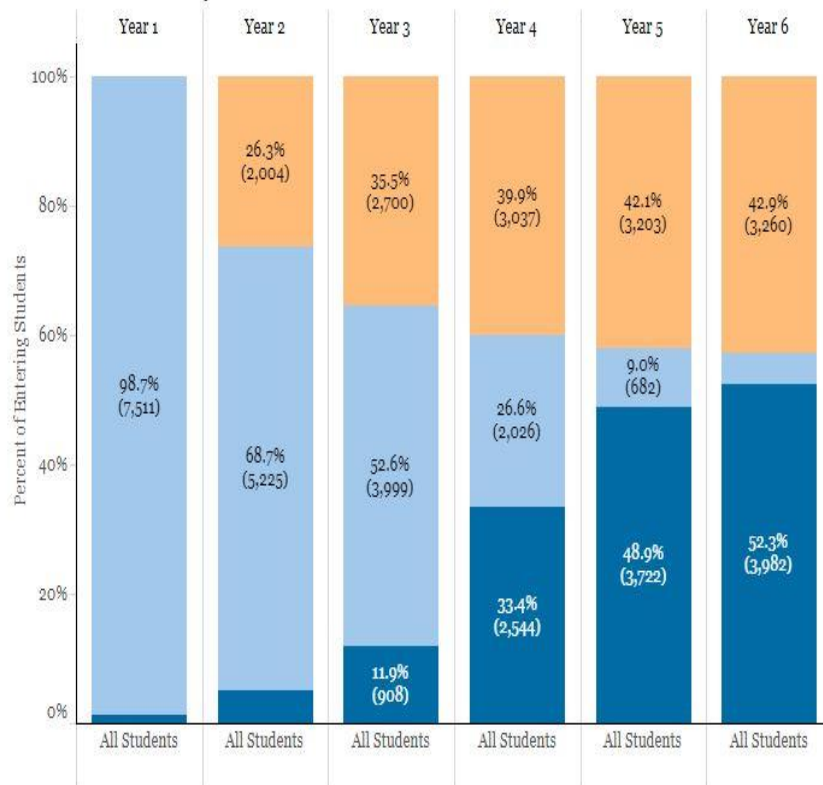
Data for the most recent entering cohort suggest several key takeaways:

- Of the 7,607 degree-seeking undergraduates who entered the university system in Fall 2011, roughly 33 percent earned a degree within four years. After six years, more than half (about 52 percent) had completed a degree. Though not shown here, these figures compare favorably with other four-year public universities in the United States.
- Several factors appear to correlate with improved persistence outcomes. For example, higher graduation rates are achieved by students with high ACT scores, students with strong high school GPAs, students receiving scholarship awards, and students taking more demanding credit loads.

SDBOR Student Success Dashboard

Persistence to Graduation at Regental Universities

Student Outcome by Year in School



Split Graph by

(None)

Show Year:

(All)

Filters

Year of Entry
Fall 2011

Enrollment Status
(All)

Home University
(All)

Federal Cohort
(All)

Ethnicity
(All)

Credits Taken, First Fall
(All)

Gender
(All)

GPA Credits Prior to Entry
(All)

Residency
(All)

Took Remedial Course
(All)

Age (at Entry)
(All)

Pell Recipient (1st Year)
(All)

ACT Score
(All)

SDOS Recipient (1st Year)
(All)

High School GPA
(All)

Other
Still Enrolled
Graduated

Students in current view: 7,607

Institutional Analysis

SDBOR Peer Analysis Dashboard

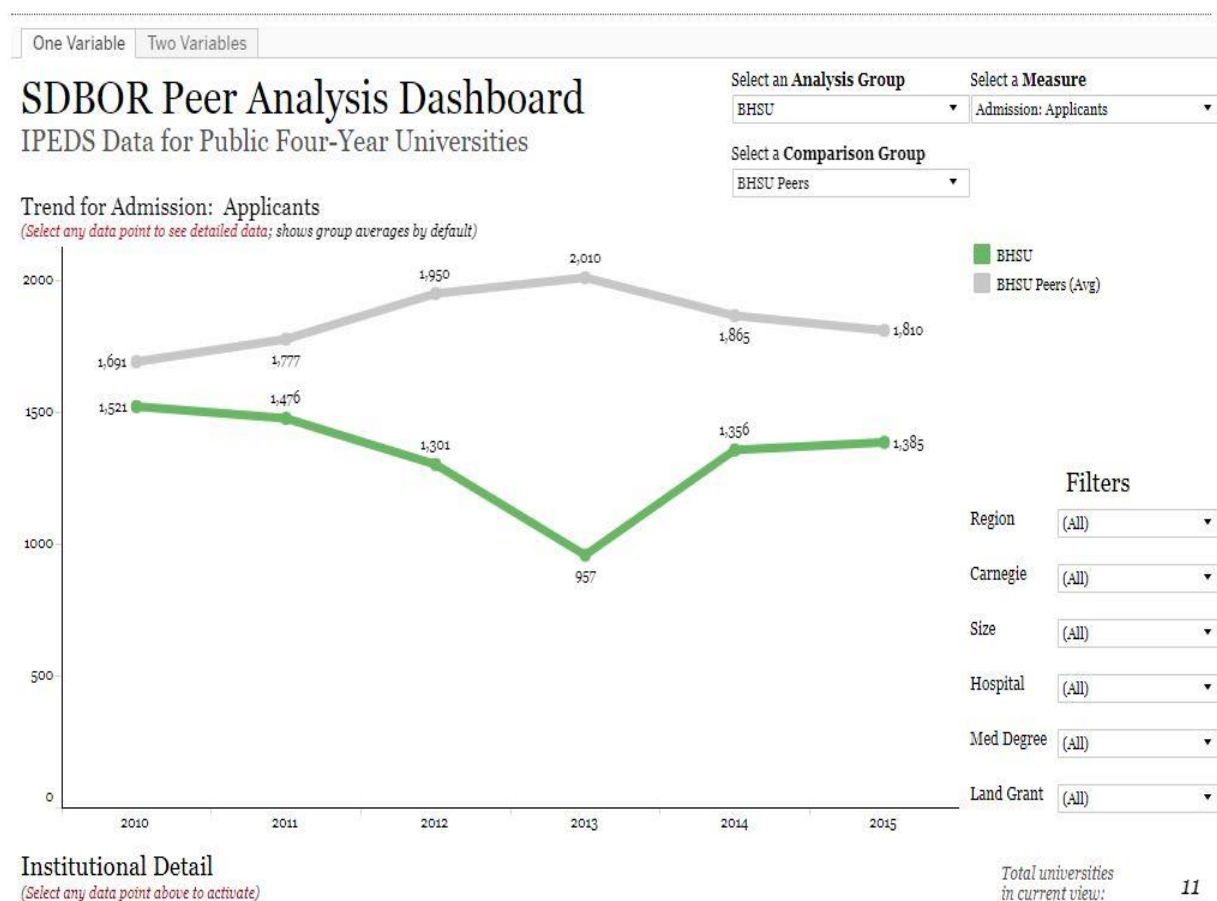
Universities are complex organizations. They serve many different purposes – and a variety of stakeholders – through a tremendous range of educational and administrative activities. Consequently, the performance of a university can (and should) be evaluated using a variety of methods. Tracking improvement over time, measuring progress toward a goal, or making projections about future trends are all valid approaches to institutional analysis.

Information about *relative* performance also can be important. Knowing how a university measures up against other similar schools can provide useful insights about institutional quality, and can help to identify both areas of strength and opportunities for improvement.

Accordingly, the SDBOR Peer Analysis Dashboard offers an interactive tool for comparing institutional data from South Dakota's public universities to data from other four-year public universities across the United States. For any dashboard view, two institutional groups can be selected: (1) an analysis group, and (2) a comparison group. Comparison groups can be customized using an array of available filters. Then, for any indicator selected, data are shown comparing the two institutional groups. Data for this dashboard come from the federal Integrated Postsecondary Education Data System (IPEDS) Data Center, a publicly-available repository of self-reported institutional data for US colleges and universities.

The dashboard indicates that, during the most recent year, SDBOR institutions had (on average)...

- ... a similar six-year graduation rate (45.8 percent) as all other four-year public universities in the United States (46.0 percent)
- ... a higher prevalence of part-time students (41.1 percent) than did all other four-year public universities in the United States (28.8 percent)
- ... a higher average net price (\$16,200) than did all other four-year public universities in the United States (\$12,344)



SDBOR Academic Policies

Regental Proficiency Exam Dashboard

All degree-seeking undergraduate students in the public university system are required to meet satisfactory performance benchmarks on the Collegiate Assessment of Academic Proficiency (CAAP) exam, a nationally-normed test developed by ACT, Inc. comprising four subtests (writing skills, mathematics, reading, and science). Students failing to meet established qualifying scores are required to perform remediation and retest, or risk being denied registration at all regental institutions.

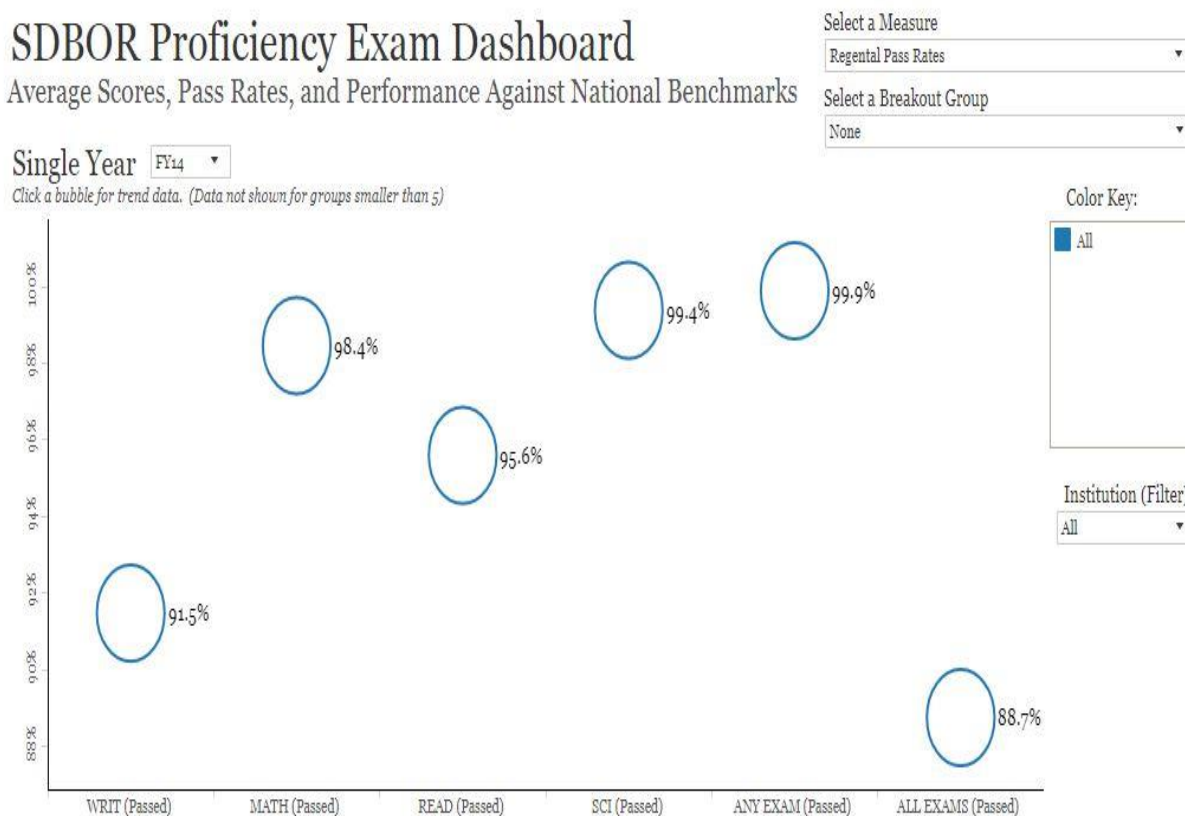
The SDBOR Proficiency Exam Dashboard offers an interactive summary of CAAP exam outcomes in the public university system from FY2010 to the present. The dashboard reports on four major indicators: regental pass rates, the percentage of students meeting national average scores, the percentage of students meeting national 99th percentile scores, and system average scores. For each indicator, single-year and historical data can be disaggregated by a variety of student characteristics.

Important observations from the most recent data include:

- A total of 5,089 undergraduate students sat for the proficiency examination for the first time in FY2014
- Approximately nine in ten students (88.7 percent) earned a passing score on all four subtests of the CAAP exam
- Across the system, 87.9 percent of students earned a score at or above the national mean on at least one subtest

SDBOR Proficiency Exam Dashboard

Average Scores, Pass Rates, and Performance Against National Benchmarks



All Years

(Click on a bubble above to activate)

SDBOR Minimum Progression Dashboard

SDBOR policy 2.10.3 establishes a minimum grade point average standard of 2.00 for degree-seeking undergraduate students in the regental system. Students failing to meet this “minimum progression” benchmark are subject to academic probation and/or academic suspension, and these students are considered to be “high-risk” from a retention standpoint.

The SDBOR Minimum Progression Standards Dashboard presents an interactive summary of minimum progression data for the public university system over the last five academic years. The dashboard reports on a single key indicator: the percentage of students considered to be in “good standing” at the close of each enrolled semester. Outcome data can be disaggregated by a variety of student characteristics.

High-level observations from the most recent data include:

- Of the 54,114 student records reported for AY2017, a total of 92.3 percent were marked by a “good standing” academic status. The percentage of students in good standing has increased slightly in recent years.
- By institution, USD (93.8 percent) and SDSMT (93.5 percent) recorded the highest proportions of students in good standing in AY2017.
- Good standing status was much lower among freshmen (79.4 percent) than among seniors (98.4 percent).

SDBOR Minimum Progression Standards Dashboard

Regental Institutions, Last Five Academic Years

Select a Group

(All Students) ▼

Year (Filter)

(All) ▼

Institution (Filter)

(All) ▼

ACT Composite Score (Filter)

(All) ▼

Percent of Students in Good Standing by (All Students)

(Data not shown for groups smaller than 5)



SDBOR Section Size Dashboard

SDBOR Policy 5:17.4 Small Section Limitation stipulates the minimum number of students that must be enrolled in course sections offered at the state's public universities. As stated in policy, undergraduate and dual-listed sections must enroll a minimum of ten students, entry-level graduate courses must enroll at least seven students, and upper-level graduate courses must enroll no fewer than four students. This policy applies only to state-supported course sections associated with specific ("selected") instructional methods. Exceptions to the policy are allowed for up to four percent of selected sections at BHSU, DSU, and NSU and up to three percent of selected sections at SDSMT, SDSU, and USD.

The SDBOR Section Size Dashboard provides a simple tool for tracking institutional performance with respect to implementation of this policy. Specifically, the dashboard tracks the percentage of sections offered each year that are considered "small" under this policy. The dashboard also summarizes yearly information on large sections (those with an enrollment of 100 or higher) offered in the regental system.

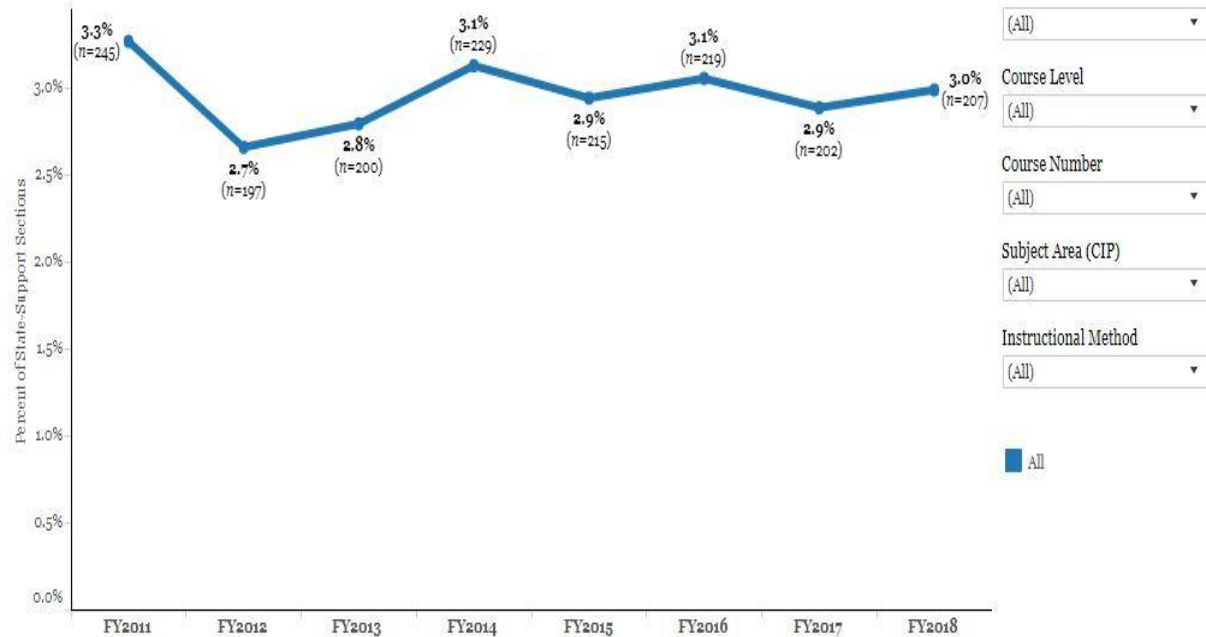
Data from the most recent year indicate that:

- Of the 6,923 selected sections offered in FY2018, 207 (3.0 percent) could be classified as "small" under SDBOR policy. This figure is up somewhat from FY2017 (n=202; 2.9 percent).
- A total of 121 course sections were offered in FY2018 with an enrollment of 100 or more students, down from 134 in FY2017.

SDBOR Section Size Dashboard

State-Supported Sections, FY2011-Present

Trend for Small Sections



Filters

University
(All) ▼

Year
(All) ▼

Course Level
(All) ▼

Course Number
(All) ▼

Subject Area (CIP)
(All) ▼

Instructional Method
(All) ▼

■ All

Select an Indicator

Small Sections ▼

Show Lines by:

(No Grouping) ▼

State Labor Force

SDBOR Occupational Wages Dashboard

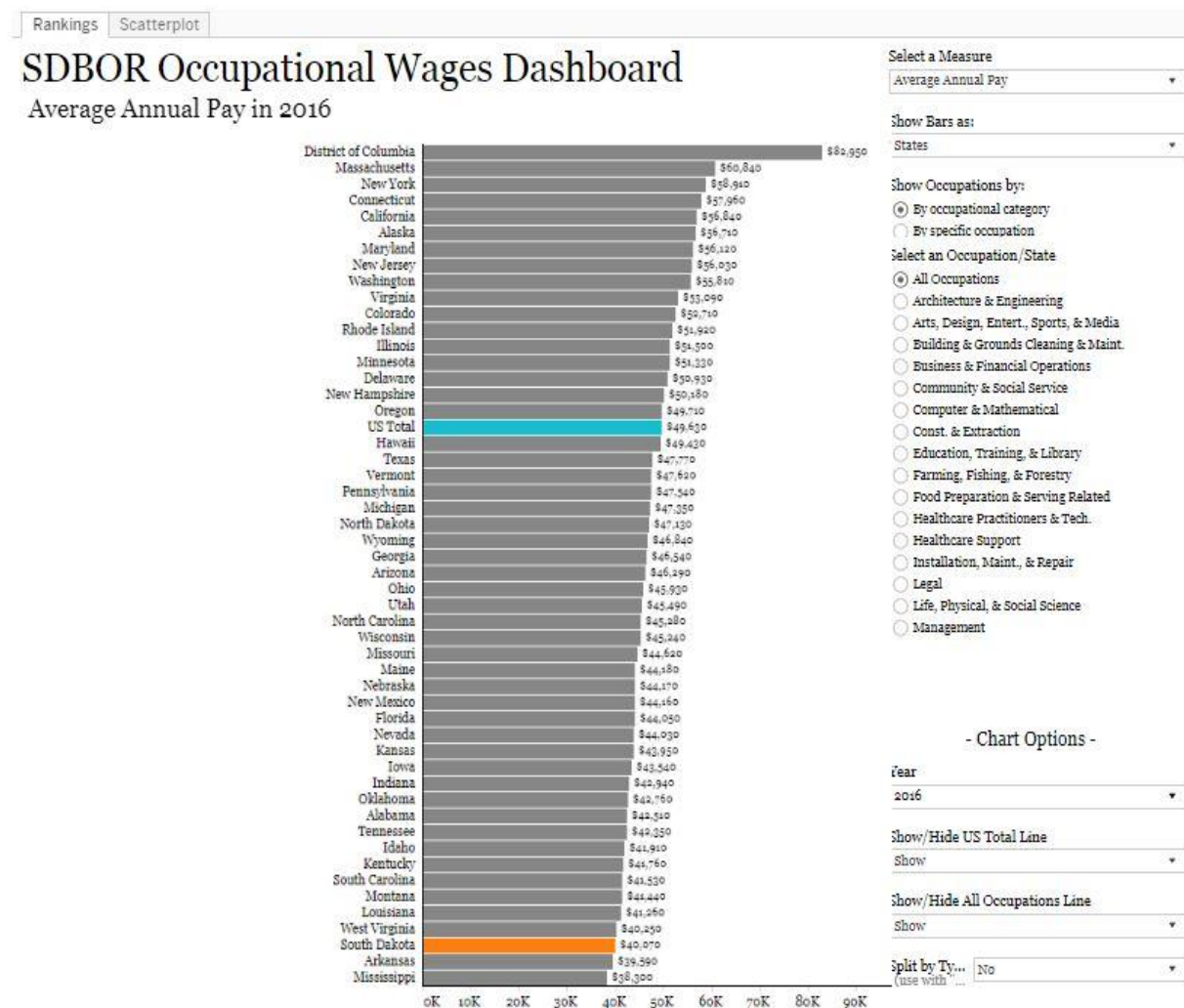
Strong occupational wages are an essential prerequisite for meaningful economic growth. Firms seeking to attract and retain talented workers must be able and willing to offer competitive wages, particularly in the context of an increasingly national (and often global) labor market. High wages also serve national, state, and local economies through increased consumer spending and tax revenues.

The SDBOR Occupational Wages Dashboard summarizes recent federal data on occupational wages in South Dakota and all other US states. Specifically, the dashboard presents – for over 800 different occupations – detailed data on total employment, job concentration, and average wages. Data can be summarized in two ways: all occupations for a single state (or) all states for a single occupation. For all data views, the dashboard provides a ranked list of all states/occupations for the selected data measure.

All data are reported directly from the Occupational Employment Statistics (OES) program conducted by the US Bureau of Labor Statistics (BLS). This program produces a limited number of annual wage estimates for national, state, and substate populations. OES estimates are based on a semiannual survey of nonfarm establishments in the United States. (Note that, because OES is a survey of nonfarm establishments, data on some agriculture-related occupations are limited.) OES state estimates are produced by states using technical procedures established by the BLS; national figures are aggregations of state figures. Some data may be suppressed to avoid disclosure of identifiable information. Self-employed and unpaid workers are excluded.

The most recent release of Occupational Employment Statistics data shows that:

- In 2016, South Dakota ranked third-lowest in the United States for average annual pay across all occupations (\$40,070). The national average was \$49,630.
- "Management" (\$104,970), "legal" (\$73,390), and "healthcare practitioners" (\$69,230) were the highest-paying occupational categories in South Dakota in 2016.



SDBOR Labor Force Dashboard

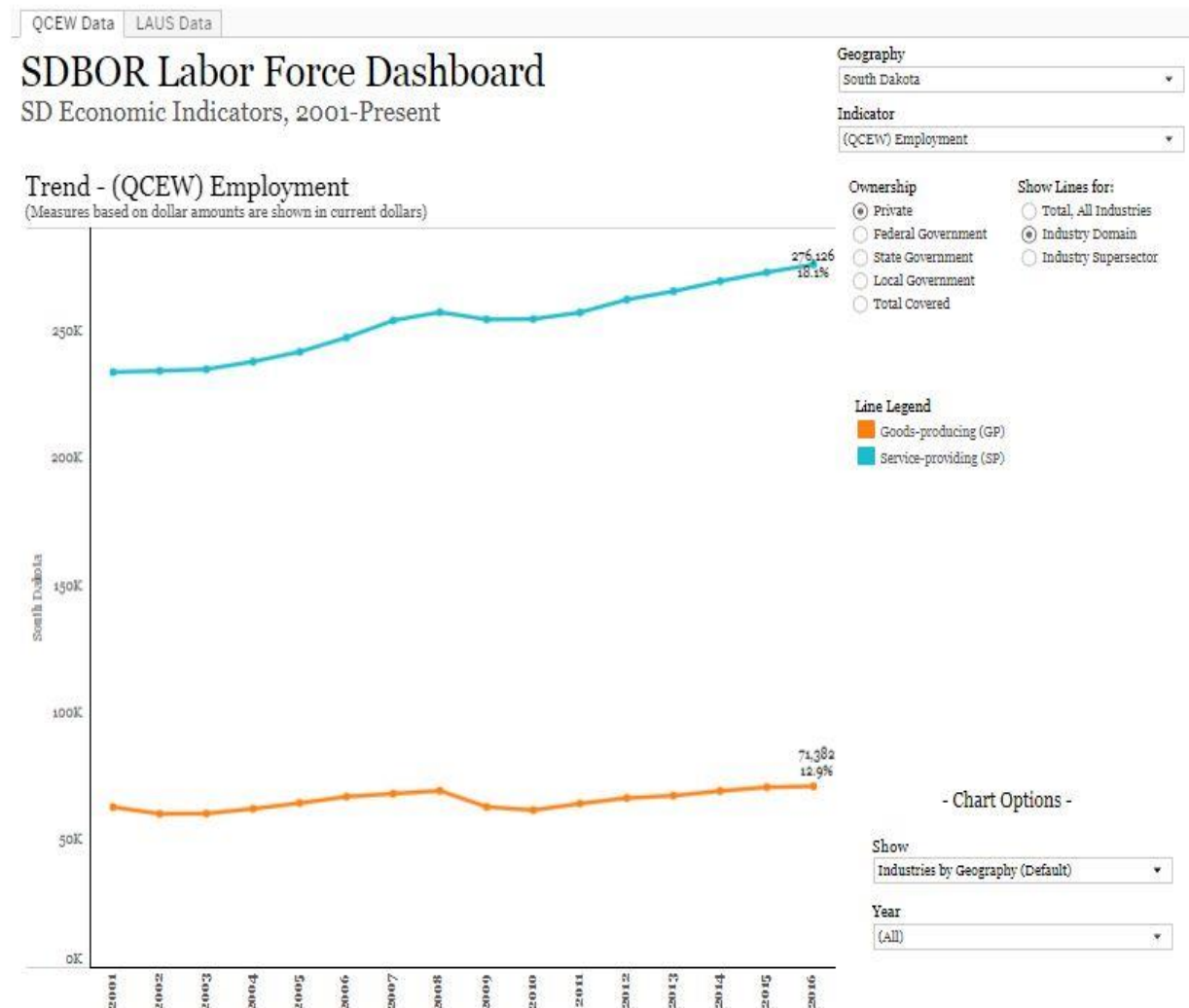
South Dakota's long-term economic prospects are tied directly to the size and quality of the state's labor force. Without an adequate pool of skilled workers, economic growth cannot occur. Accordingly, the South Dakota public university system actively monitors a number of state labor force indicators in an effort to better understand – and respond to – major labor market trends in South Dakota.

The SDBOR Labor Force Dashboard offers an interactive summary of major economic indicators in South Dakota. Specifically, the dashboard presents historical data for a range of measures related to the state's labor force, including employment, establishments, and earnings. To the extent allowed by the underlying data sources, the dashboard provides data for several levels of geography, including cities, counties, and statewide totals. All data are reported directly from two federal economic data programs conducted by the US Bureau of Labor Statistics:

- **Quarterly Census of Employment and Wages (QCEW)** – This program produces a number of quarterly employment tabulations for national, state, and substate populations. QCEW counts are based on a census of establishment data on UI-eligible and UCFE-eligible workers, representing roughly 98% of workers in the United States. Some data may be suppressed to avoid disclosure of identifiable information. Military, self-employed, and unpaid workers are excluded.
- **Local Area Unemployment Statistics (LAUS)** – This program produces a limited number of monthly labor market estimates for states and substate areas in the United States. LAUS estimates are not generated from a single survey, but rather emerge from the triangulation of several data sources, including the Current Population Survey, the Current Employment Statistics program, the QCEW, and other administrative data. Data reflect estimates for the non-institutional civilian labor force, age 16 and over. Data are not seasonally adjusted.

Data from the most recent year indicate that:

- LAUS data show that South Dakota's labor force has grown steadily, rising from 412,778 workers in 2001 to 453,069 workers in 2016.
- QCEW data indicate that South Dakota's economy is becoming increasingly knowledge-based. From 2001 to 2016, employment in private "service-providing" firms increased by 18.1 percent, while employment in private "goods-producing" firms rose by only 12.9 percent.



Employment Projections Dashboard

Which occupations are expected to experience high demand over the next decade? Assessing the extent to which future labor markets will favor certain occupations over others is vital for effective workforce planning. These considerations are especially important to the public university system, which seeks to ensure the long-term viability of South Dakota's workforce through its array of carefully selected, market-responsive degree programs.

Accordingly, the SDBOR Employment Projections Dashboard summarizes recent Bureau of Labor Statistics (BLS) projections data for South Dakota and other US states. Specifically, the dashboard presents – for over 800 different occupations – detailed data with regard to occupational demand that is expected to occur between a base year (2014) and a projection year (2024). Data can be summarized in two ways: all occupations for a single state (or) all states for a single occupation. For all data views, the dashboard provides a ranked list of all states/occupations for the selected data measure.

The dashboard also allows for data to be disaggregated by “typical” educational level, as defined by the Bureau of Labor Statistics. However, it should be pointed out that – while the educational requirements shown in this dashboard are considered (by BLS) to be typical for entry-level work – many workers hold higher credentials than those listed here. For instance, despite being listed as an “associate's degree” occupation by BLS, nearly half of registered nurses in South Dakota hold a bachelor's degree or higher (ACS PUMS, 2013). Likewise, a growing number of skilled trades, such as carpentry, welding, and bookkeeping – occupations classified by BLS as not requiring a college degree – increasingly have begun to require some form of postsecondary training. In this respect, the BLS educational classification used in this dashboard should be seen as informative, but sometimes inexact.

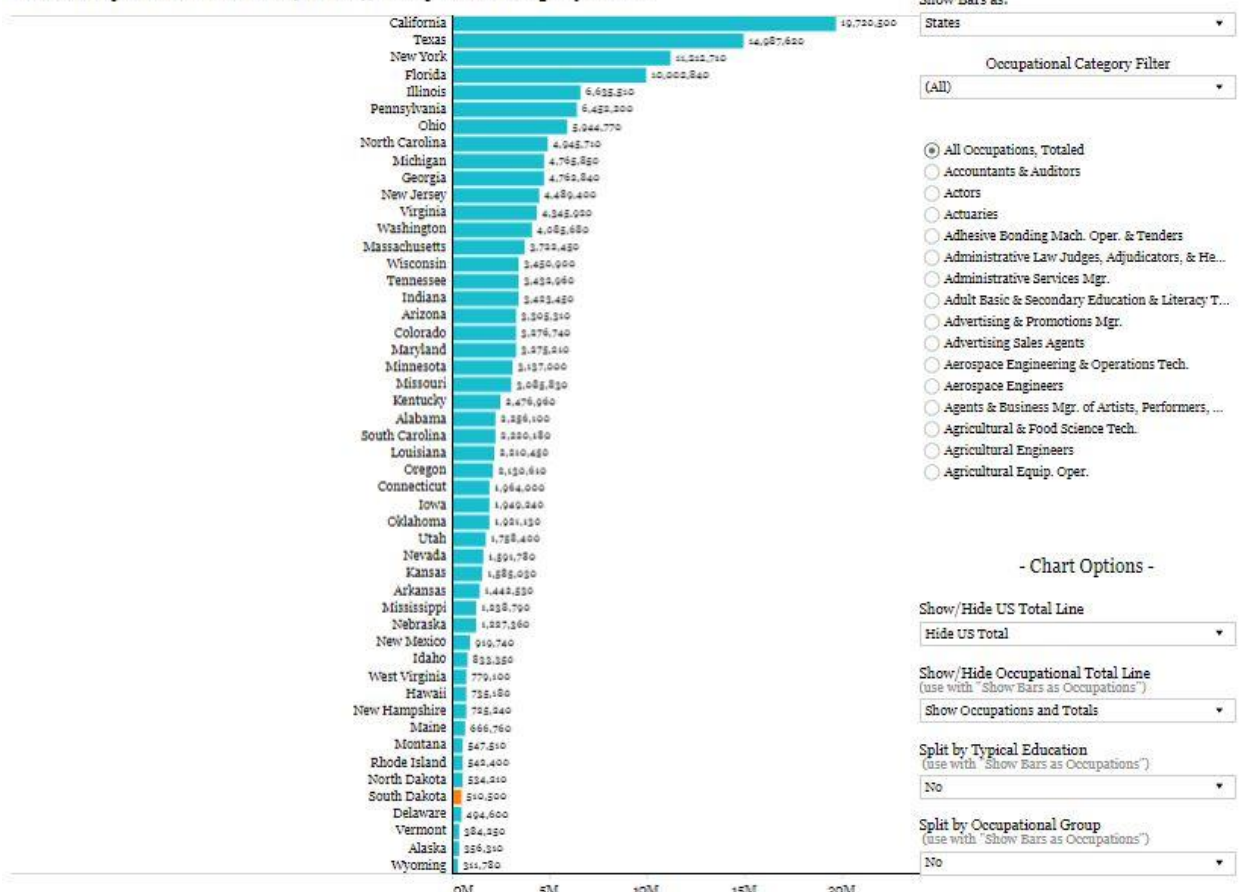
From a planning perspective, it is important to remember that states must cultivate a body of workers sufficient not only to meet projected growth, but also to maintain existing levels of employment. For example, the dashboard indicates that statewide employment of accountants and auditors in South Dakota will rise from 4,560 workers in 2014 to 5,090 workers in 2024, an increase of 530 workers. Accordingly, South Dakota must train (or recruit) a total of 530 new workers into this profession over this timespan, while also maintaining its base pool of 4,560 workers. Overall, 180 openings are expected to occur in this profession every year in South Dakota due to a combination of retirements and new positions (for a total of 1,800 openings over this period).

The most recent release of employment projections data shows that:

- From 2014 to 2024, total employment in South Dakota is expected to increase by approximately 6.7 percent, compared to a national increase of about 6.5 percent.
- A majority of the twenty fastest-growing occupations in South Dakota typically require a postsecondary degree for entry to the profession.

SDBOR Employment Projections Dashboard

BLS Projections for 2014-2024, Projected Employment



SOUTH DAKOTA BOARD OF REGENTS

Joint BOR and Board of Education Standards Meeting

AGENDA ITEM: 2 – G

DATE: May 8-10, 2018

SUBJECT

Smarter Balanced Consortium

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:3](#) – System Undergraduate Admissions

BACKGROUND / DISCUSSION

Beginning in 2012, the Regental system's academic enterprise began work on the development and implementation of strategies required to bring Smarter Balanced Assessments online in South Dakota. These assessments and their related standards in math and in English/Language Arts were being implemented to provide a consistent, clear understanding of what students are expected to know and to be able to do at different grade-levels throughout their K-12 experiences. The Smarter Balanced Consortium was established at that time to develop assessments aligned with the standards that are designed to ensure graduates from high school demonstrate that they are college- and career-ready. Participating states at the time agreed that the 11th grade summative assessment will be used for college placement. At an operational level, this means the system has committed to using the results of the assessments to place entering students much as we currently use the result from ACT, Accuplacer and other normed assessments.

Staff from the South Dakota Department of Education (DOE) were actively engaged in the design of the assessment programs, and as these processes unfolded, university faculty in English/language arts (ELA), math and education helped with the design and delivery of professional development opportunities offered by the Department of Education. Further, faculty responsible for the system's programs in teacher education worked to incorporate critical elements into all programs offered to ensure that graduates are prepared to work in schools offering curriculum based on the Standards and making full use of the Assessments.

Once fully implemented, attention turned to reporting and determining the best approach for using the assessments as a measure of college-readiness. For example, the new assessments provided a new opportunity to tell groups of students that they appear to be on track to be college ready but they will need to complete an advanced level math class during their senior year. More importantly, this created an opportunity to provide a targeted message to those students who are not on a path to be college ready presenting an option

(Continued)

INFORMATIONAL ITEM

or set of options they can pursue to address their identified deficiencies during the senior year. In addition to reporting to students, the Consortium worked to develop reports that will go to states, to schools, and to teachers since this student performance data will be useful information for each of these groups. Finally, protocols for reporting results to postsecondary institutions were also developed since this information was designed to inform placement in college-level coursework.

The 11th grade Smarter Balanced assessment has been used to provide each high school junior a statement of work to be completed during their senior year so they will be ready to do college level work when they graduate. For many students, the recommended path will be to enroll in and successfully complete another advanced level math course during the senior year. However, for a significant number of students, this has required additional work in lower level courses covering material that is parallel to the remedial programming offered by the system's universities. Beginning in Spring 2013, the DOE began offering remedial math opportunities through the South Dakota Virtual High School. This offering utilized the Regental system's remedial strategy which is based on the diagnostic Accuplacer linked with Pearson's MyMathLab or MyFoundationsLab. Students enrolled who demonstrate mastery through an end of course retesting with the Accuplacer are then allowed to register in entry level college courses.

As the first set of Smarter Balanced scores became available, established cut scores were developed by the Math and English Discipline Councils within the Regental system and approved at the [April 2015](#) BOR meeting. These were then included in the Math and English Placement guidelines for the system, and work was completed to have the Smarter Balanced scores added to the common transcript.

In late 2016, the Board of Regents and DOE staff began discussing the potential use of Smarter Balanced scores to determine student proactive admission. At the time BOR [Policy 2:3 System Undergraduate Admissions](#) did not provide the policy framework that would allow for the admission of high school students just based on their performance on the Smarter Balanced assessment. To address this issue, revisions were made to the current admission policy at the August 2017 BOR meeting. This policy change resulted in South Dakota being the first state to adopt Smarter Balanced scores for admission purposes. Prior to this time, student ACT/SAT scores were used as the primary standardized measure for both admission and student placement, drawing from validity studies developed by ACT, Inc.

In an attempt to evaluate the relationship between Smarter Balanced scores and students' future postsecondary success, data available through the Board of Regents Matriculation Dashboard were used to compare student first year performance and credit taking behaviors once they entered the Regental system the year following high school graduation. For reference, there were 8,765 students in 2015-16 high school graduate data file, and a process was employed to match these graduates against the Regental system's 2016FA census data extract (on first name, last name, and date of birth), resulting in 2,632 students. The data depicted below represents the performance outcomes for this student population.

Table 1 (math) and Table 2 (reading) show the relationship between Smarter Balanced score ranges and student cumulative GPA during the first academic year. Specifically, the tables show the following indicators: student count (“fa” column), in-system retention into 2017SP (“sp” column”), mean completed credits during FY2017 (“cmplcred” column), and mean system grade point average during FY2017 (“gpa” column). Overall, as student performance on both indicators increases, their average GPA also increased with those students earning a 3 or higher on the assessment achieving an average GPA of 2.7 or higher when considering both Math and English scores.

Table 1
Student Outcomes by Smarter Balanced Math Level

Math	N(fa)	mean(sp)	mean(cmplcred)	mean(gpa)
Level 1	326	83.74	18.10	2.19
Level 2	682	89.00	22.65	2.55
Level 3	946	94.08	26.64	2.98
Level 4	441	96.37	28.69	3.33
Total	2,395	91.65	24.72	2.82

Table 2
Student Outcomes by Smarter Balanced Reading Level

Read	N(fa)	mean(sp)	mean(cmplcred)	mean(gpa)
Level 1	78	91.03	18.44	2.18
Level 2	398	87.69	20.28	2.34
Level 3	1,069	89.52	24.13	2.71
Level 4	854	96.14	28.07	3.23
Total	2,399	91.62	24.71	2.82

The data depicted in Tables 1 and 2 above (along with other data comparisons preformed) demonstrate that smarter balanced scores serve as a strong predictor for many student success metrics that are traditionally tracked. As more student data become available, additional analysis will be conducted in the future to continuously assess the predictability of these data points for making both placement and admission decisions in the Regental system.

IMPACT AND RECOMMENDATIONS

Due to an increased reliance on Smarter Balanced scores for determining student placement and admission in the Regental system, a brief overview of the assessment will be provided by BOR and DOE staff. Future developments related to share scores across states, and the implications for high school accountability will also be discussed.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – A

DATE: May 8-10, 2018

SUBJECT

Resolutions of Recognition

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The South Dakota School for the Blind and Visually Impaired (SDSBVI) requests approval to recognize Mrs. Kathryn Wagner (6 years), Mrs. Laurel McNickle (22 years), Mr. Harlow Peterson (33 years), Mrs. Sandra Payne (33 years), and Mr Steve Kelsey (34 years) for their dedicated and caring service to the SDSBVI.

The University of South Dakota also requests approval to recognize Gene Thin Elk for his 31 years of dedicated service to the University and the State of South Dakota.

IMPACT AND RECOMMENDATION

The staff, parents, and students of the SDSBVI and USD support these requests to recognize and express appreciation to each of these outstanding individuals.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Special Resolution: SDSBVI – Kathryn Wagner
Attachment II – Special Resolution: SDSBVI – Laurel McNickle
Attachment III – Special Resolution: SDSBVI – Harlow Peterson
Attachment IV – Special Resolution: SDSBVI – Sandra Payne
Attachment V – Special Resolution: SDSBVI – Steve Kelsey
Attachment VI – Special Resolution: USD – Gene Thin Elk

DRAFT MOTION 20180508_4-A:

I move to recognize Kathryn Wagner, Laurel McNickle, Harlow Peterson, Sandra Payne, and Steve Kelsey for their years of dedicated service to the South Dakota School for the Blind and Visually Impaired; and recognize Gene Thin Elk (USD) for his service to South Dakota's system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Kathryn Wagner, Dorm Houseparent, will retire from the South Dakota School for the Blind and Visually Impaired on June 21, 2018; and

WHEREAS, Mrs. Wagner has served the residential program to meet high standards in professionalism, caseloads, and report writing, as evidenced by her consistently high performance reviews; and

WHEREAS, Mrs. Wagner has worked with the education and nursing departments to meet the unique needs of our students; and

WHEREAS, Mrs. Wagner has served as a member of the school team to promote success and independence for students to learn through residential living; and

WHEREAS, Mrs. Wagner has provided outstanding service to the South Dakota School for the Blind and Visually Impaired through work on numerous special events and the Wellness Committee; and

WHEREAS, the South Dakota Board of Regents and the staff, parents, and students at the SDSBVI wish to recognize and express appreciation to Mrs. Wagner for her 6 years of dedicated and caring service to the South Dakota School for the Blind and Visually Impaired.

THEREFORE, BE IT RESOLVED, that Kathryn Wagner be accorded special recognition for her outstanding service, and it is ordered that this Resolution be spread on the minutes of the Board and that a copy thereof be forwarded to Mrs. Kathryn Wagner.

Adopted this 9th day of May 2018.

SOUTH DAKOTA BOARD OF REGENTS

Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

ATTEST:

Dr. Marjorie A. Kaiser, Superintendent
SD School for the Blind and Visually Impaired

Special Resolution Number 03-2018

SPECIAL RESOLUTION

WHEREAS, Laurel McNickle, Instructional Assistant, will retire from the South Dakota School for the Blind and Visually Impaired on May 21, 2018; and

WHEREAS, Mrs. McNickle has provided support and educational experiences at the SDSBVI through her deep sense of commitment to making a difference in the lives of others; and

WHEREAS, Mrs. McNickle dedicated herself to professional growth by attending a variety professional development opportunities for those provided on campus and training specific to student behavior programs; and

WHEREAS, Mrs. McNickle has been very dedicated and loving as she educated children that are blind and visually impaired in South Dakota. Her deep sense of commitment to making a difference in the lives of students and work with enthusiasm and creativity to help the students become the best they can be; and

WHEREAS, Mrs. McNickle has provided good services to the SDSBVI through working on numerous special events and committees such as Steering Committee, Arts and Special Activities, and Awards Banquet; and

WHEREAS, Mrs. McNickle is supportive when visiting students and their families about our school and student learning; and

WHEREAS, the South Dakota Board of Regents and the staff, parents, and students at the SDSBVI wish to express appreciation to Mrs. McNickle for twenty-two (22) years of dedicated and caring service to the South Dakota School for the Blind and Visually Impaired.

THEREFORE, BE IT RESOLVED THAT, it is the desire of the Board of Regents to applaud and recognize Laurel McNickle for her dedication, service, and contributions to the students of the South Dakota School for the Blind and Visually Impaired, and it is ordered that this Resolution be spread on the minutes of this Board and that a copy thereof be forwarded to Mrs. Laurel McNickle.

Adopted this 9th day of May 2018.

SOUTH DAKOTA BOARD OF REGENTS

Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

ATTEST:

Dr. Marjorie A. Kaiser, Superintendent
SD School for the Blind and Visually Impaired

Special Resolution Number 04-2018

SPECIAL RESOLUTION

WHEREAS, Harlow Peterson, Physical Plant Manager, will retire from the South Dakota School for the Blind and Visually Impaired on May 21, 2018; and

WHEREAS, Mr. Peterson has managed the facility at the School for the Blind and Visually Impaired meeting the highest standards and quality; and

WHEREAS, Mr. Peterson has worked with the instructional staff to construct unique mobile devices to meet the individual needs of students and staff; and

WHEREAS, Mr. Peterson has served as a member of the school team to promote a safe and risk free environment for all staff and students; and

WHEREAS, Mr. Peterson has provided outstanding service to the South Dakota School for the Blind and Visually Impaired through work on numerous special events, renovation projects, and tireless dedication to the school and students; and

WHEREAS, the South Dakota Board of Regents and the staff, parents, and students at the SDSBVI wish to recognize and express appreciation to Mr. Peterson for his 33 years of dedicated and caring service to the South Dakota School for the Blind and Visually Impaired.

THEREFORE, BE IT RESOLVED, that Harlow Peterson be accorded special recognition for his outstanding service, and it is ordered that this Resolution be spread on the minutes of the Board and that a copy thereof be forwarded to Harlow Peterson.

Adopted this 9th day of May 2018.

SOUTH DAKOTA BOARD OF REGENTS

Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

ATTEST:

Dr. Marjorie A. Kaiser, Superintendent
SD School for the Blind and Visually Impaired

Special Resolution Number 05-2018

SPECIAL RESOLUTION

WHEREAS, Sandra Payne, Teacher, will retire from the South Dakota School for the Blind and Visually Impaired on May 21, 2018; and

WHEREAS, Mrs. Payne has educational experiences at the SDSBVI through her deep sense of commitment to making a difference in the lives of others; and

WHEREAS, Mrs. Payne dedicated herself to professional growth by obtaining her Teacher of the Blind and Visually Impaired Endorsement, maintaining her professional membership to the Association for Education and Rehabilitation of the Blind and Visually Impaired; and

WHEREAS, Mrs. Payne has been very dedicated and loving as she educated children that are blind and visually impaired in South Dakota. Her deep sense of commitment to making a difference in the lives of students and work with enthusiasm and creativity to help the students become the best they can be; and

WHEREAS, Mrs. Payne has provided outstanding services to the SDSBVI through working on numerous special events and committees such as Steering Committee, Arts and Special Activities, Technology Task Force, Staff Appreciation, and Archives; and

WHEREAS, Mrs. Payne is involved in our community and always has praise to share about our school with friends and family members. She is positive and enthusiastic when visiting students and their families about our school and student learning; and

WHEREAS, the South Dakota Board of Regents and the staff, parents, and students at the SDSBVI wish to express appreciation to Mrs. Payne for thirty-three (33) years of dedicated and caring service to the South Dakota School for the Blind and Visually Impaired.

THEREFORE, BE IT RESOLVED THAT, it is the desire of the Board of Regents to applaud and recognize Sandra Payne for her dedication, service, and contributions to the students of the South Dakota School for the Blind and Visually Impaired, and it is ordered that this Resolution be spread on the minutes of this Board and that a copy thereof be forwarded to Mrs. Sandra Payne.

Adopted this 9th day of May 2018.

SOUTH DAKOTA BOARD OF REGENTS

Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

ATTEST:

Dr. Marjorie A. Kaiser, Superintendent
SD School for the Blind and Visually Impaired

Special Resolution Number 06-2018

SPECIAL RESOLUTION

WHEREAS, Steve Kelsey, Transition Specialist, will retire from the South Dakota School for the Blind and Visually Impaired on June 21, 2018; and

WHEREAS, Mr. Kelsey has helped many students get ready to move from school into living and working opportunities in their communities thereby supporting the school's vision of "preparing students to step forward with confidence and a vision of lifetime success"; and

WHEREAS, Mr. Kelsey's prior 31 years in rehab experience as a Rehabilitation Counselor and years of serving on the IEP/Transition Teams at SDSBVI has resulted in a deep understanding of both education and rehabilitation processes; and

WHEREAS, Mr. Kelsey understands the individual needs of students and their families as well as the various resources available to them in South Dakota; and

WHEREAS, Mr. Kelsey builds trust relationships with students, families, and local schools and is recognized as someone who can be relied upon to follow through with his promises and provide value to students' lives; and

WHEREAS, Mr. Kelsey is passionate about helping students have the tools and experiences they need to succeed; and

WHEREAS, the South Dakota Board of Regents and the staff, parents, and students at the SDSBVI wish to express appreciation to Steve Kelsey for thirty-four (34) years of dedicated and caring service to the state of South Dakota and to the students and families served by the South Dakota School for the Blind and Visually Impaired.

THEREFORE, BE IT RESOLVED THAT, it is the desire of the Board of Regents to applaud and recognize Steve Kelsey for his dedication, service, and contributions to the students of the South Dakota School for the Blind and Visually Impaired, and it is ordered that this Resolution be spread on the minutes of this Board and that a copy thereof be forwarded to Mr. Steve Kelsey.

Adopted this 9th day of May 2018.

SOUTH DAKOTA BOARD OF REGENTS

Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

ATTEST:

Dr. Marjorie A. Kaiser, Superintendent
SD School for the Blind and Visually Impaired

Special Resolution Number 07-2018

SPECIAL RESOLUTION

WHEREAS, Gene Thin Elk, Director of Native Student Services, announced his intentions to retire after 31 years from The University of South Dakota at the end of the current academic year; and

WHEREAS, Director Thin Elk has contributed invaluable service to Native Student Services Department and The University of South Dakota for thirty-one years; and

WHEREAS, Director Thin Elk has lead the development of a comprehensive program for Native American students that revolves around retention services, cultural programing, and tutorial services; and

WHEREAS, Director Thin Elk has created a welcoming and understanding environment on USD's campus for its Native American student population; and

WHEREAS, Director Think Elk has led initiatives to allow for Native American students to practice their cultural and religious beliefs freely on campus; and

WHEREAS, Director Thin Elk has been a respected elder and mentor for the State of South Dakota and beyond.

WHEREAS, the Board of Regents of the public institutions of higher education in South Dakota, and the University of South Dakota, wishes to recognize and express appreciation and thanks to Director Think Elk for his thirty-one years of service to South Dakota's system of public higher education; and

THEREFORE, BE IT RESOLVED, that Director Thin Elk be accorded special recognition for his outstanding service, and it is ordered that this resolution be affixed to the minutes of this Board of Regents meeting and that a copy be forwarded to Director Gene Thin Elk.

Adopted this 9th day of May 2018.

SOUTH DAKOTA BOARD OF REGENTS

Bob Sutton, President

Kevin V. Schieffer, Vice President

John W. Bastian, Secretary

ATTEST:

James W. Abbott, President
The University of South Dakota

Special Resolution Number 08-2018

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B
DATE: May 8-10, 2018

SUBJECT

SDSBVI Membership in South Dakota High School Activities Association

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The South Dakota School for the Blind and Visually Impaired requests approval for continued membership in the South Dakota High School Activities Association. The membership begins July 1, 2018 and ends on June 30, 2019, with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDHSAA School Board Resolution 2018-2019

DRAFT MOTION 20180508_4-B:

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



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

SCHOOL BOARD RESOLUTION

Authorizing Membership in the South Dakota High School Activities Association

By resolution, the School Board of:

South Dakota School for the Blind and Visually Impaired / South Dakota Board of Regents
 (Name of School District or School)

has authorized membership in the South Dakota High School Activities Association for the high school(s) under its jurisdiction as hereinafter listed:

SDSBVI – South Dakota School for the Blind and Visually Impaired / Aberdeen SD

This is to be for the period which begins July 1, 2018 and ends on June, 30, 2019 with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

In addition, the above-mentioned School Board has ratified the Constitution, By-Laws, and rules of the South Dakota High School Activities Association as of July 1, 2018 and agrees to conduct its activities programs within the framework of these instruments.

 Date of Resolution

 President of Board

 Superintendent of Schools

Due By:

July 15, 2018

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C

DATE: May 8-10, 2018

SUBJECT

Academic Calendar – Special Schools

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Pursuant to BOR Policy 2:6.2, the academic calendars for 2018-2019 and 2019-2020 are provided for the South Dakota School for the Blind and Visually Impaired (Attachment I) and the South Dakota School for the Deaf (Attachment II).

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSBVI Academic Calendars: 2018-2020

Attachment II – SDSD Academic Calendars: 2018-2020

DRAFT MOTION 20180508_4-C:

I move to approve the proposed academic calendars for the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired.

SD SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

2018 - 2019 School Calendar

August 18						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August
27 Aug 27 - Aug 30 Professional Development Program

31 Classroom Preparation Day

September

3 Labor Day Holiday

4 Registration Day
 No Classes; Faculty Not On Duty;
 Students Arrive; Dorms Open at 1:00 PM

5 WELCOME: Classes Begin

28 Days In Session (9/2018): 18/18

October

5 Homegoing
 Classes dismiss at 12:10 PM;
 Lunch served until 1:00 PM; Dorms close at 1:00 PM
 Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

8 Native American Day Holiday

9 Parent/Teacher Conferences
 Faculty On Duty; No Classes;
 Students Return; Dorms Open at 10:00 AM

10 Classes Resume

31 Days In Session (22/40)

November

2 1st Quarter Ends

4 Daylight Savings Ends--set back 1 hour

5 2nd Quarter Begins

11 Veterans Day

12 SDSBVI is in session
 Veterans Day Holiday

20 Homegoing
 Classes dismiss at 12:10 PM;
 Lunch served until 1:00 PM; Dorms close at 1:00 PM
 Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

November

21 Closed

22 Thanksgiving Holiday

23 No Classes
 Faculty Not On Duty

25 Students Return
 Dorms Open at 1:00 PM

26 Classes Resume

30 Days In Session (11/2018): 19/59

December

21 Christmas Program
 Homegoing
 Classes dismiss at 12:10 PM;
 Dorms close at 1:00 PM
 Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

24 No Classes
 Faculty Not On Duty

25 Christmas Holiday

26 Dec 26 - Dec 28 No Classes
 Faculty Not On Duty

31 No Classes
 Faculty Not On Duty
 Days In Session (12/2018): 15/74

January

1 Jan 1 - Jan 4 No Classes
 Faculty Not On Duty
 New Year's Day Holiday

6 Students Return
 Dorms Open at 1:00 PM

7 Classes Resume

18 2nd Quarter Ends / 1st Semester Ends

21 SDSBVI is in session
 3rd Quarter Begins
 Martin Luther King, Jr. Holiday

31 Days In Session (1/2019): 19/93

February 19						
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July 19						
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September 18						
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January 19						
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SD SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

2018 - 2019 School Calendar

August 18						
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September 18						
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December 18						
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January 19						
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February

14 Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

15 Closed

18 President's Day Holiday

19 Parent/Teacher Conferences
Faculty On Duty; No Classes;
Students Return; Dorms Open at
10:00 AM

20 Classes Resume

28 Days In Session (2/2019): 18/111

March

10 Daylight Savings Begins--set ahead 1
hour

13 Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

14 Mar 14 - Mar 15 Spring Break
No Classes; Faculty Not On Duty

17 Students Return
Dorms Open at 1:00 PM

18 Classes Resume

22 3rd Quarter Ends

25 4th Quarter Begins

29 Days In Session (3/2019): 19/130

April

18 Spring Concert
Homegoing
Classes dismiss at 12:10 PM;
Dorms close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

19 No Classes
Faculty Not On Duty
Good Friday

April

22 Students Return
Dorms Open at 1:00 PM; No Clas-
ses; Faculty Not On Duty
Easter Monday

23 Classes Resume

30 Days In Session (4/2019): 20/150

May

23 Awards Program
Commencement

24 Last Day of School
School dismisses at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)
4th Quarter Ends / 2nd Semester
Ends
Days In Session (5/2019): 18/168

27 Memorial Day Holiday

June

9 Jun 9 - Jun 28 Summer Program

July

4 Independence Day

7 Jul 7 - Jul 26 Summer Program

February 19						
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March 19						
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July 19						
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SD SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

2019 - 2020 School Calendar

August 19						
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August

- 22** Aug 22 - Aug 23 New Staff On Duty; Orientation Days
- 26** Aug 26 - Aug 29 Professional Development Program
- 30** Classroom Preparation Day

September

- 2** Labor Day Holiday
- 3** Registration Day
No Classes; Faculty Not On Duty;
Students Arrive; Dorms Open at 1:00 PM
- 4** WELCOME: Classes Begin
- 30** Days In Session (9/2019): 19/19

September 19						
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October 19						
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November 19						
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December 19						
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January 20						
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November

- 26** Collaboration (1:00 - 3:00 PM)
- 27** Closed
- 28** Thanksgiving Holiday
- 29** No Classes
Faculty Not On Duty
Days In Session (11/2019): 18/59

December

- 20** Christmas Program
Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms close at 1:00 PM
Professional Development / Faculty Collaboration (1:00 - 3:00 PM)

- 23** Dec 23 - Dec 24 No Classes
Faculty Not On Duty
- 25** Christmas Holiday
- 26** Dec 26 - Dec 27 No Classes
Faculty Not On Duty
- 30** Dec 30 - Dec 31 No Classes
Faculty Not On Duty
- 31** Days In Session (12/2019): 15/74

January

- 1** New Year's Day Holiday
- 2** Jan 2 - Jan 3 No Classes
Faculty Not On Duty
- 5** Students Return
Dorms Open at 1:00 PM
- 6** Classes Resume
- 17** 2nd Quarter Ends / 1st Semester Ends
- 20** SDSBVI is in session
3rd Quarter Begins
Martin Luther King, Jr. Holiday
- 31** Days In Session (1/2020): 20/94

February 20						
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March 20						
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April 20						
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May 20						
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June 20						
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July 20						
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SD SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

2019 - 2020 School Calendar

August 19						
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September 19						
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October 19						
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November 19						
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December 19						
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January 20						
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February

13 Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

14 Closed

17 President's Day Holiday

18 Parent/Teacher Conferences
Faculty On Duty; No Classes;
Students Return; Dorms Open at
10:00 AM

19 Classes Resume

28 Days In Session (2/2020): 18/112

March

8 Daylight Savings Begins--set ahead 1
hour

18 Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

19 Mar 19 - Mar 20 Spring Break
No Classes; Faculty Not On Duty

20 3rd Quarter Ends

22 Students Return
Dorms Open at 1:00 PM

23 Classes Resume
4th Quarter Begins

31 Days In Session (3/2020): 20/132

April

9 Homegoing
Classes dismiss at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
Spring Concert
Professional Development / Faculty
Collaboration (1:00 - 3:00 PM)

10 No Classes
Faculty Not On Duty

April

13 No Classes
Faculty Not On Duty
Students Return
Dorms Open at 1:00 PM

14 Classes Resume

30 Days In Session (4/2020): 20/152

May

22 Last Day of School
School dismisses at 12:10 PM;
Lunch served until 1:00 PM; Dorms
close at 1:00 PM
4th Quarter Ends / 2nd Semester
Ends
Days In Session (5/2020): 16/168

25 Memorial Day Holiday

June

7 Jun 7 - Jun 26 Summer Program

July

4 Independence Day

12 Jul 12 - Jul 31 Summer Program

February 20						
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March 20						
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April 20						
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May 20						
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June 20						
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July 20						
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SOUTH DAKOTA SCHOOL FOR THE DEAF

2018 - 2019 School Calendar

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

July

4 Independence Day Holiday

30 Jul 30 - Jul 31 New Staff On Duty;
Orientation Days

August

1 Returning Staff On Duty

7 Aug 7 - Aug 8 Professional Days

31 August 2018 Contract Days: 21/21
August 2018 Professional Days: 2/6

September

3 Labor Day Holiday

10 Sep 10 - Sep 12 Sioux Falls Evaluation
Team Testing Days

28 September 2018 Contract Days: 19/40

October

8 Native American Day Holiday

29 Oct 29 - Oct 31 West River Evaluation
Team Testing Days

31 October 2018 Contract Days: 22/62

November

4 Daylight Savings Ends--set back 1 hour

6 Nov 6 - Nov 7 Professional Days

11 Veterans Day Holiday

12 Veterans Day Holiday Observed

22 Thanksgiving Holiday

23 Not On Duty

30 November 2018 Contract Days: 17/79
November 2018 Professional Days: 4/6

December

3 Dec 3 - Dec 5 Sioux Falls Evaluation
Team Testing Days

24 Not On Duty

25 Christmas Holiday

26 Dec 26 - Dec 28 Not On Duty

December

31 Not On Duty
December 2018 Contract Days: 15/94

January

1 New Year's Day Holiday

21 Martin Luther King, Jr. Holiday

31 January 2019 Contract Days: 21/115

February

4 Feb 4 - Feb 6 Sioux Falls Evaluation
Team Testing Days

18 President's Day Holiday

28 February 2019 Contract Days: 19/134

March

10 Daylight Savings Begins--set ahead 1
hour

12 Mar 12 - Mar 13 Professional Days

25 Mar 25 - Mar 27 West River Evaluation
Team Testing Days

29 March 2019 Contract Days: 19/153
March 2019 Professional Days: 6/6

April

18 Not On Duty

19 Not On Duty
Good Friday

21 Easter

22 Not On Duty
Easter Monday

30 April 2019 Contract Days: 19/172

May

27 Memorial Day Holiday

31 Last Day
May 2019 Contract Days: 22/194
2018-2019 TOTALS: 194 Contract Days
and 6 Professional Days (200 Days)

January 19						
S	M	T	W	T	F	S
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February 19						
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March 19						
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April 19						
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May 19						
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June 19						
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August 18						
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September 18						
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October 18						
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November 18						
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December 18						
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SOUTH DAKOTA SCHOOL FOR THE DEAF

2019 - 2020 School Calendar

July 19						
S	M	T	W	T	F	S
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August 19						
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September 19						
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October 19						
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November 19						
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December 19						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July

4 Independence Day

August

1 Aug 1 - Aug 2 New Staff On Duty;
Orientation Days

5 Returning Staff On Duty

13 Aug 13 - Aug 14 Professional Days

30 August 2019 Contract Days: 18/18
August 2019 Professional Days: 2/6

September

2 Labor Day Holiday

9 Sep 9 - Sep 11 Sioux Falls Evaluation
Team Testing Days

30 September 2019 Contract Days: 20/38

October

14 Native American Day Holiday

21 Oct 21 - Oct 23 West River Evaluation
Team Testing Days

31 October 2019 Contract Days: 22/60

November

3 Daylight Savings Ends--set back 1 hour

11 Veterans Day Holiday

13 Nov 13 - Nov 14 Professional Days

28 Thanksgiving Holiday

29 Not On Duty
November 2019 Contract Days: 16/76
November 2019 Professional Days: 4/6

December

2 Dec 2 - Dec 4 Sioux Falls Evaluation
Team Testing Days

25 Christmas Holiday

26 Dec 26 - Dec 27 Not On Duty

30 Dec 30 - Dec 31 Not On Duty

31 December 2019 Contract Days: 17/93

January

1 New Year's Day Holiday

20 Martin Luther King, Jr. Holiday

31 January 2020 Contract Days: 21/114

February

3 Feb 3 - Feb 5 Sioux Falls Evaluation
Team Testing Days

17 President's Day Holiday

28 February 2020 Contract Days: 19/133

March

8 Daylight Savings Begins--set ahead 1
hour

23 Mar 23 - Mar 25 West River Evaluation
Team Testing Days

31 March 2020 Contract Days: 22/155

April

7 Apr 7 - Apr 8 Professional Days

10 Not On Duty
Good Friday

12 Easter

13 Easter Monday

30 April 2020 Contract Days: 19/174
April 2020 Professional Days: 6/6

May

25 Memorial Day Holiday

29 Last Day
May 2020 Contract Days: 20/194
2019-2020 TOTALS: 194 Contract Days
and 6 Professional Days (200 Days)

January 20						
S	M	T	W	T	F	S
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February 20						
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March 20						
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April 20						
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May 20						
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31						

June 20						
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28	29	30				

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – D

DATE: May 8-10, 2018

SUBJECT

Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:17](#) – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

BACKGROUND / DISCUSSION

Board of Regents Policy 2:17 specifies that the Board “approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university,” following each academic term. Once submitted on behalf of the institution, the President certifies that all candidates have successfully completed degree or program requirements as approved by the Board, and that no degree requirements were waived for any individual student. Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota request approval of the graduation lists for Spring 2018.

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

Attachment I – Black Hills State University
Attachment II – Dakota State University
Attachment III – Northern State University
Attachment IV – South Dakota School of Mines and Technology
Attachment V – South Dakota State University
Attachment VI – University of South Dakota

DRAFT MOTION 20180508_4-D:

I move to approve, effective at the conclusion of the Board of Regents meeting on May 10, 2018, the attached BHSU, DSU, NSU, SDSM&T, SDSU, and USD graduation lists contingent upon the students’ completion of all degree requirements.

Black Hills State University
May 8-10, 2018

MAY 2018**ASSOCIATE OF ARTS**

Bisbee, Beau	Gross, Lynsey	Roady, Jade
Buus, Taylor-Michael	Hollenbeck, Jaydn	Saulsberry, Frederick
Drumm, Madeleine	Laurenz, Alyssa	Stackhouse, Sean
Gacke, Ashley	Ringheimer, Sara	

ASSOCIATE OF SCIENCE

Anderson, Eric	Holt, Halli	Selk, Madison
Biza, Britnee	Mendelsohn, Cheyenne	Trujillo, Jacob
Bradley, Dannielle	Pluimer, Sylvia	Weaver, Hunter
Danhoffer, Rebecca	Schweiss, Erin	Weglin, Addison
Hakala, Melissa	Selan, Hannah	

BACHELOR OF ARTS

Matteson, Patrick

BACHELOR OF FINE ARTS

Hand, Madison	Voisin, Amanda (Posthumous)
---------------	-----------------------------

BACHELOR OF GENERAL STUDIES

Erskin, Todd	Gonzalez, Christina	Lindgren, Denee
Fischer, Amanda	Hazelton, Deryck	Pearson, Andrew
Gatz, Anna	Jolovich, Cody	Rencountre, Whitney

BACHELOR OF SCIENCE

Adamson, Bradley	Andriamanantena, Mialisoa	Becher, Dakota
Ager, Kasandra	Atack, Tristin	Bellew, Carissa
Aldrich, Heidi	Babineau, Matthew	Bentley, Kelcy
Altstiel, Luke	Beattie, Aubrey	Berger, Jaimie

Black Hills State University
May 8-10, 2018

MAY 2018

Bialas, Karen	Gibbs, Aspen	Lewey, Kevin
Bieber, Travis	Greer, Breann	Li, Shengfan
Bingham, Taylor	Gregory, Samantha	Linthorne, Devon
Birkel, Isaiah	Guthmiller, Karley	Mack, Tiffany
Blain, Tristan	Hairston, Erick	Mader, Michaela
Boni, Emily	Hall, Tara	Madsen, Mariah
Bordewyk, Walter	Hammer, Jason	Mang, Devann
Brown, Sophie	Hancock, Alexandra	Marsh, Theresa
Brucklacher, Gavin	Hand, Tyler	Marshall, James
Bunkers, Madalyn	Hanson, Dylan	Marshall, Jesse
Bush, Thomas	Hartze, Shelby	Martin, Tammi
Bustillos, Cassandra	Hauck, Carissa	Mason, Melissa
Byrne, Michaela	Heaney, Liam	McDaniel, Cristina
Caron, Daniel	Hemmah, Cole	McFarland, Marissa
Carstensen-Zerbst, Katherine	Hollenbeck, BreaAnn	McLaughlin, Laketon
Carter, Cassandra	Horst, Hope	McLemore, Zachary
Christensen, Kyla	Huber, Ty	Meisner, Katelynn
Christie, Madison	Hunt, Drew	Midzak, Gregory
Concha, Elyssa	Hunt, Garett	Mischel, Brian
Dahlgren, Courtney	Hunter, Patrick	Moore, Madison
Decker, Jessica	Jennings, Breana	Morales, Jose
Deichert, Michael	Jensen, Lynlee	Nash, Kelsea
Dietz, Nicole	Jilek, Madison	Nelson, Tessa
Dilley, Shay	Jones, Jordan	Ngo Njiki, Esther
Durham, Destiny	Jones, Shandon	Nichols, Jan
Dutton, Drew	Kaiser, Kathryn	Novotny, Elizabeth
Eckhardt, Cody	Kay, Zachariah	O'Brien, Kristin
Ellis, Bailey	Kazmer, Kenzie	O'Dea, Danny
Eszlinger, Kari	Kilby, Karli	Oseki, Chihiro
Etter, Daniel	Kilgore, James	Owen, David
Feldt, Nathan	Kills in Water, Tobian	Palmer, Timothy
Fergusson, Claire	Kirchgesler, Stephanie	Palu, Cheyenne
Finnell, Kendra	Kirk, Hannah	Parette, Pamala
Fisher, Jonathan	Kleven, Keely	Parks, Tori
Ford, Marissa	Kopriva, Christopher	Patterson, Rhiannon
Fossen, Brooklyn	Kramlick, Chelsea	Paulson, Margaret
Fruechte, Mark	Kumley, Irene	Pennington, Amber
Gayer, Megan	Larson, Marcus	Pilgrim, Adam
Gbedemah, Janice	Laub, Nicole	Pinney, Kady
Geary, Victoria	Lends His Horse, D'Aryn	Pravecek, Jessie
Geibel, Shannon		Reed, Elizabeth

Black Hills State University
May 8-10, 2018

MAY 2018

Reilly, Abby	Sigler, Kristen	Torres, Baylee
Renner, Christopher	Simon, Janelle	Trimble, Thomas
Ries, Nancy	Sjobakken, Benjamin	Waln, Nicodemus
Rohrbach, Sarah	Slater, Kyle	Walters, Nichole
Rose-Gray, Thomas	Smith, Dominic	Warford, Darian
Salvino, Raymond	Smith, Samantha	Weaver, Tanner
Sarchet, Katie-Lynn	Songbird, Sandra	Wendt, Zachary
Sarchet, Rachel	Steffen, David	Williams, Arik
Scheuerman, Jordan	Stevens, Kelsey	Williams, Rachel
Schmidt, Kaitlyn	Stubbs, Rico	Willis, Jesse
Schopp, Tawny	Suess, Samuel	Wilson, Gloria
Schutz, Wade	Swan, Robert	Winkelman, Bradley
Schweitzer, Taylor	Tarrant, Kerry	Witt, Brennan
Schwend, Amanda	Thomas, Daniel	Woodson, Timothy
Selig, Nicholas	Thompson, Amanda	Woten, Katelyn
Shewey, Krissa	Tiede, Bailee	Zwiebel, Brittany
Shuck, Racheal	Torpey, Caitlyn	

BACHELOR OF SCIENCE IN EDUCATION

Anderson, Alexa	Enright, Brett	Mack, Morgan
Ballek, Misty	Evans, Jaya	Maka, Sarah
Begeman, Brittany	Fogle, Jordan	Malone, Macey
Bitterman, Chase	Gall, Audrey	Marcoe, Luke
Bossen, Christopher	Geiger, Harley	Mason, Melissa
Bradford, Dominic	Giggee, Jenna	McCaskell, Kayla
Carsrud, Skylar	Hansen, Justice	McReynolds, Zoey
Caylor, Kayla	Hart, Courtney	Newman, Kharley
Chase, Brady	Haugen, Natasha	Nilles, Rachel
Chesbro, Afton	Hausman, Mahyle	Penney, Krystl
Clary, Emily	Herber, Marti	Rundell, Sara
Connot, Benjamin	Holzer, Kyra	Russell, Robert
Cook, Paige	Jochim, Kayla	Scharn, Jennifer
Crabtree, Kiersten	Karst, Kyla	Schuelke, Trenton
Deal, Allison	Kelly, Samantha	Selfridge, Kayleen
Decker, Donald	Ketcham, Brooklyn	Senesac, Jana
Denning, Aureanna	Kissack, Cylee	Shelby, Melissa
Duncan, Kelsey	Kopriva Hagg, Lauren	Sieveke, Shelby
Durfey, Aisha	Krogman, Wyatt	Snyder, Kelsey
Edman, Shayna	Lesniak, Lauren	Soelzer, Colten

Black Hills State University
May 8-10, 2018

MAY 2018

Sohl, Heather
 Sotelo, Tasa
 Steckelberg, Alli
 Steever, Benjamin

Ward, Fehrin
 Webster, Kierstin
 Weekley, Josephine
 Wenzel, Kristin

Wilson, Gloria
 Wilson, Kristen
 Yost, Michael

MASTER OF BUSINESS ADMINISTRATION

Darrow, Casey
 Garnenez, Tanya
 Gunes, Ela

Herrera, John
 Ogbuefi, Sylvester
 Razafimanjato, Tahiry

Seevers, Leonne
 Wang, Shengxiong

MASTER OF EDUCATION

Coulter, Christa

Dilts, Riley

Hayworth, Nicole

MASTER OF SCIENCE

Atkinson, Melissa
 Crevier, Teddie
 Dame, Jennifer
 Darby, Tiffani
 Heusinkveld, Garrett
 Iversen, Tarah
 Ivie, Mackenzie
 Jungwirth, Jennifer

Kelley, Stephanie
 Lemay, Edward
 McLain, James
 Meyer, Matthew
 Newton, Darin
 Pennington, Bobbie
 Price, Krystal
 Renner, Nicole

Samuelson, Darian
 Siekmann, Abigail
 Strauch, Ginger
 Thompson, Ethan
 Wysuph, Michelle

CERTIFICATES

Belus, Abby
 Bialas, Karen
 Dutton, Drew
 Ellis, Bailey
 Gbedemah, Janice
 Jensen, Lynlee
 Kilby, Karli

Kramlick, Chelsea
 Lenz, Adam
 Mack, Tiffany
 Mader, Michaela
 Madsen, Mariah
 Madsen, Mariah
 Marshall, James

Moore, Madison
 Owen, David
 Reed, Elizabeth
 Reed, Elizabeth
 Schweitzer, Taylor
 Thompson, Amanda



Spring & Summer Graduates, Class of 2018

ASSOCIATE OF ARTS

Alysha Ann Langstraat
Jacob L. Petersen

Skyler M. Seubert
Nicholas V. Tran

ASSOCIATE OF SCIENCE

Brandon D. Beck
Paige Marie Cadotte
Jaimee Cypher
Christopher Robert DeCurtins
Jocelyn L. Doan
Tom E. Dose
Ivan Filipovic
Caitlin J. Gerdes
Steve Graves
Sarah J. Halldorson
Braydon D. Hanson
Aaron Steven Henricks
Carly Homeier
Karla J. Jonas

Ousmani Jallah Kamara
Katie Khali
Lexie I. Kramer
Tricia A. Krueger
Dayton J. Larsen
Hannah Lightfield
Brooke Lipp
Melissa Anne Lock
Charles J. Miller
Shona L. Morris
Solomon B. Negussie
Jenifer Nguyen
Thomina K. Norinaga Nelson
Seth A. Olson

Julie M. Oxner
Trevor J. Pitsor
Shayla Pothast
Brenna Leigh Price
Brandy L. Ruedebusch
Ashley M. Schock
Emily A. Smith
Allison Stadel
Cara M. Torpey
Dylan Tyson
Travis G. Wallert
Brittany N. Webb

BACHELOR OF BUSINESS ADMINISTRATION

Kayla Sue Boomsma
Ryan Robert Broome
Daniel Cross
Jill Dale
Dereck James DeVries
Angelique L. Disbrow
Sara Erickson
Alex K. Hatzell

Alex Herl
Keri M. Johnson
Ayson T. Jones
Nicholas Robert Martensen
Karen R. Mayfield
Cassandra Marie Lynn Morgan
Megan Briana Rau
Sabir G. Sebit

Erica J. Smith
Jordan Palmer Snyder
Nicholas H. Van Roekel
Madison Walford
Joseph J. Weier

BACHELOR OF GENERAL STUDIES

Falcon A. Albers
Braydn James Beals
Kevin M. Danielsen
Jesse Keith Docken
Kelly Drake

Ariana Duran
Shemika L. Frazier
Wade M. Hetland
Emily Rae Johnson
Chrystal M. Merriam

Corey M. Schlotte
Peggy Schroeder
Hunter Steven Smith
Dylan Robert VanSteenberg
Ty K. Wilkins

BACHELOR OF SCIENCE

Kevin D. Aarstad	Mike Hall	Austin Opdahl
Travis John Adams	Bradley Hamer	Nicholas Paczkowski
Brianna Allen	Jacob Jeremiah Hanafin	Michael Padderatz
Preston B. Allen	Nolan L. Hansen	Andreou Olivier Palo
Adam Daniel Amussen	Taylor J. Hauge	Alexander M. Parks
Landon Anker	Tyler P. Hecht	Zachary Paulson
Alexander Avetisov	Austin S. Henderson	Cole S. Peterson
Matthew C. Baker	Gregory Hendrickson	Jesse John Plaetz
Matthew J. Balcom	Corey Joseph Hermann	Jennifer M. Ponce
Leah Bangston	Jared Hinze	Kaitlyn A. Poppe
Jazmin Bautista	Adrien H. Holtzman	Mikayla Denise Pryor
John Benson	Carly Homeier	Andrew R. Pudwill
Stephen T. Bergeson	Zachary J. Huber	George T. Rago
Corbin Thomas Birkbeck	Joshua Ingalls	Dillon Austin Rangel
William Boldt	Takeshi N. Iwana	Ryan L. Raposa
Brendon Boomsma	Jamie L. Jackson	Dominique J. Redlin
Christopher Bordewyk	Andre Jahandideh	Brenden Bud Reifers
Cole Bosma	Emma M. Johnson	Nicholas P. Rens
Spencer Stephen Boy	Jordan M. Jorgensen	Allison A. Rieger
Selwyn D. Brathwaite	Joe A. Kearin	Gregorio Rodriguez Jr.
Ashley L. Brusseau	Robert Smith Kemper	Nathan Rohrer
Andrew L. Buchholtz	Arielle J. Kent	Dakota James Ruelle
Daniel Burwitz	Taylor K. Kloiber	Jake Rundell
Brady L. Carstens	Hannah C. Knock	Jacob Schaefer
Brittany Alana Cart	Tricia A. Krueger	Tajia J Schamp
Michael S. Cheuvront	Trent M. Kurtz	Charles C. Schimmelpfennig
Andrew C. Chov	Eli Lang	Kyle Schlatter
Jamie C. Christman	Thomas Lange	Steven Douglas Schmidt
Isaac K. Citrowske	Jacey Larson	Emily Kaitlin Schroeder
Nathanael John Clapp	Brian Patrick Lawler	Sara Scimone
Garrison Sage Collier	Iain C. Lee	Parker O. Seaman
Chris Craft	Tyler J. Lems	Logen T. Secker
Tyrone S. Crockett	Andrew Lessin	Joshua Y. Sherod
Kevin L. Dahl	John A. Levsen	Weston D. Silbaugh
Ross William Dailey	Mike R. Luethje	Amanda R. Smeenk
Christopher Daniel	Robert H. Malick	Mackenzie R. Solberg
Becky J. DeSautel	Ethan Noah Marshall	Shawn Southern
Madison DeVine	Lilit Martirosyan	Trent Steen
Ario Diaz	Patrick Ryan McGowan	Zack Ryan Strife
Hayden M. Dwire	Kevin Bernard McGuire	Keegan M. Struble
Justin J. Erickson	Joe A. Mehrer	Joseph L. Swanson
Elizabeth M. Fjeldheim	Luke J. Menor	Kevin A. Swenson
Anthony B. Foote	Paige L. Metzinger	Heather A. TerMeer
Kennedi Ford	Nic E. Mews-Schmuck	Ryan Theroux
Vinicius A Freitas	Nathan Paul Miller	Shelby C. Thomas
Morgan L. Frewaldt	Marty Moradian	Tye Tinsley
Cody Friedow	Cassandra Marie Lynn Morgan	Caleb T. VanGerpen
Adam J. Gacke	Ryan Philip Moulton	Zachery Vekovius
Jeremy Gebhart	Jade Nichole Mound	Micheal J. Virkus
Jesse B. Gebhart	Garrett Ryan Mullins	Diamond L. Wartenbee
Brock R. Gilmer	Jacques L. Muvova	Nichole A. Waters
Conor Grevlos	Kedar N. Neopanay	Grant A. Webel
Tyler Douglas Gross	Ryan J. Newman	D'Artist A. Williams
Trevor J. Gully	Vinh Nguyen	Jacob L. Williams

Rhonda Michelle Williams
Jessica R. Wolthuis

Jesse Woodward
Timothy J. Woolston

William J. Yager II
Desalegn Adane Zemenfes

BACHELOR OF SCIENCE IN EDUCATION

Matthew Brue
Kevin M. Danielsen
Jessica Jo Dawson
Lindsay Edwards
Jacob Giles
Lynne Hanten
Hailey Joelle Harms
Amanda Rose Helphrey
Allyson Rose Hemmer
Morgan Lee Hoglund

Michaela Anne Jackson
Kayla D. Janssen
Chelsey Dee Jutting
Chelsea N. Kroger
Morgan Larson
Melissa R. Ledeboer
Keith Bradley Moe
Allison Nicole Moeller
Cheryl L. Nelsen
Tiffany Alexis Plummer

Kelsey Lynn Poppen
Shelby Kay Reed
Virginia L. Risseuw
Carly Jo Rozell
Rachel E. Slaven
Charles T. Stai
Jenna Elaine Thomas
Kendra Joy Walter
Abigail M. Wilke
Kayla M. Wipf

DOCTOR OF SCIENCE

Dheyaaldin H. Alsalman
Ahmed S. Elnoshokaty

Thomas H. Llansó
Lawrence Master

Pamela F. Rowland
Vetrivadivel Vel

MASTER OF SCIENCE

Adeshina M. Adebawale
Andrew Behrens
Julia A. Bell
Bhuvana Bhadragiri
Hunter Brindley
Jonah Brown-Joel
Angelica M. Bruhnke
Garrett D. Carlson
Michael J. Carson
Akhilesh Chauhan
Teena Coad
Kaiden Corkill
Christopher R. Cullinan
Bikram Dangi
Elizabeth Earl
Hunter P. Easterday
Steven L. Eidem
John P. Giorgio
Steven R. Gonzalez
NarayanaMurthyRahul Grandhi
Sai Puneeth Gundamraju

Kyle J. Harper
Juan C. Harrington
Ryan Hermann
Chad J. Horack
Christopher M. Hughes
Juswan Ichwan
Aakanksha Jaiman
Alissa M. Johnson
Nick A. Jones
Chad A. Julius
Joshua Klosterman
Krishna Harsha Kosuri
Travis Scott Leigh
Daniel Loomis
Michael James Malleis
Jason C. Marshall
Catherine B. Monstello
Miranda S. Morgan
Umair Osman
Deborah S. Ossei-Tutu
Chandra Moulieshwar Reddy Patil

Scott A. Paulsen
Maneesh Reddy Peddy
Stephanie F. Plucker
Dale Pollitt
Jared Rakness
Jeffrey J. Rice
Sai Venkat Seru
Shanti Sree
Jonathan M. Stevens
Phillip David Sullins
Bikash Tamang
Justin D. Tank
Alex O. Thomas
Ronald D. Tortorello
Brandon D. Trocke
Dheer Uprety
Srinivasulu R. Vuggumudi
Michael S. Whitehead
Albert Y. Woo
Lucas J. Ziemba

MASTER OF SCIENCE IN EDUCATION

Carrie Ann Corby Gehringer
Alexander-Jonathan Halafihi
Kaitlyn Hofer

Bridget Mae Malone
Matt Schrank

**NORTHERN STATE UNIVERSITY
APPLICANTS FOR MAY COMMENCEMENT
May 5, 2018**

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Danny Jay Kaul	Erin McFarland	Spencer D. Wahl
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MASTER OF SCIENCE IN EDUCATION

Mikayla M. Arechigo	Zach B. Horstman	Jenna L. Peters
Ethan Bakken	Beth Ann Lopes	Ronald D. Reff
Dakota E. Barrie	Krista McCorkle	Truman M. Savery
Calvin O. Ellis	Adam J. McFarland	Daniel Severson
Amber M. Entzel	Monte S. Meyerink	Stormie Sickler
Zachary R Feil	Zachary Neer	Danielle Thooft
Timothy J. Fleming	Brian J. Olson	Kara L. Wetzel
Eric J. Gerber, IV	Allison G. Oxner	Emily A. White
Joanna M. Grann	Nolan Parks	Lauren K. Williams Ressler
Kurt J. Holinka	Lindsey K. Partridge	

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS IN HONORIBUS

Justine Lylian Charles	Kristen I. Prosper	Danny Quinn
Haley Marie Duchsherer		

BACHELOR OF ARTS

Heather L. Baldwin	Abby C. Gibbs	Austin N. Nath
Mikayla G. Braun	Hayley Marie Gibson	Zack S. North
Carly Jo Brousek	Seleucia C. Heintzman	Lee E. Parish
Dayanna Castro-Bautista	Harrison W. Homelvig	Jeffrey M. Rideout
Brandy Jo DeCoteau-Heminger	Joseph A. Kvale	Dustin J. Schmidt
Cindy A. Dikoume	Gabriella M. Laimer	Hallie Elizabeth Shea
Katelynn R. Dilts	Colton W. Landreth	Chase C. Sievers
Dana A. Duvall	Kaitlynn E. Loos	Kayla E. Sproles
Leandro Martin Fernandez Moutin	Cody D. Martens	Mikiko Tahara
Emily A. Fesler	Alysha D. Martinez	Mackenzie Rose Thielen
Chelsea Fryer	Jessica J. McClain	Holly E. Vancura

BACHELOR OF GENERAL STUDIES

Ellie R. Beckman	James P. Kurkowski	Presley Mittelstadt
Nicole Griffith		

BACHELOR OF MUSIC EDUCATION

Katie E. Appl
Tanner S. Chilson
Nyssa C. Duffield

Paulo Daniel Jimenez
Colton John Augustus Schaefer

Katrina L. Smith
Noelle M. Stubbe

BACHELOR OF SCIENCE IN HONORIBUS

Haley Marie Duchsherer
Zachary J. Fleming
Pedram Homayounpour

Marcus Marcellus
Miranda J. Ristau

Annika M. van Oosbree
Amy Marie Wockenfluss

BACHELOR OF SCIENCE

Zachary R. Aaker
Stephanie M. Anderson
Heather L. Baldwin
Mikayla R. Bartels
Antony T. Becker
Brailey M. Becker
Megan E. Bennett
Kevin R. Birkla
Sierra Brook Bivens
Mikayla G. Braun
Andy R. Brelu-Brelu
Trevéz J. Bridgewater
Mitchell Brockhaus
Christopher Wayne Brooks
Lindsey Rochelle Brooks
Alison J. Byrd
Dane O. Campbell
Carly Noelle Casillas
Tin W. Cheong
Austin M. Christopherson
Amanda J. Clemen
Caitlin J. Cole
Jillian G. Conrad
Tar Dah
Clay M. Danielson
Katherine G. Dawson
Jeremy L. Dibbert
Logan M. Doyle
Cameron L. Eisenhauer
Jewel LeRae Enget
Carter Jackson Evans
Brynn A. Flakus
Adeline R. Fleming

Chris N. Forster
Lindsey A. Gast
Michelle L. Glaser
Christopher M. Gonzales
Isaiah Greene
Thomas B. Haile
Mariah L. Hanisch
Chad M. Hay
Kelsie P. Hills
Sean R. Hopfinger
Mina Jeong
Evan N. Jones
Ahmed Abdulaziz B. Kamal
Ashley P. Kleinsasser
Katie M. Knudson
Brandon D. Kolb
Kolin T. Kubitz
Brianna L. Kuckelburg
Ka Chun Kwan
Ben T. Leidholt
Michaela J. Liebl
Shayna May Lier
Easton G. Lopez
Lucas A. Lorenz
Bernice Meristil
Joellen L. Miller
Taven V. Morrison
Jamie L. Nelson
Vinh X. Nguyen
Dustin Northrop
Erin M. Ochsner
Savannah Breeze Person

Darin M. Peterka
Donald Pollard Jr.
Elizabeth M. Raecke
Gage C. Rayman
Bryce Dean Roberts
Rae C. Robinson
Tara M. Rook
Kory J. Schwan
Jacob Schweitzer
Kayla Jean Secker
Thomas Sertic
Steven Daniel Shumaker
Hayden C. Simon
Angela N. Skinner
Brooke Lynn Smith
Katherine Springer
Matt J. Stubbs
Seth R. Sullwold
Brian C. Sumption
Alexis M. Tappe
Matthew A. Teel
Nicholas J. Truen
Chase M. Tunstall
Kelci J. Viesselman
Olivia M. Waggoner
Josh Weig
Katelyn R. Weiss
Sienna Wessel
Luke W. Wietgreffe
Tyler M. Wipf
Patrick M. Wolberg
Nathaniel D. Zeise

BACHELOR OF SCIENCE IN EDUCATION IN HONORIBUS

Whitney A. Berner

Melanie L. Kruse

BACHELOR OF SCIENCE IN EDUCATION

Tessa K. Adelman
 Zac Bartolomeo
 Caitlin Beckman
 Natalie M. Bierman
 Jessica M. Brandt
 Chandler A. Britzman
 Ashley M. Clemens
 Katherine J. Cosman
 Madison Fischer
 Heather J. Fuhrmann
 Heather Glover
 Kelsey M. Hannigan

Breanna Hauge
 Katelyn M. Howard
 Lydia C. Hulscher
 Elizabeth N. Katz
 Sara E. Kjetland
 Doris M. Konold
 Alicia A. Kuipers
 Chelsey M. Lehrke
 Maggi Y. Liebetrau
 Allerie Jordan Loof
 Rachel M. Lynch
 Ashtin Marie McClemans

Andrea N. Morehouse
 Mara A. Perkins
 Kaitlin M. Rentz
 DaVonte' Kiara Evangline Robertson
 Tiana Schumacher
 Haley Stover
 Alexis M. Tappe
 Kathryn M. Uittenbogaard
 Cody J. Voegeli
 Katie Vogel
 Ellen Alene Weber
 Hattie J. Zinter

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

Heather L. Baldwin

Sophia Chekaprue Mandan Soe

Rhonda Lee Yates

ASSOCIATE OF SCIENCE

Desiree A. Dore
 Shahara Caladiao Meridha

Kris Mitzel
 Bailey J. Rathjen

Sienna Wessel

CANDIDATES FOR CERTIFICATES

Stephanie M. Anderson
 Sierra Brook Bivens
 Alison J. Byrd
 Katelynn R. Dilts
 Thomas B. Haile

Mariah L. Hanisch
 Nicholas W. Hoffard
 Mina Jeong
 Jo Ann M. Jernberg
 Brandon D. Kolb

James P. Kurkowski
 Bernice Meristil
 Sienna Wessel
 Amy Marie Wockenfluss

First Name	Middle Name	Last Name	Degree	Major(s)	Honors	Graduation Date
Arjun	N	Ayyangar	BS	Applied and Computational Mathematics	CUM	May 2018
Noah	Alexander	Brubaker	BS	Applied and Computational Mathematics	MAGNA	May 2018
Austin	Tanner	Gill	BS	Applied and Computational Mathematics	SUMMA	May 2018
Brian	W	Hemen	BS	Applied and Computational Mathematics	SUMMA	May 2018
Hoang Dung	Thi	Le	BS	Applied and Computational Mathematics		May 2018
Trevor	C	Nicholas	BS	Applied and Computational Mathematics		May 2018
Elliot	Charles	Smith	BS	Applied and Computational Mathematics		May 2018
Daniel	Ralph	Tronstad	BS	Applied and Computational Mathematics	SUMMA	May 2018
Ryan	Alexander	Waggener	BS	Applied and Computational Mathematics	SUMMA	May 2018
Grant	Jonathan	Brewer	BS	Applied Biological Sciences		May 2018
Sarah	Ann	Dirks	BS	Applied Biological Sciences		May 2018
Mary	E	Edwards	BS	Applied Biological Sciences		May 2018
Alana	Marie	MacLachlan	BS	Applied Biological Sciences		May 2018
Ary	Kelsey	Marsee	BS	Applied Biological Sciences		May 2018
Stanislaw	Elijah	Nikolaev	BS	Applied Biological Sciences	CUM	May 2018
Jacob	Alexander	Pallas	BS	Applied Biological Sciences		May 2018
Cole	Richard	Sawyer	BS	Applied Biological Sciences	CUM	May 2018
Michael	R	Schwarz	BS	Applied Biological Sciences		May 2018
Lynzie	Leigh	Trively	BS	Applied Biological Sciences		May 2018
Andrew	David	Uttecht	BS	Applied Biological Sciences		May 2018
Abdulrahman		Alharbi	BS	Chemical Engineering		May 2018
Gabriel	Jon	Bjerke	BS	Chemical Engineering		May 2018
Kirk	L	Blumenthal	BS	Chemical Engineering		May 2018
Emily	Elizabeth	Brossart	BS	Chemical Engineering		May 2018
Marshall		Brownfield	BS	Chemical Engineering		May 2018
Joshua	T	DeVos	BS	Chemical Engineering		May 2018
Aaron	Christopher	Grimm	BS	Chemical Engineering		May 2018
Tessa	Ann	Hacecky	BS	Chemical Engineering		May 2018
Christa	Haley	Hollister	BS	Chemical Engineering		May 2018
Zachary	N	Huber	BS	Chemical Engineering		May 2018
April	Rose	Jyrkas	BS	Chemical Engineering		May 2018
Kevin	Paul	Mairose	BS	Chemical Engineering		May 2018
Dalton	Jay	Meester	BS	Chemical Engineering	CUM	May 2018
Shannon	Kate	Morse	BS	Chemical Engineering		May 2018
Kari	Lee	Radke	BS	Chemical Engineering	CUM	May 2018
Riley	W	Rogers	BS	Chemical Engineering		May 2018
Michael	Paul	Shimek	BS	Chemical Engineering		May 2018
Lars	Bjelland	Skau	BS	Chemical Engineering		May 2018
Danielle	N	Taylor	BS	Chemical Engineering		May 2018
Nav	Ha	Tran	BS	Chemical Engineering	SUMMA	May 2018
Anthony	James	Videckis	BS	Chemical Engineering	SUMMA	August 2018
Dylan		Webbert	BS	Chemical Engineering		May 2018
Jacob	Alexander	Pallas	BS	Chemistry		May 2018
Brooke	Ann	Remily	BS	Chemistry		May 2018
Jacob	A	Alderman	BS	Civil Engineering		May 2018
Isaac	Edmund	Bliek	BS	Civil Engineering	MAGNA	May 2018
Eric	Thomas	Boal	BS	Civil Engineering		May 2018
Gideon	Grant	Bode	BS	Civil Engineering		May 2018
Andrew	Paull	Brown	BS	Civil Engineering	MAGNA	May 2018
Megan	Elizabeth	Brown	BS	Civil Engineering		May 2018
Karson	Lee	Burnett	BS	Civil Engineering		May 2018
Rachel	Louise	Caesar	BS	Civil Engineering		May 2018
Alexander	H	Cliatt	BS	Civil Engineering		May 2018
Jordan	D	Copeland	BS	Civil Engineering		May 2018
Daniel	Ruben	Duarte	BS	Civil Engineering		May 2018
Taylor	Marie	Ehlis	BS	Civil Engineering		May 2018
Gina	Marie	Elmore	BS	Civil Engineering	CUM	May 2018

Scott	R.	Ferrier	BS	Civil Engineering		May 2018
Fritz	W	Gildemeister	BS	Civil Engineering		May 2018
Caren	A	Goodrich	BS	Civil Engineering		May 2018
Zachary	Dean	Hansen	BS	Civil Engineering		May 2018
Spencer	Wayne	Heidbrink	BS	Civil Engineering	SUMMA	May 2018
Drew	Milton	Hinker	BS	Civil Engineering		May 2018
Michael	John	Huebsch	BS	Civil Engineering		May 2018
Casey	B	Huntley	BS	Civil Engineering		May 2018
Anna	Rachel	Larson	BS	Civil Engineering	SUMMA	May 2018
Skylar	Jeanne	Larson	BS	Civil Engineering	MAGNA	May 2018
Benjamin	Timothy	Love	BS	Civil Engineering		May 2018
Dalton	Ray	Lyons	BS	Civil Engineering		May 2018
Joshua	Robert	Maunu	BS	Civil Engineering		May 2018
Marcus	Alan	McKinney	BS	Civil Engineering		May 2018
Emily	Louise	Newton	BS	Civil Engineering	MAGNA	May 2018
Justin	G	Peebler	BS	Civil Engineering		May 2018
Drew	James	Pitt	BS	Civil Engineering	MAGNA	May 2018
Tad	Roland	Radtko	BS	Civil Engineering		May 2018
Riley	James	Rohde	BS	Civil Engineering		May 2018
Christopher	Ivan	Romanjenko	BS	Civil Engineering		May 2018
Amir	A	Saleh	BS	Civil Engineering		May 2018
Matthew	Peter	Seitzer	BS	Civil Engineering		May 2018
Anthony	George	Sherman	BS	Civil Engineering		May 2018
Destin	William	Spellman	BS	Civil Engineering		May 2018
Shane	Terrance	Star	BS	Civil Engineering		May 2018
Clarissa	Anne	Stevenson	BS	Civil Engineering		May 2018
Dominick	Daniel	Taliulu	BS	Civil Engineering		May 2018
Derrick	Andre	Thomas	BS	Civil Engineering		May 2018
Cassidy	Joy	Trapp	BS	Civil Engineering		May 2018
Hunter	Anton	Volk	BS	Civil Engineering		May 2018
Jon	Charles	Wagner	BS	Civil Engineering		May 2018
Mark	Tastad	Wiley	BS	Civil Engineering		May 2018
Matthew	John	Achen	BS	Computer Engineering		May 2018
Collin	Michael	Chick	BS	Computer Engineering	CUM	May 2018
Zachary	Aaron	Christy	BS	Computer Engineering	MAGNA	May 2018
Steffen	Paul	Link	BS	Computer Engineering	SUMMA	May 2018
Nicholas	Brian	Roggow	BS	Computer Engineering	SUMMA	May 2018
Joshua	James	Schweigert	BS	Computer Engineering		May 2018
Lucas	Joshua	Simonson	BS	Computer Engineering	CUM	May 2018
Jacob	William	Thom	BS	Computer Engineering	SUMMA	May 2018
Eric	Jenne Madsen	Vandervort	BS	Computer Engineering		May 2018
Samuel		Vinella	BS	Computer Engineering		May 2018
Noah	Alexander	Brubaker	BS	Computer Science	MAGNA	May 2018
John		Colton	BS	Computer Science		May 2018
Cheldon	Peelle	Coughlen	BS	Computer Science	CUM	May 2018
Jake	Michael	Davidson	BS	Computer Science		May 2018
Kendra	Kathryn	Deziel	BS	Computer Science		May 2018
Wyatt	A	Engel	BS	Computer Science		May 2018
Benjamin	Gregory	Garcia	BS	Computer Science	CUM	May 2018
Jeremy	K	Goens	BS	Computer Science		May 2018
Daniel	Lloyd	Hodgin	BS	Computer Science		May 2018
Jared	T.	Johnson	BS	Computer Science		May 2018
Logan	Wade	Lembke	BS	Computer Science	MAGNA	May 2018
Katherine	Elizabeth	MacMillan	BS	Computer Science		May 2018
Kyle	W	MacMillan	BS	Computer Science		May 2018
Zachary	A	Owen	BS	Computer Science		May 2018
Kenneth	David	Petry	BS	Computer Science	SUMMA	May 2018
Micah	K	Picasso	BS	Computer Science		May 2018

Savoy		Schuler	BS	Computer Science		May 2018
Brady	R	Shimp	BS	Computer Science		May 2018
Akshay		Singh	BS	Computer Science		May 2018
Andrew	David	Stelter	BS	Computer Science	MAGNA	May 2018
Riley	Alexa	Sutton	BS	Computer Science		May 2018
Jessica	Marie	Thompson	BS	Computer Science		May 2018
Leif	Johannes	Torgersen	BS	Computer Science		May 2018
Cassidy	Jae	Vollmer	BS	Computer Science		May 2018
Krey	Morris	Warshaw	BS	Computer Science		May 2018
Samuel	Craig	Williams	BS	Computer Science		May 2018
Remington	Stanley	Bullis	BS	Electrical Engineering		May 2018
Blake	R	Claus	BS	Electrical Engineering		May 2018
Cody	Aaron	Cronin	BS	Electrical Engineering		May 2018
Brian	John	Gallagher	BS	Electrical Engineering		May 2018
Travis	Wayne	Grablander	BS	Electrical Engineering		May 2018
Andrew	M	Hieb	BS	Electrical Engineering		May 2018
Christina	Anne	Jacques	BS	Electrical Engineering		May 2018
Edward	G	Knudsen	BS	Electrical Engineering		May 2018
Derek	James	Lehmann	BS	Electrical Engineering	CUM	May 2018
Eric	Richard	Nehl	BS	Electrical Engineering		May 2018
Mojolaoluwa	Olalekan	Ojoawo	BS	Electrical Engineering		May 2018
Marco		Pascolo	BS	Electrical Engineering		May 2018
Calvin	Christopher	Peterson	BS	Electrical Engineering		May 2018
Curtis	Nelson	Plumb	BS	Electrical Engineering		May 2018
Jaime	D	Poignee	BS	Electrical Engineering		August 2018
Heather		Rogers	BS	Electrical Engineering		May 2018
Theodore	Richard	Schoper	BS	Electrical Engineering	CUM	May 2018
Zackery	Ryan	Schrotberger	BS	Electrical Engineering		May 2018
Timothy	Andrew	Scott	BS	Electrical Engineering		May 2018
Aaron	T	Sherck	BS	Electrical Engineering		May 2018
Logan	Tod	Torgerson	BS	Electrical Engineering		May 2018
Jareth	B	Watson	BS	Electrical Engineering		May 2018
Duncan	M	Weisbrod	BS	Electrical Engineering		May 2018
Ryan	R	Wise	BS	Electrical Engineering	SUMMA	May 2018
Ryan	Allen	Newman	BS	Electrical Engineering		May 2018
Todd		Anderson	BS	Geological Engineering	CUM	May 2018
Benjamin	R	Douvier	BS	Geological Engineering		May 2018
Megan	Jean	Johnson	BS	Geological Engineering		August 2018
Sterling	James	Richard	BS	Geological Engineering	MAGNA	May 2018
Nakaila	Ann	Steen	BS	Geological Engineering		May 2018
Brendon	D	Stieb	BS	Geological Engineering		May 2018
Ryan	J	Wright	BS	Geological Engineering		May 2018
Zachary	Matthew	Berghorst	BS	Geology		August 2018
Brian	Paul	Bormes	BS	Geology		May 2018
Hallie	Louise	Bower	BS	Geology	SUMMA	May 2018
Benjamin	L	Cathey	BS	Geology		May 2018
Juan	Diego	Correal	BS	Geology		May 2018
Zachery	T	Heher	BS	Geology		May 2018
Mary	Beth	Laber	BS	Geology		May 2018
Edward	Hunter	Lang	BS	Geology		May 2018
Brian	Anthony	Lauters	BS	Geology		May 2018
Kelly	E	Lubbers	BS	Geology		May 2018
Jordan	Paul	Mason	BS	Geology	MAGNA	May 2018
Trevor	Jon	Mount	BS	Geology		May 2018
Quinton	Thomas	Olson	BS	Geology		May 2018
Kristin	Marie	Pratscher	BS	Geology		May 2018
Katie	L	Ramirez	BS	Geology		May 2018
Katharine	Marie	Ross	BS	Geology		August 2018

Andrew	R	Schappert	BS	Geology		May 2018
Joshua	Alan	Smith	BS	Geology	CUM	May 2018
Ziad	Zaafan Aly	Abdelkawy	BS	Industrial Engineering and Engineering Management		May 2018
Douglas	James	Bachand	BS	Industrial Engineering and Engineering Management		May 2018
Ben	Isaac Daniel	Broeker	BS	Industrial Engineering and Engineering Management		May 2018
Edward		Cardenas	BS	Industrial Engineering and Engineering Management		May 2018
James		Carver	BS	Industrial Engineering and Engineering Management		May 2018
DJ		Collier	BS	Industrial Engineering and Engineering Management		May 2018
Zachary	Steven	Fox	BS	Industrial Engineering and Engineering Management		May 2018
Abigail	Alana	Fuller	BS	Industrial Engineering and Engineering Management	CUM	May 2018
Stacie	Lynn	Hull	BS	Industrial Engineering and Engineering Management		May 2018
Devin	Stone	Ingvalson	BS	Industrial Engineering and Engineering Management		May 2018
Bryce	Allen	Kallhoff	BS	Industrial Engineering and Engineering Management		May 2018
Reece	Leroy	Magnuson	BS	Industrial Engineering and Engineering Management		May 2018
Bennett	Vincent	Medeck	BS	Industrial Engineering and Engineering Management		May 2018
Jacob	Cole	Schroeder	BS	Industrial Engineering and Engineering Management		May 2018
Nicholas	Gandolfi	Stullenburger	BS	Industrial Engineering and Engineering Management		May 2018
Maxwell	G	Sykora	BS	Industrial Engineering and Engineering Management	CUM	May 2018
Kevin	Kurt	Thompson	BS	Industrial Engineering and Engineering Management		May 2018
Jessica	Lauren	Tye	BS	Industrial Engineering and Engineering Management		May 2018
Chase	Leonard	Browdie	BS	Interdisciplinary Sciences		August 2018
Brennan	Elizabeth	Huwe	BS	Interdisciplinary Sciences		May 2018
Joshua	Charles	Jacini	BS	Interdisciplinary Sciences		May 2018
Genevieve	Laurea	Kennedy	BS	Interdisciplinary Sciences		May 2018
Brian	Michael-Allen	Orr	BS	Interdisciplinary Sciences		August 2018
Mollie	Elizabeth	Petersen	BS	Interdisciplinary Sciences		May 2018
Jamie		Reisenburg	BS	Interdisciplinary Sciences		May 2018
Brendan	Skye	Sorestad	BS	Interdisciplinary Sciences	MAGNA	August 2018
Matthew	James	Stiegel	BS	Interdisciplinary Sciences		May 2018
James	Aaron	Anderson	BS	Mechanical Engineering		May 2018
Nathan	Richard	Baatz	BS	Mechanical Engineering	MAGNA	May 2018
Luke	Daniel	Bauske	BS	Mechanical Engineering	CUM	May 2018
Andre	Jon	Bieber	BS	Mechanical Engineering		May 2018
Skyler	Adam	Brungardt	BS	Mechanical Engineering		May 2018
Chad	G	Buse	BS	Mechanical Engineering	MAGNA	May 2018
Michael	D	Bush	BS	Mechanical Engineering	CUM	May 2018
Jamie	M	Caffee	BS	Mechanical Engineering		August 2018
Corwin	Paul	Coldman	BS	Mechanical Engineering		May 2018
Cody	Duanne	Cooper	BS	Mechanical Engineering		May 2018
Darrin	Michael	Dimmitt	BS	Mechanical Engineering		May 2018
Sean	T	Earley	BS	Mechanical Engineering		May 2018
Ryann	Marie	Eckblad	BS	Mechanical Engineering		May 2018
Tyler	Jacob	Ehnert	BS	Mechanical Engineering	CUM	May 2018
Jacob	Dean	Fonkert	BS	Mechanical Engineering		May 2018
Garrett	William	Funk	BS	Mechanical Engineering		May 2018
Kevin	Seunghak	Grimsted	BS	Mechanical Engineering		May 2018
Trevor	L	Gunderson	BS	Mechanical Engineering		May 2018
Raymond	Rui Zhong	Hale	BS	Mechanical Engineering		August 2018
James	Richard	Hann	BS	Mechanical Engineering		May 2018
Andrew	David	Holmberg	BS	Mechanical Engineering	CUM	May 2018
Aaron	D	Iversen	BS	Mechanical Engineering	MAGNA	May 2018
Trevor	J	Jerome	BS	Mechanical Engineering	CUM	May 2018
Devon	Stephen	Jones	BS	Mechanical Engineering		May 2018
Joshua	Caleb	Kajer	BS	Mechanical Engineering		May 2018
Austin	Ray	Kaul	BS	Mechanical Engineering	SUMMA	May 2018
Sean	W	Kittler	BS	Mechanical Engineering		May 2018
Noah	Robert	Klamm	BS	Mechanical Engineering	CUM	May 2018
Eric	James	Krebs	BS	Mechanical Engineering		May 2018

Hans	Peter	Leong	BS	Mechanical Engineering		May 2018
Brandon	David	Lind	BS	Mechanical Engineering	SUMMA	May 2018
Jordan	Paul	Liske	BS	Mechanical Engineering		May 2018
Samuel	Phillip	Magnuson	BS	Mechanical Engineering		May 2018
Francis	L	Marso	BS	Mechanical Engineering	SUMMA	May 2018
Jacob	Jeffery	Maxfield	BS	Mechanical Engineering		May 2018
Jakob	M	Meier	BS	Mechanical Engineering		May 2018
Casey	Allen	Moeller	BS	Mechanical Engineering		May 2018
Luis	Antonio	Muci-Castaneda	BS	Mechanical Engineering		May 2018
Nathan	Alexander	Patterson	BS	Mechanical Engineering		May 2018
Bo		Paulsen	BS	Mechanical Engineering		May 2018
Jason	Mickal	Pedersen	BS	Mechanical Engineering		May 2018
Kari	Olavi	Pulli	BS	Mechanical Engineering	MAGNA	May 2018
Carson	Taylor	Purtell	BS	Mechanical Engineering		May 2018
David	H	Reinhardt	BS	Mechanical Engineering		May 2018
Tyler	Jackson	Ronken	BS	Mechanical Engineering	CUM	August 2018
James	Thomas	Roussel	BS	Mechanical Engineering		May 2018
Steven	Brad	Rozier	BS	Mechanical Engineering		May 2018
William	B	Rude	BS	Mechanical Engineering		May 2018
Joree	Nicole	Sandin	BS	Mechanical Engineering		May 2018
James	Calvin	Sellens	BS	Mechanical Engineering	CUM	May 2018
Biru		Sharma	BS	Mechanical Engineering		May 2018
Tanner	Reid	Shipman	BS	Mechanical Engineering	CUM	August 2018
Colten	Mikel	Shipper	BS	Mechanical Engineering	CUM	May 2018
Westley	I	Skogen	BS	Mechanical Engineering		May 2018
Joshua	Alan	Thomas	BS	Mechanical Engineering		May 2018
Garret	John	Trupe	BS	Mechanical Engineering		May 2018
Michael	Dale	Vander Wal	BS	Mechanical Engineering	MAGNA	May 2018
Lyle	Reynold Frank	Vaz	BS	Mechanical Engineering	SUMMA	May 2018
Aaron	C	Vogel	BS	Mechanical Engineering	SUMMA	May 2018
Eric	D	Volesky	BS	Mechanical Engineering		May 2018
Samuel	Cavitt	Vollmer	BS	Mechanical Engineering		May 2018
Albert	Taro	Warns	BS	Mechanical Engineering	MAGNA	May 2018
Samuel	James	Wendte	BS	Mechanical Engineering		May 2018
Marcus	Cameron	Wiebe	BS	Mechanical Engineering		May 2018
Joshua	Warren	Witte	BS	Mechanical Engineering		May 2018
Joseph	Mark	Bauer	BS	Metallurgical Engineering	SUMMA	May 2018
Daniel	Jacob	Funk	BS	Metallurgical Engineering		May 2018
Alyssa	Marie	Gebhart	BS	Metallurgical Engineering		May 2018
Brandon	Luke	Golenda	BS	Metallurgical Engineering		May 2018
Kathryn		Hines	BS	Metallurgical Engineering	CUM	May 2018
Darin	Thomas	James	BS	Metallurgical Engineering	CUM	May 2018
Robin	Evan	Jerman	BS	Metallurgical Engineering	MAGNA	May 2018
Royle	W	Juusola	BS	Metallurgical Engineering		May 2018
Roy	Daniel	Kesterson	BS	Metallurgical Engineering	MAGNA	May 2018
Katelyn	R	Kirsch	BS	Metallurgical Engineering		May 2018
Alex	John	Lewis	BS	Metallurgical Engineering		May 2018
Bryce	Jeffrey	Mann	BS	Metallurgical Engineering		May 2018
Elizabeth	Reid	Montemayor	BS	Metallurgical Engineering		May 2018
Daniel		Nagel	BS	Metallurgical Engineering		May 2018
Melissa	Ann	Nieland	BS	Metallurgical Engineering	CUM	May 2018
Joseph	Steele	O'Bryant	BS	Metallurgical Engineering		May 2018
Eduardo	Evan	Perez	BS	Metallurgical Engineering		May 2018
Seth	Stephen	Petra	BS	Metallurgical Engineering		May 2018
Robert	D	Seivert	BS	Metallurgical Engineering	SUMMA	May 2018
Abigail	Rae	Sherwood	BS	Metallurgical Engineering	SUMMA	May 2018
Jared	Glen	Boehmer	BS	Mining Engineering		May 2018
Seth	H	Davis	BS	Mining Engineering		May 2018

David	J	Fielding	BS	Mining Engineering		May 2018
William	Robert	Heasley	BS	Mining Engineering		May 2018
Richard		Hovdenes	BS	Mining Engineering		May 2018
Peter	Barrett	Hunter	BS	Mining Engineering		May 2018
Kory	James	Knottnerus	BS	Mining Engineering		May 2018
Daniel	Douglas	Koelfgen	BS	Mining Engineering		May 2018
Sunghhee		Lee	BS	Mining Engineering	CUM	May 2018
Garrett	Eugene	Mack	BS	Mining Engineering		May 2018
Ethan	Oliver	Marcoux	BS	Mining Engineering	CUM	May 2018
Cale	Evan	Moore	BS	Mining Engineering		May 2018
Jackson	Rison	Roberts	BS	Mining Engineering		May 2018
Bobbi	Geene	Strange	BS	Mining Engineering		May 2018
Charles	J	Zuraitis	BS	Mining Engineering		May 2018
Franklin	Alexander	Lemmons	BS	Physics		May 2018
Chamaka	Sandeepa	Senarath	BS	Physics		May 2018
Daniel	Ralph	Tronstad	BS	Physics	SUMMA	May 2018
Donald	D	Iversen	ME	Electrical Engineering Emphasis		May 2018
Michaela	E	Halvorson	MS	Atmospheric and Environmental Sciences		August 2018
Mitchell	Joseph	Kern	MS	Atmospheric and Environmental Sciences		August 2018
Clint	M	Leeper	MS	Atmospheric and Environmental Sciences		May 2018
Nathan	Logan Jeffrey	Lynum	MS	Atmospheric and Environmental Sciences		August 2018
Emily	Katherine	Stickney	MS	Atmospheric and Environmental Sciences		May 2018
Cody	Harrison	Troop	MS	Atmospheric and Environmental Sciences		May 2018
Lauren	Brown	Estridge-Zwanzig	MS	Biomedical Engineering		May 2018
Brianna		Jaward	MS	Biomedical Engineering		August 2018
Neyala		Motlagh	MS	Biomedical Engineering		August 2018
Ashley	D	Preston	MS	Biomedical Engineering		May 2018
Bradley	A	Anderson	MS	Chemical Engineering		May 2018
Nathaniel	Elliott	Chapman	MS	Chemical Engineering		August 2018
Rishi Kesh		Ederada	MS	Chemical Engineering		May 2018
Ellen	Edzayi	Kodzomoyo	MS	Chemical Engineering		May 2018
Bharathkiran		Maddipudi	MS	Chemical Engineering		August 2018
John	Sanders	Moore	MS	Chemical Engineering		May 2018
Shannon	Kate	Morse	MS	Chemical Engineering		August 2018
John		Nicpon	MS	Chemical Engineering		May 2018
Donald	Sidney	Skillings	MS	Chemical Engineering		May 2018
Ambrose	Putiere	Tingan	MS	Chemical Engineering		May 2018
Tope	Onibuore	Akinmoladun	MS	Civil and Environmental Engineering		May 2018
Cooper		Bowen	MS	Civil and Environmental Engineering		May 2018
Marcus		Cannon	MS	Civil and Environmental Engineering		May 2018
Jeremy	Jerome	Feist	MS	Civil and Environmental Engineering		May 2018
Kara	E	Gromicko	MS	Civil and Environmental Engineering		May 2018
Mackenzie	Lee	Kenney	MS	Civil and Environmental Engineering		May 2018
Charles	John	Kieffer	MS	Civil and Environmental Engineering		May 2018
Hyo in		Lee	MS	Civil and Environmental Engineering		May 2018
Jesse	Jay	Punsal	MS	Civil and Environmental Engineering		May 2018
Drew	Allan	Vance	MS	Civil and Environmental Engineering		May 2018
Hunter		Vincent	MS	Civil and Environmental Engineering		May 2018
Joseph	Michael	Wilder	MS	Civil and Environmental Engineering		May 2018
Mark	Marvin	Yeske	MS	Civil and Environmental Engineering		May 2018
Zachery	DeVaar	Crandall	MS	Computational Sciences and Robotics		May 2018
Jonathan	David	Dixon	MS	Computational Sciences and Robotics		May 2018
Dan Sedeu Henri		Dion-Gokan	MS	Construction Engineering and Management		May 2018
Ross	William	Edison	MS	Construction Engineering and Management		May 2018
Christopher	Cody	Jankowski	MS	Construction Engineering and Management		May 2018
Md Raqibull		Hasan	MS	Electrical Engineering		May 2018
Asif		Hassan	MS	Electrical Engineering		May 2018
Jeremy	Cheyene	Adams	MS	Engineering Management		May 2018

Brandon		Andreen	MS	Engineering Management		May 2018
Zachari	B	Greager	MS	Engineering Management		May 2018
Morgan	Alisha	Kikendall	MS	Engineering Management		May 2018
Chantz	Andrew	Lange	MS	Engineering Management		May 2018
Patches	Shane	Little	MS	Engineering Management		May 2018
Victoria	Rita-Cecile	Mauro	MS	Engineering Management		May 2018
Neyala		Motlagh	MS	Engineering Management		August 2018
Charlie	Danh	Russell	MS	Engineering Management		May 2018
Krista	Marie	Showalter	MS	Engineering Management		May 2018
Clark	M	Wismer	MS	Engineering Management		May 2018
Robert	Matthew	Huber	MS	Geology and Geological Engineering		May 2018
Rajeshwar Shilpika		Podali	MS	Geology and Geological Engineering		May 2018
Caleb		Ubl	MS	Geology and Geological Engineering		May 2018
Michelle	Marie	Jensen	MS	Materials Engineering and Science		May 2018
Oladimeji	Sakirudeen	Oladepo	MS	Materials Engineering and Science		May 2018
Nathan	William	Smaglik	MS	Materials Engineering and Science		May 2018
Yoseph	Demerew	Kigeneh	MS	Mechanical Engineering		May 2018
Joseph	Robert	Newkirk	MS	Mechanical Engineering		May 2018
Nathan	Ryan	Scholl	MS	Mechanical Engineering		May 2018
Rotimi	Dare	Akinnuoye	MS	Mining Engineering and Management		May 2018
Donald	Edward	Hall	MS	Mining Engineering and Management		May 2018
Venkata Aneesh		Kona	MS	Mining Engineering and Management		May 2018
Marie	Hamill	Ojeda	MS	Mining Engineering and Management		May 2018
Sanmi	Jeremiah	Omotilewa	MS	Mining Engineering and Management		May 2018
William	Gordon	Simms	MS	Mining Engineering and Management		May 2018
Broc	Stephen	Kokesh	MS	Paleontology		May 2018
Scott	Patrick	Kottkamp	MS	Paleontology		May 2018
Megan	Rae	Norr	MS	Paleontology		May 2018
Emily	Alyn	Dvorak	MS	Physics		May 2018
Yichun		Ding	PhD	Biomedical Engineering		August 2018
Jessica	Janness	Evans	PhD	Biomedical Engineering		May 2018
Tao		Xu	PhD	Biomedical Engineering		May 2018
Mohit		Bibra	PhD	Chemical and Biological Engineering		August 2018
Suvarna	N	Talluri	PhD	Chemical and Biological Engineering		August 2018
Namita		Shrestha	PhD	Civil and Environmental Engineering		August 2018
Scyller	J	Borglum	PhD	Geology and Geological Engineering		May 2018
Kyle	Thomas	Hazelwood	PhD	Geology and Geological Engineering		August 2018
Kayode	Mobolaji	Ajayi	PhD	Mechanical Engineering		May 2018
Walelign	Messele	Nikshi	PhD	Mechanical Engineering		May 2018
Fan		Zheng	PhD	Nanoscience and Nanoengineering		May 2018
Jacob	B	Boschee	PhD	Physics		August 2018
Douglas	R	Tiedt	PhD	Physics		August 2018

South Dakota State University
Spring 2018 Candidates

DOCTOR OF PHILOSOPHY

Abdullah Boudaqa
Suresh Damodaran
Francis Dwomoh
Joseph Dzisam
Eli Felts
Eric Guthrie
Milkah Kahi
Praveena Kanchupati

Stacy Lindblom-Dreis
Michael Lynch
Shadai Martin
Luai Muhammad
Gitanjali Nanda Kafle
Fredrick Ochieng
Wirat Pipatpongpinoy
Yeyan Qiu

Joseph Robertson
Sepideh Sadeghi
Dawn Van Ruler
Geoffrey Vincent
Zhao Wang
Megan Webb
Ruth Wienk

DOCTOR OF NURSING PRACTICE

Brittany Preston

Jennifer Risse

DOCTOR OF PHARMACY

Avery Aldridge
Janelle Anderson
Alexandra Anzai
Kara Benson
Alex Besey
Kristen Binger
Benjamin Bolinske
Jamiey Brooks
Andrea Burr
Sarah Calhoon
Aimee Carlson
Shelby Carlson
Nicole Carr
Fang Chen
Beau Craig
Megan Dorsey
Heath Eischens
Kendra Ernste
Whitney Eystad
Jonathan Feist
Matthew Gibbons
Casey Goodhart
Kiel Grant
Erin Gullickson

Teagan Gustafson
Christina Hansen
Austin Haugestuen
Rick Heiman
Kelsie Heiser
Morgan Hemmingson
Casey Hettinger
Vanessa Hinkle
Elizabeth Hodges
Jairus Hovey-McBride
Christina Huey
Gina Johanson
Austin Johnsen
Jack Kerner
Elizabeth Klein
Kayte Kurth
Spencer Kurtz
Kayla Kurtzweg
Lauren Kuschel
Jade Kutzke
Alyssa Larson
Cassidy Latusek
April Lick
Brian Marks

Morgan Mathieu
Shannon Miller
Allison Mitchell
Keaton Moffitt
Zachary Mullin
Elizabeth Murray
Alex Olson
Maggie Orn
Emma Peschong
Ashley Reiersen
Connor Rumpca
Nicole Schaberg
Gregory Schaefer
Megan Schlinz
Kristen Schroeder
Dongwoo Seo
Nathan Smith
Trace Steckler
Clare Steffen
Nicole Stenzel
Kayla Struck
Nathan Sutera
Mariah Taylor
Crystal Van Iperen

Paige Weeldreyer
Joshua Weinberg

Lauren Wilde
Shelby Young

Aaron Zieske

MASTER OF ARCHITECTURE

Justin Davis
Teresa Hebert
Bret Holt

Mackenzie Lane
Cesar Marin Rodriguez
Jared Nurnberger

Levi Pfeil

MASTER OF ARTS

Matthew Bowen

MASTER OF EDUCATION

Kaia Chambers
Skyler Eriksen
Dana Felderman
John Ginther
Shana Harming

Meagan Irvine-Miller
Connie Johnson
Kirstin Livermont
Garth Minnick
Joann Mueller

Mary Robertson
Xiaoyuan Wang
Mikel Warne

MASTER OF ENGINEERING

Nicholas Arens
Oliver Chang

Joesph Galvin
Benjamin Parsley

Brennen Walley

MASTER OF MASS COMMUNICATION

Anthony Gorder
Sherianne Hermes
Sherise Ivy

Jessica McLain
Whitney Truax
Chantel Vatnsdal

Charean Williams

MASTER OF PUBLIC HEALTH

Cynthia Granum

Stephanie O’Kief

Kayli Rageth

MASTER OF SCIENCE

Kaitlyn Abrahamson
Rakesh Roshan Ade
Sefa Adekpui
Zeyad Albahr
Nashmiah Alhamdawi

Bashaer Alotaibi
Mona Alshamrani
Nabilah Alshibli
Hamd Alsobhi
Elaf Alzhrani

Archibald Amoako
Jonah Amponsah
Duncan Anderson
Christopher Angerhofer
Brianna Ashauer

Naresh Avula	Athukoralage	Bojan Mihajlovic
Girma Ayana	Gunawardana	Molly Millage
Jibin Babu George	Tyler Hagen	Elizabeth Mills
Kelsi Bailey	Andrea Hanson	Emily Mitchell
Courtney Ballard	Nicholas Hanten	Theodore Mohr
Surendra Bam	Joshua Hartelt	Payton Monson
Abiral Baniya	Andrea Haubert	Nan Nan
Jacob Baustian	Brady Hauswedell	Jena Nelson
Damon Bayer	Jessie Hendricks	Temitope Odeleye
Deryn Beck	Mark Hendrix	Mamata Ojha
Nancy Bell	Abdalnaser Hesaien	Megan Olson
Carly Benson	Misty Hildenbrand	Norah Beverly Orina
Janelle Berg	Yazen Hindieh	Lydia Osa-Andrews
Elise Berheim	Anna Howard	Alex Pagel
Vibhansh Bidua	Mollie Hublou	Kabita Pandey
Austin Brynjulson	Jeffrey Irwin	Sujan Parajuli
Merritt Burch	Supriya Sampat Jadhav	Ramya Mitra Patnam
Michael Carlson	Rohit Jain	Damodaram
Matthew Carpenter	Harsh Jani	Devendra Paudel
Vinay Kumar Ceela	Holly Jaspersen	Emily Paull
Radhika Chakravarty	Joshua Johnson	Alicia Petersen
Sophia Conzemius	Katie Johnson	Joseph Petersen
Caylee Costello	Stephen Jones	Joshua Peterson
Puskar Dahal	Deepak Joshi	Emily Petzel
Suresh Daravath	Laura Kahler	Jharna Pokhrel
Tanvee Deshpande	Jaiprakash Kanagaraj	Sara Prosen
Jessica Dial	Kaylee Karsky	Sai Mukund Ramakrishnan
Annalise Duffy	Kyle Kaskie	Jason Rockwell
Whitney Edgington	Holly Kelly	Sonia Rodriguez-Jimenez
Chidubem Enyekwe	LeAndre Kennedy	Mary Roudabush
Michelle Feiszli	Robin Keyser	Dheeman Saha
Derek Friend	Najam Khan	Sruthi Saini
Gina Fritz	Kristi Koll	Samantha Salathe
Dinesh Fuyal	Jenna Lindsey	Max Sauer
Varun Kumar Gadipudi	Jennifer Lutze	Vishal Seth
Carol Gibbon	Rebecca Lyall	Mark Sheahan
Ryan Golden	Arwa Maqbol	Timothy Shepherd
Santu Golder	Mandy McCarthy	Aiman Shiko
John Green	Keeley McConkey	Dinesh Shrestha
Joshua Grover	Christian McKone	Jagdeep Singh Sidhu
Manik Gudimani	Morgan McLain	Josie Sieberg
Bailey Gullikson	Mukesh Mehata	Britta Simpson
	Rachel Meyers	Sue Sinn

Sudheer Sripathi
 Amy Steffen
 Dean Stier
 Eric Stratman
 Shelby Sumner
 Sarah Swantner
 Janine Swartz
 Yohannes Tecleab
 Derek Tolbert
 Jill Tschetter

Connor Turek
 Kendall Uhrich
 Sai Rajkumar Vadla
 Brian Van De Stroet
 Nicole Van Heek
 Jeren Vanduch
 Daniel Vellek
 Jill Voorhees
 Susan Wallrich
 Austin Walz

Jason Weber
 Samantha Welu
 Austin Westland
 Brittanny Wiener
 Francesca Willard
 Dalton Williams
 Most Farzana Yesmin
 Casey Zangaro
 Rochelle Zens
 Yunfan Zhang

BACHELOR OF SCIENCE IN NURSING

Madison Agey
 Samantha Anderson
 Rebecca Apland
 Ivy Arndt
 Sheila Askeland
 Maria Aune
 Kristie Bade
 Laura Bateman
 Aubrey Behrens
 Joshua Beier
 Ellie Benson
 Michael Blazek
 Dustin Boes
 Emily Bohle
 Emily Borchert
 Nolan Bostic
 Alivia Braniff
 Kayla Breske
 Nathan Brown
 Melissa Buhl
 Cassandra Bunkers
 Denise Busch
 Abby Carlson
 Miranda Carlson
 Diane Castleman
 Brianne Christensen
 Kole Cooper
 Courtney Couchey
 Mikayla Crocker
 Alyssa Daschle

Alexandra DeJong
 Savannah Dolezal
 Delaney Fanslau
 Christina Ferguson
 Rhonda Flottmeyer
 Kari Forgey
 Natalie Fylstra
 Amy Gaetze
 Lindsey Gallagher
 Sally Gesembe
 Aleisia Gomez
 Nancy Goodfellow
 Carly Goodhart
 Kimberly Goodsen
 Emily Gray
 Austin Green
 Macy Gunderson
 Ashtyn Haak
 Nicole Haan
 Nicolle Hagen
 Rachel Halbur
 Kyla Hall
 Micalanne Hanten
 Lacey Harkin
 Charles Harmon
 Samantha Headrick
 Samantha Heeren
 Evan Heintz
 Rachel Henselin
 Samantha Hughes

Sarah Issler
 Brooke Johnson
 Mikayla Johnson
 Shelby Johnson
 Adam Johnston
 Tyler Joyal
 Paige Kauffman
 Joseph Keane
 Mary Keeling
 Nicole Kepler
 Marie Klasen
 Laura Klaudt
 Kinzi Knobloch
 Mariah LaCroix
 Monica Larson
 Kylee Lerback
 Emma Lilleberg
 Victoria Lowe
 Alexandra Lunneborg
 Kaylyn Lunneborg
 Mackenzie Mack
 Kelsey Maeyaert
 Ginger Mandel
 Scarlett Maynard
 Riley Mehlhaf
 Matthew Merfeld
 Megan Mingo
 Emily Mochel
 Stephanie Mulvehill
 Chesney Nagel

Keith Nelson	Trent Sever	Sadie Tisdale
Eric Parry	Allison Siver	Stephanie Tucker
Janae Paul	Stacey Smith	Peyton VandeBrake
Lesley Petree	Haley Snell	Abbey VanMeeteren
Justine Possail	Claire Snyder	Jennifer Vipond
Shelby Remund	Devaroux Stanga	Rachel Waldner
Keylee Rentschler	Justin Stevens	Hunter Wallace
Alicia Richter	Anna Strong	Holly Walton
Kara Ritter	Kaitlin Sulentic	Marissa Weber
Kelsey Sayler	Angela Swatlowksi	Rebecca Weitbrecht
Beth Schlup	Kimberly Tadlock	Britt Williams
Monta Schnee	Morgan Te Slaa	Teegan Wohlers
Jessica Schnyders	Megan Theesfeld	Tamara Wood
Kellyn Schulz	Jennifer Thiessen	Melinda Woods
Courtney Schwartz	Laura Thomas	Allie Zieske

BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING

Seth Boerboom	Les Jelsma	Jared Neuharth
Joshua Daum	Nicholas Klingenberg	Tyler Propst
Joseph DeBoer	Logan Knoshal	Abigail Repenning
Lucas Deraldall	Kyle Kramer	Justin Spies
Seth Haigh	Caleb Lang	Ryan VanTassel
Timothy Harder	Miranda LeBrun	

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Ahmad Abu Amara	Benjamin Hogen	Logan Pickner
Eqab Alharbi	Shelly Iburg	Prateek Rai
Abdullah Aljadani	Brian Kidd	Kendal Rusten
Derek Behrens	Cameron Lanier	Kelly Scegura
Nathan Benson	Mathew LaVoy	Andrew Schrader
Jordan Brandon	Emily Lawrenson	Michael Siewert
Brady Brockel	Jerred Lee	Vishal Tyagi
Steven Bunch	Benjamin Lichty	Allison Van Horn
Deng Deng	Matthew Mazourek	Dillon Waldera
Kate Ellis	Emily Meerdink	Jonathan Westhoff
Austin Etrheim	Benjamin Meyer	Cody Woessner
Matthew Fry	Tyson Mitzel	Alec Zimiga
Nole Harrington	Pratik Modani	Matthew Zobel
Cedric Hay	Marco Paulo Pereira	
Evan Henningsen	Castro	

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Zachary Aman	Shivali Gupta	Drake Olson
Joel Andrews	Derek Haugen	Kyle Paxton
Michael Bailey	Christopher Hendricks	Taylor Pekarek
Chandler Bauer	Sai Bhaskar Raju Indukuri	Mitchell Petit
Matthew Gollaher	Quazi Irfan	Christopher Tudehope
Ryan Goodwin	XiaoZhu Jin	Yiran Zhang
Kenneth Grovenburg	Elizabeth McLaughlin	

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

Zach Beitzel	Brenden Larsen	Andrew Scherff
Alexander Dewald	Matthew Lembeck	Dillon Schmidt
Megan Fier	Benjamin Mitchell	Ethan Smith
Grant Galbraith	Daylen Mitlyng	Mark Sontag
Jay Kizer	Mitchell Nissen	Dessie Taylor
Nathan Klein	Taylor Pekarek	Nathan Tomczak
Brenden Larsen	Cooper Scheffler	Cordell Wobig

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Heather Ahlgrim	Andrew Hildebrant	Keith Rolstad
Zachary Andera	Calvin Kielas-Jensen	Christopher Rumrill
Aaron Bartz	Jacob Kirby	Tyler Russ
John Clarey	Elijah Maska	Michael Saffel
Aaron Decker	Thien Nguyen	Ryan Steinkamp
Jonathan DeNoon	Tyler Panek	Luke Stewart
Matthew DeNoon	Abdelrahman Man Raslan	Brian Turner
Jacob Gubbrud	Spencer Riddle	

BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY

Blake Arbogast	Adam Hunter	Alec Whitcomb
Nicholas Babcock	Nathan Lax	

BACHELOR OF SCIENCE IN MATHEMATICS

Megan Aadland	Callie Duque	Jake Larson
Alec Bolme	Gabrielle Flores	Katie Murtha
Wesley Bowen	Gavin Glynn	Samantha Nystrom
Brendan Branick	Bailey Jorgensen	Jacob Olson
Eric Duchossois	Ali Lacey	Thomas Pattara

Jonathan Sax

Stephanie Schmidt

Lincoln Stoebner

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Hussein Abu Amara

Mitchell Klein

Samuel Reski

Sarah Albeloushi

Clinton Kolbeck

Neil Schlingen

Talal Alharbi

Wyatt Kraus

Patrick Schroeder

Patrick Bowden

Kinsey Kurtenbach

Christian Schweigert

Claire Eggleston

Jeremy Laird

Elhussein Moham Shata

Merrick Erickson

Tanner Lambert

Daniel Shultz

Jackson Feiner

Cole Langer

Cole Sullivan

Austin Gee

Eric Looyenga

Abdalmohsin Takrouni

Gannon Gustafson

Alex Marks

Wesley Vander Pol

Spencer Hauge

Mohamed Rishard

Mason Walker

Christian Hogan

Mohamed Rameez

Andrew Waterman

Matthew Huber

Christopher Nwokoagbara

Derek Wynia

Jeremy Huether

Cody Reed

Joshua Zwinger

Cole Jorgensen

Trevor Reinesch

BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT

Ali Alkhatir

Nathan Guggisberg

Yousuf Mabkhut Muqadm

Andrew Bell

XZarrion Hinshaw

Al Mahri

Collin Citrowske

Tyler Knutson

Matthew Strom

Anthony Fulkerson

Nathan Lax

Nichole Zazula

ASSOCIATE OF SCIENCE IN ENGINEERING

Jeremy Olson

Zachary VanLiere

BACHELOR OF SCIENCE IN AGRICULTURE

Nathan Adrian

Andrew Berg

Justin Brown

Lucas Amundson

Braydon Berger

Anthony Buechler

Emily Andersen

Sidney Bierman

Brianna Buseman

Paige Anderson

Cassie Binger

Landon Bushong

Jenika Arens

Paige Binger

Alaine Buysse

Matthew Arnold

Caleb Blaisdell

Rebecca Cantwell

Brady Ayers

Jaden Boerboom

Alana Caron

Bennet Baker

Matti Boomgaarden

Lucas Ching

Alexis Bakker

Tucker Bowar

Kyle Christopher

Olivia Bartel

Austin Bower

Jordyn Clark

Philip Beck

Grant Brass

Tyler Clayton

Cord Cnossen
 Andrea Collins
 Jordan Coon
 Andrew Coughlin
 Hattie Cramer
 Austin Davis
 Bryan Davis
 Landan Davis
 Kelbi Dean
 Nicholas Dumke
 Alison Durham
 Courtney Eibs
 Cody Eichmann
 Jaydin Ellenbecker
 James Ellsworth
 Benjamin Endres
 Seth Engen
 Naomi England
 Kristin Erf
 Derik Evans
 Annaliese Favorite
 Cara Finck
 Jamie Fischer
 John Fitzgerald
 Matthew Funk
 Michael Garrett
 Blaine Geppert
 Kylee Geppert
 Grace Gjersvik
 Breanne Gober
 Robert Goetz
 Nicholas Gortmaker
 Andrew Goulet
 Paige Gravenhof
 Joshua Green
 Daniel Griese
 Morgan Grunzke
 Erin Gubbels
 Catelyn Hall
 Nicholas Hamill
 Nicole Hamilton
 Laura Hauser
 Austin Heiser

Gavin Held
 Anna Hemenway
 Trenton Hemmer
 Bailey Hill
 Jordan Hill
 Raela Hines
 Lydia Hite
 George Hoerichs
 Nickolas Hofer
 Trenton Hofer
 Russell Hoffman
 Marcus Honcharenko
 Cody Hoyes
 Kadem Huber
 Tobin Huelsnitz
 Jack Huether
 Luke Hyronimus
 Ty Iverson
 Benjamin Jacobs
 Austin Janssen
 Jessica Jasper
 Meagan Jensen
 Cade Johnson
 Colin Johnson
 Dylan Johnson
 Gramm Johnson
 Kyler Johnson
 Samuel Johnson
 Trent Johnson
 Nicholas Kahler
 Jacob Kaiser
 Joseph Kalina
 Dalton Kampsen
 Sterling Kappes
 Lindsey Kaufmann
 Dru Kenny
 Hayden Kerkaert
 Austin Kesteloot
 Abigail Kibble
 Brent Klingenberg
 Hunter Klontz
 David Kocer
 Johnathon Kramer

Seth Kranz
 Nathan Krog
 Kirby Krogstad
 Bayley Kroupa
 Holly Krueger
 Timothy Krueger
 Natalie Kuehni
 Connor Langerman
 Dillon Lecy
 Rebecca Leddy
 Alex LeDuc
 Mercedes Lemke
 Alan Lenhart
 Tyra Leonhardt
 Kylie Lessman
 Christian Lewis
 Brigit Lozinski
 Clancy Lytle
 Mollie Maresh
 Mackenzie Mattern
 Broc Mauch
 Kyla Mauk
 Bailey McKay
 Robert McLean
 Mark Meland
 Matthew Metzger
 Trace Meyer
 Jayden Michaelsohn
 Ashley Miller
 Brok Miller
 Hayden Miller
 McKayla Moe
 Clara Moeller
 Brittney Morse
 Austin Mosier
 Trevor Mudgett
 Lane Myer
 Charles Nagel
 Luke Niemczyk
 Kaley Nolz
 Clarissa Ober
 Garth Ochsendorf
 Danelle Olson

Cade Opheim	Johnathon Schlechter	Alec Terca
Matt Otto	Kraig Schleusner	Eric Terca
Allyssa Parker	Nolan Schlosser	Alexander Thompson
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Ann Jeanette Flinn
Moreau Armstrong Four Bear
Robert John Gotto
Gillian L.B. Heirigs
Lauren Henning
Brianna Leilani Henry
Yifeng Huo
Jassim Hussain
Khurram Iqbal
Brandon J. Karels
Pamela Jean Kepford
Joseph W. Keppen
Samuel Kenneth Kidd

Jordan H. Kramer
Stephanie Ann Lebsock
Ashley Kae Lewis
Paul B. May
Zachary Adam Meisler
Paige Oboikovitz
Donna Danyel Parsons
Md. Eashin Patwary
Wenceslao David Perez
Mari Beth Perrenoud
Joseph M. Pfeiffer
Andreea Picioroaga
Darin Paul Pool
Devajyothi Potnuru
Stephanie Joan Rieckmann
Alicia Ann Roy
Tiffany L. Sanderson
Brianna Marie Shanks

Prerana Sharma
 Sylvia S. Small
 Tiffany L. Stoeser
 Christopher Rush Storz
 Zuchen Sun

Marielle C. Thomas
 Luis Alfredo Villamizar
 Nikul A. Vyas
 Lesley Wilkinson
 Tanner James Wilson

Master of Social Work

Katelyn Marie Anderson
 Garrett D. Bankston
 Jordan Matthew Bierbrauer
 Melissa Marie Burch
 Jordan Kimsey Catlett
 Chad Mitchell Cooper
 Jason A. Counts
 Jessica Anne Fick
 Jacklyn Genzlinger
 Katey L. Gerken
 Amanda Hill
 Kori Junkman
 Heather Leigh Kirchner
 Savanna Marie Larson
 Lila Rose Leader Charge
 Jennifer Lunder
 Allyson McFarland
 Laura Jean McNaughton
 Donna Jane Nelson
 Laura Ann Nostvick

Chelsea Amber Oppold
 Katherine Maria Phillips
 Kelsey Nicole Mesman
 Sarah Lynn Scherr
 Amber Carey
 Amanda Michelle Shafer
 Richelle Renee Sims
 Jessica Anna Sopko
 Jenna Patricia Sorensen
 Brianna Lynn Stangl
 Amanda Jane Taylor
 Kelsey Marie Thorpe
 Sara Beth Van't Hul
 Cody A. Wagner
 Claire Taylor Wetzel
 Sara Beth Whitley
 Michelle Lynn Williams
 Kelsey Wilson
 Reanne S. Zahn
 Danica Zomer

Bachelor of Arts

Jessica Melissa Allen
 Holly J. Anderson
 Jodann Bachmann
 Emily Rose Bashus
 Jared Michael Bell
 Benjamin John Bemus

Amanda Lynne Berberich
 Raven Lynn Blahnik
 Josey Marie Blare
 Quintin Scott Brady
 Kara Jo Brodsky
 Johnathon Brower

Haley Bryan
 Logan Christopher Bullard
 Saydae Anne Bures
 Christina Bushinger
 Nicole Ann Carson
 Cristian Jafet Castro
 Daniel P. Cavallo
 Madison Twila Charlson
 Charles Mark Charlson
 MarieClaire Christenson
 Scott Michael Clabough
 Juliet M. Clark
 Clay K. Conover
 Amanda Jean Covert
 Jordan David Cushman
 Tony Quang Danh
 Tessa Davis
 Praetoria Lee Diaz
 MaKayla Marie Disburg
 Blake Douglas Donnelly
 Catherine Elizabeth Dougherty
 Heather Ann Egbert
 Noah Michael Engelbrecht
 Mark B. Engeman
 Kelli Ann Ferguson
 Timothy Robert Flynn
 Cristobal Francisquez
 Alison Freese
 Julia Anne Gorham
 Peyton Lee Green
 Taylor Carol Gubbrud
 Cody Lane Gunther
 Michael Dean Hanson
 Aleah Mariana Harker
 Joshua Jeffrey Hayes
 Haley Hayworth
 Elana Jeanne Hicks
 McKenzie Anna Holton
 Hannah L. Horn
 Bethany A. Hutto
 Kourtney Jo Isaacson
 Karla Carolina Jaime
 Brooke E. Johnsen
 Cole James Johnson
 Sarah Elizabeth Jones
 Samantha Joy Jungers
 Hope Riley Justesen
 Melissa Kay

Taylor Anne Kenney
 Emily Jean Klein
 Allie MaeLynn Knofczynski
 Kristin Ruth Knutson
 Shaniah Marie Koops
 Kelsey K. Kunkel
 Meghan Elizabeth Kunkel
 Kasey R. Kurtz
 Courtney Marie Larson
 Kell Ruthmarie Law
 April Jan Lee
 Shanleigh R. Letexier
 Tamee Eloise Livermont
 Edrick Kadee Loudior
 Dragana Lunic
 Anna Jean Madsen
 Abby Margaret Maresh
 Pedro J. Martinez
 Alexandra Jayne Mayer
 Breana Caitlin McHugh
 Ashley Meiners
 Gabrielle Jane Metzger
 Claudia Fern Miller
 Rush Thomas Milne
 Alexandra Lynn Moberly
 Julia Nissen
 Kyle Kenneth Ochsner
 Erika Rachelle Oddy
 Madison James Olafson
 Shane Olney
 Ingrid Peterson
 Rachel Renae Peterson
 Kara Ann Polasky
 Bailey Elizabeth Quanbeck
 Samantha M. Riley
 Emily Mellyn Riley
 Noah William Roberts
 Cole Thomas Rotert
 Marissa Rae Sayetsitty
 Kia Marie Schmitke
 Sydnee Marguerite Schnell
 Hannah Angela Sriver
 Tyler David Sobczak
 Kristen A. Spaans
 Taylor Rose Staab
 Scott Matthew Stallmann
 Sadie Marie Swier
 Andrew James Tagstrom

Aaron D. Tennyson
 Sidney Nicole Theis
 Britney Thorns
 Alyssa Ann Tvedt
 Madeline Vang
 Emily Grace Vidler
 Sydney Renee Volesky
 Allison Marie Vote
 Hannah MaKayla Voudry

Brianna Christine Wegner
 Merisa S. Weigel
 Taylor K. Welberg
 Kallan Jo Westergaard
 Chad Duncan Wieczorek
 Aimee Lyn Wieczorek
 Xavier Wright
 Aime Zongo

Bachelor of Business Administration

Conrad Thomas Adam
 Jared Lee Ageson
 Cole Albertson
 Kyle Jens Anderson
 Tayler John Anderson
 Daniel Anderson
 Courtney Taylor Baker
 Rachel Barclay
 Kerry Berg
 Collin Lee Bertram
 Iveston Mathis Bolden
 Sean Bomkamp
 Aaron Breyer
 Elysia Christine Buehner
 Corbin Vincent Bundy
 Hyun Woong Chang
 Emily Ann Chapa
 Jace Donald Connor
 Jeremy Bernard Coss
 Casey June Elizabeth Crandall
 Andrew J. Crawford
 Justina Marie Cvach
 Kiah Damme
 Shaina Lee Dean
 Kory Thomas Diefendorf
 Sydney Jo Dodd
 Amanda K. Dougherty
 Hope Jade Erickson
 Eric Francis Erlenmeyer
 Brett David Ewald

Tristan Tariq Fasheh
 Ethan Adams Fenchel
 Dylan Charles From
 Nicole Joie Gabrielson
 Zachary A. Geerdes
 Austin W. Goldammer
 Natalie Marie Gronlund
 Cole Edward Hager
 Elizabeth Ann Haney
 Mitchell John Hanson
 Wesley J. Hanson
 Tyler John Hatherly
 Clark Daniel Haugen
 Tong He
 Greyson P. Heckman
 Jenna Marie Heilman
 Noah Francis Helmers
 Ryan J. Hepper
 Blake Donald Hilmoe
 William Joseph Hins
 Mitchell James Hoefling
 Dalton Todd Hoekstra
 Nicholas Raymond Hoflock
 Kelsey Rae Hoines
 Jack Larsen Holmgren
 Daniel Jacob Howe
 Alexander John Humpton
 JiYoung Hur
 Philip Michael Ireland
 Megan Nicole Jamison

Jessica Lynn Jandera
 Ashley Marie Jansma
 Nicholas R. Johnson
 Kacie Ann Jones
 Darrion Jones
 Kathleen Elizabeth Juffer
 Toni Kafton
 Tomas Kamenik
 Trenity Lane Kenobbie
 Alycia Ann Kirchmeier
 Madelin Ann Klamm
 Shayla LeeAnn Klein
 Lucas Richard Kobat
 Matthew Timothy Koch
 Elizabeth Marie Koch
 Barbora Kollarova
 Zach L. Konz
 Allison Lake
 Payton Larsen
 Connor Keith Larson
 Chunghwan Lee
 Riley Cole Leighton
 Rhye Jibben Leonard
 Jinxin Li
 Kate Ryane Liveringhouse
 Levi Travis Mahrt
 Cody A. Majeres
 Emma Christine McCarty
 Kyle John McNeal
 Ashley Meiners
 Mitchell James Merkwon
 Morgan Haley Meyer
 Sean Michael Meyer
 Jordan Meyer
 Lauren Marie Miller
 Mikayla Marie Miller
 Petar Mirkovic
 Jacob Evan Moir
 Alex Joseph Montoya
 Matthew M. Mooney
 Joshua Ray Moore
 Alex D. Morris
 Michelle Andrea Muttach
 Courtney Kathleen Nelson
 Kevin Nelson
 Brittany Schermann Norris
 Brendan Michael Norris
 Alexandra Olson

Travis Onken
 Kyle Owens
 John Curtis Oynes
 Brett Loren Page
 Zachary Parish
 Alex T. Parsons
 Drew Eric Peterson
 Brock David Peterson
 April Peterson
 Quinn Marie Pieper
 Jacob Walter Plath
 Katlin Ptacek
 Jason Matthew Rasmussen
 Daniel Rausch
 Amanda Lynn Rausch-Soesbe
 Kade Joseph Rexwinkel
 Alec Donald Riswold
 Austyn Jordan Ruback
 Thomas Saccente
 Austin John Schelhaas
 Taylor Janae Schoenfelder
 Zane Bennett Schumacher
 Ivy Marie Sherard
 Martha Maria Sorensen
 Taylor John Sperlich
 Derek J. Steele
 Amanda Kimberly Steiner
 Nathan M. Stockfleth
 Danny Curtis Stolp II
 Kelsey Sullivan
 Lindsey Ann Terpstra
 Megan Rose Thomas
 Paige Marjorie Tracey
 Tommy N. Tran
 Tristan James Tupy
 Danielle Tycz
 Nathan Jon Unzen
 Samuel Van Voorst
 Kassie Van Wyk
 Parker Scott Van Zee
 Amy Ann Vertullo
 Kyle Jacob Viereck
 Samantha Allison Villwock
 Shelbie Lynn Walker
 Jared Reagan Waltz
 Tye J. Wangberg
 Karli Mikayla Ward
 Christy Ellen Warnock

Alec Thomas Wegner
 Stephan Bradley Weikert
 Douglas John Wessel III
 Kallan Jo Westergaard
 Michael Lamont Wickersham

Derek Michael Wiebers
 Gawain Javon Williams
 Tyler Wilson
 Man Ting Wong
 Adam Jon Zwanziger

Bachelor of Fine Arts

Nick Akins
 Shelby K. Arment
 Tabitha Lucille Bass
 Andrew L. Cooper
 Courtney Amber Dahlberg
 Elizabeth Eleanor Elder DeTample
 Briana Nicole Earl
 Riley Austin Hoben
 JiHye Hur
 Emma Lea Johnson
 Lydia Joy Kanz
 Kelsey K. Kunkel

Brooke Jacqueline Larsen
 Emily Ann Miller
 Cameron C. Renkly
 Carly Kathleen Ribstein
 David Saldana-Rico
 Madeline Nicole Schmitt
 Rebecca Therese Schuster
 Yuliya Sidenko
 Lauren Danielle Stacks
 Andrea Tostado
 Mikayla Johannah Tuttle
 Austin Richard Vetter
 Sarah Menning Wadsworth

Bachelor of General Studies

Emerald Jean Anderson
 Alonge Charles Brooks Jr.
 Jay Cooper
 Hanne Faust
 Connor J. Forney
 Cody P. Grassi
 Sage Patricia Kipfer
 Becky Kooima
 Tammy Rae Leitru

Sam Robert McLeran
 Michael Charles Meinert
 Jacob A. Nelson
 Kursta Lee Rische
 Jessica Noel Schwader
 Kelly J. Soyland
 Andrew Jerold Watkins
 Sierra Mattea Windsor

Bachelor of Music

Zachary Krogman Behrens
Benjamin R. O'Bryan
Danielle Rose Portz

Katie Joy Svendsen
Emily Grace Vidler

Bachelor of Science

Adewunmi Aderonke Adekola
Evelyn J. Aguilar
Jonathan Ryne Albright
Taylor Andersen
Cash Eric Anderson
Courtney Lynne Anderson
Garrett Wayne Anderson
Tanner Cordell Anderson
Irene Paxton Aplan
Courtney Ruth Arney
Kaitlyn Erin Ashley
Abigail Albina Esther Auch
Heather Auffert
Madeline Aune
Chelsy Bailly
Andrea Grace Bankston
Christopher Barnard
Theresa Faith Barnes
Lindsey Ann Barritt
Teiya Ann Batien
Michael Beals
Alicia Bellefeuille
Troy A. Berg
Tyrell Lane Bertsch
Mitchell John Fischer Bigge
Eric J. Bland
Mark Johnathon Block
Brandee Cheyne Bolman
Caitlin Nicole Bolte
Lara Marie Boman
Jamie Lee Bowden

Shay Scott Bratland
Jessica Rose Brave Heart
Luke Allen Brenden
Cami Brenner
Rainy Dawn Brewer-Nysven
Erin Kaye Briggs
Deann J. Brown
Kaitlyn Mae Brummell
Hodge James Bryan
Miranda Bernice Buckingham
Raquel Audrey Bucklin
Collette Nikkole Burmeister
Drake Burnison
Hunter Burns
Brook Wesley Busselman
Shanice Cannigan
Caleb Cappiello Carr
William Joseph Carr
Geffan Ann Cordova Carter
Abbey Morgan Cerny
Saul Abner Chavez
Annalea Rose Chytka
Tyler Scott Clarkson
Nicole M. Clemen
Parker Collins
Jenna Rae Corbett
Kassidie Cornell
Brice Everett Cowman
Tamara Faye Cox
Michaela Elizabeth Crouch
Richard Heinrich Culver

Brooke Clausen Daane
 Eoghan Dennen Daly
 Alex Anthony Dangler
 Madison M. Dangler
 Amy Joyce Davis
 Hannah Judith Davis
 Chad M. Davison
 Sarah Lindsay Dayton
 Elizabeth Eleanor Elder DeTample
 Kayla Jo DeJong
 Elizabeth Eleanor Elder DeTample
 Lam H. Diep
 Hannah Kelly Dirgins
 Zachary Cole Dockter
 Shenja Jo Doering
 Alexandra Dee Dolezal
 Joshua M. Doss
 Kaela Elizabeth Dougherty
 Jena Lillian Dreyer
 Joshua A. Dudley
 Abby Elizabeth Dufrane
 Bailey Ann Dykstra
 Chloe Patrice Edgar
 Brittany Evans
 Ryan Featherstone
 Jack Dempsey Fenner
 Ana Filipovic
 Caesar William Fire Thunder
 Marie Fischer
 Aaron William Fleischer
 Ashley N. Flood
 Katelyn Marie Floyssand
 Abby Mae Forner
 Seth Richard Foss
 Micaela Elizabeth Frank
 Christina Franka
 Blanca Galindo-Gandara
 Ben Garlock
 Alysia Christine Georgopoulos
 Spencer Daniel Gerdes
 Sydney Jean Giese
 Haley Ann Glasoe
 Brandon Michael Godsey
 Lauren Elizabeth Goetsch
 Shanel Marie Goranowski
 Julia Anne Gorham
 Tyson Graham Jr.
 Bryce Allen Green

Tylar Rose Greenleaf
 Brandon Michael Groenhagen
 Paityn Groos
 Jade Ava Gunnarson
 Caitlyn Nicole Gustafson
 Kayla Marie Haagenonson
 Tyler Raymond Hagen
 Cole Edward Hager
 Joshua J. Hale
 Paul Joseph Halter
 Michael Thomas Hammond
 Alex Derek Hanson
 Jordan Anne Hanson
 Marley Marie Hanson
 Madison Rae Harrington
 Kristina B. Hartley
 Jessica Hope Harvey
 Kymberlee Marie Hassebroek
 Katherine Marie Haverly
 Benjamin Lane Hawkins
 Holly Marie Hayden
 Sidney Paige Heisler
 Marisa Ann Helm
 Hannah Marie Helms
 Madeline Maria Hermes
 Brett Marie Heuer
 William R. Himmler
 Jenny Bryanna Hofer
 Meghan Michelle Hofer
 Hayley Patricia Hogan
 Emily Audrey Hohn
 Michaela Esther Holtz
 Kelly Howell
 Megan Elizabeth Huether
 Brandie Jo Hulstein
 Cameron Hunt
 Christopher Allen Hunt
 Jordan Rae Hunt
 Carlton Lamar Hurst
 Jayce Jeffrey Huska
 Brooke Rose Ireland
 Alec Anthony Janusz
 Kayla Marie Jarandson
 Morgan Ann Jarding
 Caleb A. Johnke
 Casey Jordan Johnson
 Stacy Lea Johnson
 Nathyn M. Jordahl

Megan Mary Jorgensen
 Jordan Matthew Judt
 Keri Kamphoff
 Trevor James Kampshoff
 Emma Elizabeth Kays
 Carter Keith Kerber
 Kaitlyn Marie Kerr
 Seth C. Kersten
 Amanda Jo Ketcham
 Alicia Ali Khatt
 Muhammad B. Khokhar
 Benjamin Michael Kielhold
 Konner William Kielman
 Shayli Jane Kirsch
 Nicole Marie Koehler
 Abigail Kolar
 McKinsey Jo Kost
 Noah Richard Kottke
 Arin Elizabeth Krogman
 Alexa Rae Kruse
 Amber Grace Landsman
 Sara Kay Langel
 Luke Michael Laycock
 Alexis Marie Layne
 Karlie Mae Leighton
 Kellee Quinn Lekavy
 Jake Robert Leohr
 Kalie Mae Leonard
 Hanna Rose Leschisin
 Caitlyn Lint
 Clay T. Lippert
 Jim T. Litrenta
 Tamee Eloise Livermont
 Alexandria Marie Logan
 Xavier Loose
 Sara Dawn Lund
 Joshua Dean Lundgren
 Emily Ann Lundstrom
 James Dean Lusk III
 Kriston Lynn
 Michael Anthony Mack
 Shamly Mackey
 Jenna May Mammenga
 Olivia Mann
 Jackie Lynn Marrinan
 Anissa L. Martin
 Madison Rebecca Martinac
 Callan Elysia Martin

Emily Renae Massey
 Lucas John Mauer
 Caitlyn Rae Mayer
 Kacie Elizabeth McCauley
 Schuyler Thomas-Reed McKibben
 Joshua Michael McWhirt
 Megan MacKenzie Mead
 Kianna Rose Menon
 Brandi Ann Merritt
 Parker Robert Messerli
 Madison Lynn Michels
 Caleb D. Miller
 Alexis Breanne Miranda
 Alexis Breanne Miranda
 Yasmine Montgomery
 Mikaela Marie Moore
 Hannah Catherine Mulder
 Gregory Jay Munneke
 Savannah Rose Murray
 Megan L. Murray
 Tiahna Joy Nath
 Vanessa Marie Navratil
 Sidney Neugebauer
 Jacob W. Newton
 Xuyen Kim Nguyen
 Kouadio Marc-Antoine Audoin B. Niamba
 Daniel P. Noonan
 Samantha Grace Norlin
 Krysta Sophia Novak
 Margaret Elaine O'Brien
 Erin Elise O'Connor
 Whitney Oehlerts
 Jodie Kayleen Olsen
 Kanon Olson
 Iman Omar
 Tyler Austin Pahl
 Tasha Renae Paulson
 Kami Pearson
 Trevor D. Pease
 Jaylynn Marie Peters
 Taylor Ann Petersen
 Landon Lawrence Peterson
 Amanda Kay Peterson
 Kindra Tick Phoummany
 Seth Barnett Pierce
 Matthew Preszler
 Hailey Anne Purves
 Filip Borisovich Radev

Rouza T. Rago
 Christen Ramsey
 Tatum LeAnn Richards
 Samantha J. Ridley
 Hudson Davis Robison
 Katie Rodig
 Rebecca Lorraine Rolfson
 Jessica Eralia Romero
 Jessica Ann Roth
 M. Raisul Rubel
 Emily Jean Runge
 Emily Jean Runge
 Cora Ann Ruzicka
 Jessie Patricia Sadlon
 Samantha T. Santa Maria
 Jacob Samuel Schaefers
 Kristie Jo Schmidt
 Ann Marie Schmidt
 Ethan William Schmidt
 Madeline Nicole Schmitt
 Riley Kay Schneekloth
 Krystal Lynn Schoenbauer
 Maddison Rae Schubert
 Katelyn Melodie Schultz
 Morgan Beth Schwartz
 Tyler Cullen Seidel
 Turner David Serr
 Jackson Lawrence Shriver
 Brandi Lee Simons
 Ashley Marie Slama
 Eliza Claire Smith
 Melissa Lucile Smith
 Reed Solberg
 Rachel Faye Sperl
 Katina Marie Stalder
 Ashley Lynn Stark
 Jennie Marie Steckley
 Jack O. Sternburg
 Jena Marice Stewart
 Megan Elizabeth Street

Lindsay Marie Stroman
 Rachel Marie Struve
 Jonathan M. Susemihl
 Nathan Robert Svendsen
 Emily Anna Te Slaa
 Kali Victoria Teasley
 David Richard Tenglin
 Robel Tewelde
 Kelsey Lynn Theesfeld
 Jessica Lynn Thielen
 Whitney Thies
 Alex P. Thompson
 Kenan Thomas Tiahr
 Kaylie Jane Timm
 Amy Akhilesh Trivedi
 Tiffany Nicole Tysdal
 Audra Jane Van Ekeren
 Jenna Nicole Vander Laan
 Katlynn Vanderwerf
 Victoria Kathryn Varland
 Denis Viktorovich Verbovskiy
 Anthony Joseph Vigneri
 Austin Chandler Walker
 Blake Elvrum Warner
 Steve Michael Wascom
 Amy Nicole Weichler
 Taylor Ann Wentz
 Leah Jo Werner
 Raquel Suny West
 Erin Margaret Wetzstein
 Christian Whitesell
 Hannah Wich
 Patrick Wilson
 Tyler Wilson
 Jenny L. Wohlwend
 Man Ting Wong
 Nicholas A. Wood
 Grant James Wunder
 Ricki Lynn Yasgar
 Janine Marie Zimbeck

Bachelor of Science in Education

Bryce Aman
 Emily Kay Backer
 Cody Jared Beacom
 Rachel Diane Berreth
 Blake Allen Berry
 Natalie Christine Buelte
 Adam Calhoon
 Mason Philip Calhoun
 Abigail Mae Carroll
 Madison Ann Clausen
 Brandon Thomas Colpitts
 Alexander James Connor
 Courtney Ruth Cowan
 Katelyn Ann Coyle
 Katherine DeRoos
 Paige Marie Edwards
 Lauren Elizabeth Gilliland
 Ericka Gregerson
 Kassandra June Haag
 Morgan Judith Hartenstein
 Christopher Joel Hartmann
 Matthew C. Hilson
 Nicole Hovdestad
 Kyler Howard
 Taylor Jansen
 Hailey Lynn Jenner
 Jennifer Lyn Jensen
 Brittany Ruth Jessen
 Alycia Marie Kayser
 Baylee Grace Knippling
 Katey Lee Krager
 Alexandria Ann Kuyper

Breanna Kay Lende-Hanson
 Rebecca Marie Lien
 Levi Jacob Ludens
 Cassandra Kay Luetje
 Tamera Michelle Luetke
 Stephanie Marie Mackey
 Michaela Joy Mayer
 Taylor Christine McCall
 Molly Elizabeth McManamy
 Ashley Elizabeth Miller
 Kevin Michael Neagbour
 Tyleen Audra Nelson
 Jordan Rebekah Osterberg
 Melanie Elise Picklesimer
 Brenna Michelle Richter
 Zoe Robinson
 Brenna Colleen Rucker
 Katherine Grace Schaa
 Brylee Ann Schindel
 Alanna Mae Schmeichel
 Kelsey Ann Schultz
 Margaret Elizabeth Sivik
 Alexis Ann Soldatke
 Gina Jo Soukup
 Linzee Leigh Steever
 Taylor Elaine Steinfeldt
 Emily Ann Turner
 Megan Van Meeteren
 Mackenzie Ann Vander Woude
 Monae Williams
 Maddison Victoria Woodall
 Paige Marie Wright

Bachelor of Science in Nursing

Courtney Marrie Albrecht
 Wendy Marie Andre
 Brittany Dawn Bainbridge
 Sandy Katherine Baiza
 Heather Elyzabeth Barrie

Elizabeth Barthel
 Samantha Batzler
 Bethlehem Surafel Bekele
 Josie Kennedy Berglund
 Chelsey Yvette Biegler

Ellie Cecilia Bohan
 Samuel Bonnecroy
 Heather Marie Burull
 Kathryn Patricia Caro
 Regan Leigh Carrizales
 Sonya Rose Coneley
 Crystal Nicole Davis
 Ashley Nicholle Dibbert
 Haley Rose Enright
 Amber Nicole Eslick
 Mercedes Rae Galt
 Abby Rae Gibson
 Alexa Kristen Gies
 Haley Marie Hannah
 Amber Camille Hansen
 Heather Nicole Hansen
 Kayla B. Hatten
 Shelby Kaye Hayenga
 Gina Yvonne Hemmer
 Kristin Jeanine Hennebold
 Jazmyn Reighann Hinker
 Brooklynn Louise Hodges
 Michael Bernard Taylor Hoffmann
 Katlyn Beth Holtrop
 Morgan Helen Huber
 Kylie Ann Hughes
 Shelly Hup
 Kelsey Marie Huska
 Madison Joy Inches
 Heidi Rachel Isaacson
 Nicole Theresa Johnson
 Danelle L. Johnson
 Sarah Grace Johnson
 Sara Lynn Juhnke
 McKenzie Ann Kleve
 Dylan Joseph Kratochvil
 Daniel Kweon
 Miranda Leigh Letze
 Holly C. Lindbloom
 Rebekah Erin Lindbloom
 Mary MaKenna Lopour
 Courtney Marie Loutsch
 Yvette Marie Luna
 Hunter Alexis Lundberg

Skyler Dannielle Mammenga
 Coree McCabe
 Madeline Taylor Molseed
 Tyler Rae Montgomery
 Nickolas Lee Nespor
 Hailey Alicia Norman
 Chizoba Delight Obiozor
 Brenna O'Bryan
 Makayla Rose Oligmueller
 Alycia Oster
 Chika Tosin Osunsanmi
 Alex Panerio
 Hyunsoo Park
 Kelie Jo Perkins
 Mallory Jo Pfaff
 Allie Poppenga
 Danielle Rose Portz
 Sarah Marie Quinlivan
 Claire Michael Raders
 Danielle Rangel
 Thomas John Redlin
 Liza Danielle Reinert
 Rachel Marie Richardt
 Paige Renea Schelske
 Kate Ellen Schmidt
 Alexa Lynn Schrempp
 Kathleen Elise Schroeder
 Ashleigh Catherine Schroeder
 Samantha Shields
 Emily Sommerfeld
 Emily Mae Spaid
 Emily Anne Stevens
 Cindy Kay Svoboda
 April Lynn Tomes
 Alondra Janet Valdovinos
 Dylan Waldner
 Tiffany Lynn Wallace
 Cade Nicholas Weber
 Kelsey Marie Weber
 Holly Rae Wilson
 Jennifer Wood
 Michelle Anne Zafft
 Patricia Ann Zavadil

Associate of Arts

Melanie A. Barrows
Tristan C. Chasing Hawk
Kayla Alta Clayton
Kevin Conley
Kaitlin J. Cummings
Stephanie May Harris

Alexis K. Klemme
Jordan T. Kvernevig
Kassie R. Peters
Tobiah N. Powell
Christopher D. Ringelberg
Isaac Immanuel Smith

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (1)

DATE: May 8-10, 2018

SUBJECT

New Minor: NSU Minor in Chinese

CONTROLLING STATUTE, RULE, OR POLICY

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

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a baccalaureate minor in Chinese. The minor is designed to appeal to students interested in language skills in an area of growing demand, including students interested in teaching, international business, government positions, and Chinese study abroad options. NSU offers majors and minors in two other foreign languages (Spanish and German). More specifically, NSU is home to a Chinese Cultural Center featuring a book collection, costume and jewelry exhibit, and art exhibits related to China. The minor will provide students with a needed language skill and provide NSU with greater exposure of their Chinese related programming.

The minor consists of 20 credit hours. Most system minors are 18 credit hours; however, Chinese 101 and 102 (introductory language course) are both 4 credit hour courses and minors with a foreign-language component typically consist of 20 credit hours.

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

IMPACT AND RECOMMENDATION

NSU projects 13 graduates per year with the minor after full implementation. NSU does not request any new resources to offer the minor. The minor requires two new courses to implement (Advanced Chinese I and II). No other Regental institution currently offers a minor in Chinese on campus or online.

Board office staff recommend approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: NSU – Minor in Chinese

DRAFT MOTION 20180508_4-E(1):

I move to approve NSU's new program proposal for a minor in Chinese and online delivery of the minor as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Chinese Minor
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	
INTENDED DATE OF IMPLEMENTATION:	8/20/2018
PROPOSED CIP CODE:	16.0301
UNIVERSITY DEPARTMENT:	Languages, Literature and Communication Studies
UNIVERSITY DIVISION:	College of Arts and Sciences

University Approval

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

Alan D. Ja Fave

President of the University or Designee

3/29/2018

Date

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

☐
☒

Yes

No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

The minor in Chinese opens up opportunities for multicultural learning that have been increasingly valued in educational settings over the past ten years¹ and thus strongly contributes to NSU's mission

¹ Milner, H. Richard, IV. *Diversity and Education: Teachers, Teaching, and Teacher Education*. Springfield, Ill.: Charles C. Thomas, Pub, 2009; Breidbach, Stephan, Daniela Elsner, and Andrea Young, eds. *Language Awareness in Teacher Education: Cultural-Political and Social-Educational Perspectives*. Mehrsprachigkeit in Schule Und Unterricht, Bd. 13. Frankfurt Am Main: Peter Lang, 2011. Lili Liang and Dorothy Missingham. "Celebrating Multicultural Education and Promoting Linguistic and Cultural Diversity Through the Work of the Multicultural Education Committee." In *Excellence in Scholarship: Transcending Transdisciplinarity in Teacher Education*. Alagumalai, Sivakumar, Stephanie Burley, and John P Keeves, eds. Rotterdam: SensePublishers, 2013. Desjardins, Michel Robert, and Joanne Benham Rennick. *The World Is My Classroom: International Learning and Canadian Higher Education*. Toronto: University of Toronto Press, 2013.

of “the preparation of elementary and secondary teachers” as set out in SDCL 13-59-1. The minor in Chinese will support students’ attainment of an elementary or secondary teaching endorsement in Chinese, per South Dakota Department of Education requirements:

<http://doe.sd.gov/certification/documents/Elem-Chinese.pdf>

<http://doe.sd.gov/certification/documents/Sec-Chinese.pdf>

Furthermore, by increasing opportunities for advanced language study, the minor in Chinese advances “the pursuit of excellence in the liberal arts,” one of NSU’s institutional purposes, which supports the Board of Regents adopted NSU Mission (<http://www.northern.edu/about/office-president/mission>).

3. What is the nature/purpose of the proposed minor?

The minor program consists of three years of Chinese language study, up to the advanced level.

The minor program will increase the visibility of the Chinese language offerings at NSU, thus increasing course enrollments. Completion of a formal minor increases students’ perceived value of extended language study by providing a specific goal for students to work towards and making it easier for students to market themselves to potential employers who desire language ability.

In addition, NSU’s Chinese language offerings are an important distinguishing feature for NSU. They are an excellent selling point to potential undergraduates, thus aiding in recruitment efforts.

4. How will the proposed minor benefit students?

Students who have completed the minor’s required three years in Chinese language will be prepared to take the HSK Chinese Proficiency Test (the Chinese TOEFL) at level 5. HSK level 5 qualifies students to study abroad at Chinese universities and participate in summer programs. It also qualifies them for Confucius Institute scholarships and job opportunities.²

A growing body of research also correlates foreign language study with higher academic performance across all disciplines. Students who take foreign languages such as Chinese do better in math, science, history, and even English. Studies suggest that learning a foreign language improves memory, attention, multi-tasking, and listening, among many other cognitive benefits.³

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

As researchers have noted, demand for language skills in any job market is spread across almost all fields and skill levels. Thus it is not possible to use standard data sources such as the state Department of Labor, US Bureau of Labor Statistics, or Regental system dashboards to isolate and document

² <http://www.chinesetest.cn/gosign.do?id=1&lid=0#>

³ Krizman, Jennifer, Jessica Slater, Erika Skoe, Viorica Marian, and Nina Kraus. "Neural Processing of Speech in Children Is Influenced by Extent of Bilingual Experience." *Neuroscience Letters* 585 (2015): 48-53; Morales, Julia, Alejandra Calvo, and Ellen Bialystok. "Working Memory Development in Monolingual and Bilingual Children." *Journal of Experimental Child Psychology* 114, no. 2 (2013): 187-202; Francis, Norbert. *Bilingual Competence and Bilingual Proficiency in Child Development*. Cambridge, Mass.: MIT Press, 2012.

evidence for demand specifically for Chinese language. However, one study using a third-party analytical tool (a paid service) concluded that between 2010 and 2015 the number of online U.S. job listings for workers with foreign language skills went from 239,267 to 627,782. Among the languages desired, Chinese was at the top of the list: “Employers posted more than three times more jobs for Chinese speakers in 2015 than they had just five years earlier.”⁴

The level of proficiency provided by three years of language study corresponds well to the job requirements posted by government offices and major corporations which do not demand “native fluency,” but instead “professional level fluency.” The third year (advanced) Chinese course will include business and economics-related vocabulary as well as training in how to navigate common business situations such as meetings, interviews, etc... Chinese minor students may not have native level Chinese, but they will be well prepared for work as sales representatives, language analysts, import/export operations managers, and in many more positions.⁵ Such jobs exist in almost every market segment.⁶

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

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 19	FY 20	FY 21	FY 22
Students enrolled in the minor (fall)	8	13	23	23
Completions by graduates	3	3	13	13

*Do not include current fiscal year.

Methodology, face-to-face: Over the past three years, NSU has averaged 11 students in each CHIN 101 class, 4 students in each 102 class, and 3 students in each 201 class. These numbers fluctuate from semester to semester, but trend upward. Estimating conservatively, we should have a minimum of 3 students per year at NSU who will continue into 301/302 and complete the minor.

Methodology, online: Over the past two years, online enrollments have been relatively weak, with an average of 3 students in CHIN 101 and 1 in 102. However, fall 2017 has given us our largest online 101 course yet, with 6 students. In 2017 the CI is pursuing a new print and social media advertising campaign for online courses so we can expect this number to increase in the coming years.

⁴ http://www.newamericaneconomy.org/wp-content/uploads/2017/03/NAE_Bilingual_V8.pdf: 1, 2, 5, 9.

⁵ While specific job postings change constantly and cannot be cited with any reliability, representative samples can be found by searching at https://jobs.apple.com/us/search?#&t=0&sb=req_open_dt&so=1&lo=0*USA&pN=0, <https://www.amazon.jobs/>, <https://www.fbijobs.gov/career-paths/language-analysts>

⁶ See the following additional perspectives on the value of foreign language (especially Chinese) proficiency as a supplement in many occupational categories: <http://money.cnn.com/2013/10/30/news/economy/job-skills-foreign-language/>; <http://www.ibtimes.com/foreign-language-skills-provide-sharp-edge-job-market-258085>; http://articles.chicagotribune.com/2012-11-26/classified/chi-bilingual-jobs-20121126_1_foreign-language-foreign-language-fastest-growing-language;

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

The curriculum is designed to be straightforward and convenient for students. It is comparable to other foreign language minors at NSU and matches the programs offered at many universities across the U.S.⁷

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

A. Distribution of Credit Hours

Chinese Minor	Credit Hours	Percent
Requirements in minor	20	100%
Electives in minor	0	0%
Total	20	100%

The total credit hours adds up to 20 instead of 18 because the first year introductory classes are 4 units each, not 3 units. The total number of courses is 6.

Per NSU Languages, Literature, and Communication Studies Department policy, a student entering the program with previous language experience or preparation may waive entry-level courses to accommodate their skill and ability, based on the outcome of a placement exam.

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
CHIN	101	Introductory Chinese I	4	No
CHIN	102	Introductory Chinese II	4	No
CHIN	201	Intermediate Chinese I	3	No
CHIN	202	Intermediate Chinese II	3	No
CHIN	301	Advanced Chinese I	3	Yes
CHIN	302	Advanced Chinese II	3	Yes
Subtotal			20	

⁷ For some examples, see <http://eas.arizona.edu/undergraduate/undergraduate-minors>; <https://modlangs.gatech.edu/degrees/minors-language-studies>; http://linguistics.sdsu.edu/languages_and_esl/chinese/minor.html; while there are no geographically nearby Chinese programs for comparison, the University of Nebraska-Lincoln has a Japanese minor with very similar requirements, albeit they have far more electives to choose from: <https://catalog.unl.edu/undergraduate/arts-sciences/japanese-minor/#minortext>.

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
Subtotal			0	

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

Each course in the series builds on the courses before it. At the end of the third year all students will accomplish the following.

- *Master the basic rules of pinyin and dictionary use.
- *Differentiate the four tones and read tones correctly.
- *Master 2,500 commonly used Chinese words and related grammar patterns.
- *Read and write 500 Chinese characters with the correct stroke order.
- *Recognize basic conversation pertaining to a wide range of topics and situations in daily life.
- *Communicate with others on general topics in social settings. Participate in simple discussions.
- *Write notes, diaries and correspondence in correct sentences. Explain familiar topics using paragraphs.
- *Master vocabulary and practices related to traveling and studying in China.
- *Master vocabulary and practices related to conducting business in China.
- *Practice simple social etiquette and customs from China.
- *Describe the social structure and interpersonal relationships in China.
- *Experience cultural diversity and inter-cultural dynamics.
- *Read Chinese newspapers and magazines and enjoy Chinese films and plays.
- *Give a full-length speech in Chinese.

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

Courses will be taught in ways that maximize student engagement. Instructors will make use of the SDBOR's learning management software and multi-media systems to deliver content and foster active and collaborative learning.

Online courses will use the SDBOR's existing learning management and video/audio capture software. No new software or hardware will be necessary.

Face-to-face courses at NSU will also make aggressive use of the new Chinese Cultural Center at the NSU Beulah Williams Library. The Center's textual and visual works can be used to enhance lectures and also as sources for student activities and writing assignments.

- 12. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire minor at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire minor through distance technology (e.g., as an on-line program)?⁸**

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
Off-campus	No		Click here to enter a date.

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	Yes	Online courses will use NSU's existing learning management and video/audio capture software.	8/20/2018

- 13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.**

NSU is not requesting exceptions to Board policy. However, NSU does request an exception to AAC Guideline 2.8 and the threshold for eighteen credit hours for a minor. The total credit hours for the minor add up to 20 instead of 18 because the first year introductory classes are 4 units each, not 3 units.

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

None.

⁸ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

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

☒ YES,

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

☐ NO,

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – E (2)

DATE: May 8-10, 2018

SUBJECT

New Minor: SDSU Minor in Land Valuation and Rural Real Estate

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Land Valuation and Rural Real Estate. The minor is designed to appeal to students majoring in Agricultural and Resource Economics, Agricultural Business, Agricultural Science, Business Economics, Construction Management, Entrepreneurial Studies, Geography, and related programs. Students will develop skills in economics, finance, mathematics, and law applicable to land and real estate property ownership, development, and transfer. The proposed minor would aid in preparing students for careers in bank lending, real estate investment trusts, farm and estate succession planning, insurance, construction firm management, and economic development and planning, as well as providing preparation towards appraisal or real estate certification and licensing.

The minor consists of 13 core credit hours plus 6 credits in a specified emphasis in Agricultural and Rural, Land Use Planning, Rural Finance and Banking, or Rural Construction. Most Regental system minors are 18 credit hours; however, this minor consists of 19 credit hours due to the inclusion of BLAW 453 Principles and Procedures of Valuation, a course needed to prepare students for the Appraisal Qualification Board (AQB) exam.

IMPACT AND RECOMMENDATION

SDSU projects 15 graduates per year with the minor after full implementation. SDSU does not request any new resources to offer the minor. The minor requires two new courses to implement.

Board office staff recommend approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – Minor in Land Valuation and Rural Real Estate

DRAFT MOTION 20180508_4-E(2):

I move to approve SDSU's new program proposal for a minor in Land Valuation and Rural Real Estate.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	Land Valuation & Rural Real Estate
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Agricultural & Resource Economics (B.S.), Agricultural Business (B.S. & Minor), Business Economics (B.A./B.S.), Construction Management (B.S.), Entrepreneurial Studies (B.S. & Minor), Geography (B.S. & Minor)
INTENDED DATE OF IMPLEMENTATION:	2018-2019 Academic Year
PROPOSED CIP CODE:	52.1501
UNIVERSITY DEPARTMENT:	Economics (SECON)
UNIVERSITY DIVISION:	Agriculture & Biological Sciences (SAGBS)

University Approval

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

President of the University

3/26/2018

Date

1. Do you have a major in this field? ☐ Yes ☒ No
2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Land Valuation¹ and Rural Real Estate. The minor is proposed by the Department of Economics, which currently offers majors in Agricultural and Resource Economics, Agricultural Business, Business Economics, Economics, and Entrepreneurial Studies. The minor will allow students majoring in Agricultural and Resource Economics, Agricultural Business, Agricultural Science, Business Economics, Construction Management, Entrepreneurial Studies, Geography, and any number of other majors to take coursework to prepare them in the application of skills in

¹ Land valuation is being adopted by the profession as a more universal term than appraisal.

economics, finance, mathematics, and law to the issues associated with land and real estate property ownership, development and transfer. This training would support careers as collateral evaluators, land appraisers, abstractors, real estate farm and property managers, bank loan officers (agriculture/land/rural commercial and residential), government assessors, and lawyers.

The proposed minor supports the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.*

SDSU does not request new state resources.

3. What is the nature/purpose of the proposed minor?

The proposed minor evolved through discussions over the past decade with the South Dakota chapter officers of the American Society of Farm Managers and Rural Appraisers (ASFMRA) who shared increasing concerns with SDSU College of Agriculture and Biological Sciences and Economics Department leaders regarding the job market gap in qualified property appraisers (valuers). Over the past four years, student interest in a minor has grown through participation in a Finance, Insurance and Real Estate (FIRE) student organization that has been co-advised by a member of faculty and a local industry leader. Recent graduates, and former members of the FIRE club, have entered careers as agricultural loan officers, real estate brokers, insurance agents, and have pursued obtaining certification as appraisers (valuers).

The leading agribusiness banks include Rabobank, Royal Bank of Scotland and Royal Bank of Canada as well as those focused on agriculture; Co-Bank and Farm Credit Services of America. However, South Dakota is unusual in the continued importance and reliance on community banking structures and these banks provide significant support to the state's rural infrastructure. SDSU already partners with Northern State University (NSU) to provide opportunities for NSU banking students to obtain a minor in Agribusiness and for SDSU agribusiness students to obtain a minor in Banking (supported by the Dacotah Bank Scholars funding). The intent is to eventually offer the core courses online such that this could provide a similar opportunity. Students obtaining this minor would add an identified and transparent set of skills to their curricula vitae that will address a gap in the job market. It will also be possible for students completing the minor to have completed two of the four (Federal) Appraisal Licensing Board exams by graduation.

4. How will the proposed minor benefit students?

The proposed minor would provide a higher quality preparation for a broad portfolio of careers in bank lending, real estate investment trusts, farm and estate succession planning, insurance, construction firm management, economic development and planning, as well as providing specific preparation towards appraisal or real estate certification and licensing.

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

There is increasing demand for qualified and licensed brokers in agricultural land management, land appraisal and land investing services in South Dakota, the northern high plains, and in the U.S. Employment of appraisers and assessors of real estate is projected to grow 14% from 2016-

2026, faster than the average of all occupations.² The largest employers were indicated to be in local government, including economic development and planning (30%), in activities related to real estate (30%), self-employed (23%), and in finance and insurance (6%). In South Dakota, the employment of appraisers and assessors of real estate is projected to grow 7.9% through 2024.³

In addition to more conventional career paths, the leading insurance and investment companies such as MetLife⁴, Nationwide⁵, TIAA-CREF increasingly include agricultural land and agribusiness investment in their portfolio's as well as conventional commercial and urban property. Farm Credit Council Associations including the local Farm Credit Services of America, serving SD, IA, NE, and WY; and neighboring AgCountry Farm Credit Services servicing Minnesota. Banks including but not limited to BankWest in Pierre, First Dakota Bank in Yankton, Dacotah Bank of Aberdeen, First National Bank of Sioux Falls, and Wells Fargo Bank employ appraisers and real estate analysts. Others include Federal agencies such as GSA, Department of Interior, U.S. Department of Agriculture (USDA), U.S. Army Corps of Engineers (USACE), Office of Special Trustee for BIA, US Forrest Service, Department of Justice, and Internal Revenue Service all employ staff appraisers and real estate specialists. State agencies include the SD Department of Transportation Realty division combined with other regional and federal highway and state transportation departments all employ people with real estate knowledge including appraisers, brokers, and property managers. Farm and property management organizations such as Farmers National and Hertz Farm Management and locally in Sioux Falls, Dunlap Appraisal and Farm Management employ real estate professionals. These businesses and agencies require some level of real estate knowledge in the agricultural and rural agriculture business sector and are seeking employees with both agricultural and rural sector knowledge in addition to the specific skills provided by the proposed minor.

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

The following estimates are based on interest expressed by student members of the FIRE club and the consistent interest in real estate courses (AGEC 473-473L and special topics). Given the broad range of career paths, which this minor would support, the estimates are conservative and do not take into account the potential for demand that has been indicated by the Department Heads in Construction and Operations Management or Geography.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 19	FY 20	FY 21	FY 22
Students enrolled in the minor (fall)	5	15	25	30
Completions by graduates	0	5	15	15

*Do not include current fiscal year.

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

Education requirements vary by state, but certified appraisers/evaluators of land and real estate generally need at least a bachelor's degree including courses in subjects such as economics,

² <https://www.bls.gov/ooh/business-and-financial/print/appraisers-and-assessors-of-real-estate.htm>

³ <http://www.projectionscentral.com/Projections/LongTerm>

⁴ <https://www.metlife.com/investments/agricultural-finance/>

⁵ <https://www.nationwide.com/agribusiness.jsp>

finance, mathematics, business or real estate law, and agricultural sciences and law where rural and agricultural land and rural business is the focus. Federal law requires appraisers to have a state license or certification if their portfolio of work includes federally related transactions, such as loans made by federal insured banks and financial institutions. The Appraisal Foundation guidelines for a Certified General Appraiser require that a candidate must have a Bachelor's degree, 300 hours of appraiser-specific qualifying education, and 3,000 hour of work experience completed over at least 2 ½ years including 1,500 hours in nonresidential appraisal work.⁶ This certification permits valuation (appraisal) of real property of any type and any value.

The required core courses are complementary providing the necessary principles and practices relating to agricultural land and rural real estate valuation and markets, to more general real estate markets, property development, financing and investment and legal practice relating to land and real estate ownership and markets. In addition, the foundational knowledge and skills required for national licensure are covered including the standards set forth by the Appraisal Qualifications Board (AQB). BLAW 453 covers all the material for the first two parts of the curriculum sequence of qualifying, pre-license, and education required of individuals pursuing appraisal licensure and certification for most states in the US. Students will also select an emphasis area of six credits for more focused experience in areas of interest based on specific career options: 1) Agricultural and Rural, 2) Land Use Planning, 3) Rural Finance and Banking, and 4) Rural Construction.

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

A. Distribution of Credit Hours

Land Valuation and Rural Real Estate Minor	Credit Hours	Percent
Requirements in minor	13	68%
Emphasis	6	32%
Total	19	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AGEC	473-473L	Rural Real Estate Appraisal and Lab	3	No
BLAW	433	Real Estate ⁷	3	Yes
BLAW	453	Principles and Procedures of Valuation	4	Yes
Select 1 of the following courses:				
AGEC	350	Environmental Law	3	No
AGEC	352	Agricultural Law	3	No
BLAW	351	Business Law	3	No
Subtotal			13	

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

Select one of the following emphasis areas:

⁶ https://www.appraisalfoundation.org/imis/TAF/How_to_Become_an_Appraiser.aspx

⁷ BADM/BLAW 433 Real Estate is authorized for delivery at NSU and USD. SDSU will request authorization to offer the existing course BLAW 433.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Agricultural and Rural				
AGEC	271	Farm and Ranch Management	3	No
AGEC	471	Advanced Farm and Ranch Management	3	No
Land Use Planning				
GEOG	365	Land Use and Planning	3	No
GEOG	372-372L	Introduction to Geographic Information Systems	3	No
Rural Finance and Banking				
ACCT	211	Principles of Accounting II	3	No
FIN	310	Business Finance	3	No
Rural Construction				
CM	232	Cost Estimating	3	No
CM	485-485L	Site Development and Feasibility Analysis and Lab	3	No

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

Students completing this minor will be able to:

- Verify legal descriptions of real estate properties in public records.
- Provide market analysis of comparable nearby properties to establish value comparisons and to provide alternative solutions to assessing a property's value where similar properties do not exist.
- Prepare and maintain data on each property, including background research, observations, methods used in estimating the property's value, location, and lease records.
- Apply math and finance formulas such as discounted cash flow analysis, financial ratios and returns to the equity and mortgage, lease returns, gross and net income multipliers, along with direct and yield rates of return, regression analysis, and basic statistics, etc.
- Ability to articulate methods of research and analysis in producing a final report.

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

Standard instructional approaches will be used including a combination of lecture, project-based learning, and experiential learning. The lecture format will cover the critical federal and state requirements as well as legal. Project and experiential formats (field trips) will take the form of collecting, organizing, and analyzing data, and interpreting the result of the analysis and reporting on the interpretation.

13. Delivery Location⁸

- 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	2018-2019 Academic Year

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

	Yes/No	If Yes, identify delivery methods ⁹	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? ¹⁰**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online distance delivery	2018-2019 Academic Year

32% of the 19 credits for the Land Valuation and Rural Real Estate minor are available online.

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

AAC Guideline 2.8 limits minors to eighteen credit hours unless valid reasons exist to exceed the limit. The proposed minor has a total of 19 credits since BLAW 453 Principles and Procedures of Valuation will need to be a four-credit course to cover the required material outlined by the Appraisal Qualification Board (AQB). The course includes the material for the first two classes of the curriculum sequence of qualifying pre-license education required by states of individuals pursuing appraisal licensure and certification. The AQB required 30 contact hours for each class, principles and procedures, thus the need for this to be a 4 credit class. This course is approved in all the states for entry licensing, subject to successful completion.

Students will also select an emphasis of six credits for more focused experience in areas of interest based on specific careers: 1) Agricultural and Rural, 2) Land Use Planning, 3) Rural Finance and Banking, and 4) Rural Construction. The courses within the four emphases were selected in consultation with the Department Heads of Construction and Operations Management and

⁸ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁹ Delivery methods are defined in [AAC Guideline 5.5](#).

¹⁰ This question responds to HLC definitions for distance delivery.

Geography and after a review of related majors. The courses identified for each emphasis meet specific skills needed by the industry sector and provide competitive advantage in the job market. Although there are some prerequisites to the courses in the tracks they are either common courses in general education requirements, requirements for the College of Agriculture majors, or specific program requirements in the major associated with the emphasis. The Land Use Planning emphasis would allow students to complete the minor without additional course prerequisites for a total of 19 credits. The Rural Finance and Banking and Rural Construction emphases will require a prerequisite course to complete the selected track for a total of 22 credits.

The Agricultural and Rural emphasis includes consecutive courses AGECE 271 Farm and Ranch Management and AGECE 471 Advanced Farm and Ranch Management that focus on understanding farm and ranch business planning, capital investments, property rights, land use and long-term financing and investments. Students are able to complete AGECE 271 after completing MATH 102 or higher. AGECE 271 is a prerequisite to AGECE 471.

The Rural Finance and Banking track includes ACCT 211 Principles of Accounting II which focuses on management decision-making and cost control and FIN 310 Business Finance which covers capital budgeting and asset pricing among other critical business performance topics.

Within the Rural Construction CM 232 Cost Estimating studies the basic concepts of construction plan, specification and blueprint reading. The course requires a prerequisite of CEE 216-216L Civil Engineering Materials or CM 216 Construction Methods and Materials. The prerequisites introduce students to building materials and construction methods. In CM 485-485L Site Development and Feasibility Analysis and Lab students learn about the tools and techniques used to evaluate the cost of new site development, risk assessment, and market feasibility analysis for properties to be acquired for economic development. This course does not require any prerequisites.

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

No additional resources are needed. The courses in the proposed minor will be taught by current faculty and as needed, qualified adjunct faculty with specific credentials and certification in Appraisal.

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

- ☒ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.
- ☐ NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new

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

Appendix A
Land Valuation and Rural Real Estate Minor – Student Learning Outcomes

Individual Student Learning Outcomes	AGEC 473-473L	BLAW 433	BLAW 453	AGEC 350 or AGEC 352 or BLAW 351	Electives
Verify legal descriptions of real estate properties in public records.	X	X	X	X	X
Provide market analysis of comparable nearby properties to establish value comparisons and to provide alternative solutions to assessing a property's value where similar properties do not exist.	X	X	X		
Prepare and maintain data on each property, including background research, observations, methods used in estimating the property's value, location, and lease records.	X		X		
Apply math and finance formulas such as discounted cash flow analysis, financial ratios and returns to the equity and mortgage, lease returns, gross and net income multipliers, along with direct and yield rates of return, regression analysis, and basic statistics, etc.	X				X
Ability to articulate methods of research and analysis in producing a final report.	X		X	X	

Appendix B

New and Amended Courses for the Minor in Land Valuation and Rural Real Estate

AGEC 473-473L Rural Real Estate Appraisal and Lab (amended description to meet new AQB requirements).

Principles and practices of rural real estate appraisal. Cost, market data, and income approaches to rural land and building appraisal are covered, including tax, loan, and other specialized rural appraisal procedures. Field trips to rural areas are required.

BLAW 433 Real Estate (taught as special topics in AY18)

This course is a study of real property interests including brokerage, law, financing, investments, appraisal, property development, property management and marketing.

BLAW 453 Principles and Procedures of Valuation (taught as BADM 492 special topics in two parts in AY14)

This course provides the first two parts of specific curriculum required for licensure by Appraisal Qualifications Board for individuals seeking a career in professional valuation services. Basic valuation/appraisal procedures are covered with concentration on the valuation process and an emphasis on rural properties and techniques to apply. Topics include real property concepts and characteristics, legal considerations, influences on real estate values, types of value, economic principles, market area analysis, highest and best use, and ethical considerations.

This course will be a required course for the proposed Land Valuation and Rural Real Estate minor. BLAW 453 will provide the foundational knowledge and skills required for national licensure and will follow standards set forth by the Appraisal Qualifications Board (AQB). By successfully completing the course and exams, students will have met most states' education requirements in the content area identified as basic appraisal principles and procedures for appraisal licensing qualifications.

The course includes the material for the first two classes of the curriculum sequence of qualifying pre-license education required by states of individuals pursuing appraisal licensure and certification. The AQB required 30 contact hours for each class, principles and procedures, thus the need for this to be a 4 credit class. This course is approved in all the states for entry licensing, subject to successful completion.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (3)

DATE: May 8-10, 2018

SUBJECT

New Minor: USD Minor in Russian Studies

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a baccalaureate minor in Russian Studies. The minor is designed to appeal to students majoring in Political Science, International Studies, History, other foreign languages, and related programs. The minor builds off of USD's regular offering of Russian language and history courses, providing intermediate language knowledge as well as a historical and cultural understanding of Russia. USD notes that the number of Russian speakers in the U.S. has nearly quadrupled since 1980 and with continued growth expected. Students earning the minor will improve their job opportunities in international business and in government occupations; Russian is an official language of the United Nations and a designated critical language by the U.S. Department of State and the National Security Education Program (NSEP). In addition, ROTC students receive extra points for foreign language skills when they apply for the Cultural Understanding Leadership program.

The minor consists of 20 credit hours. Most system minors are 18 credit hours; however, Russian 101 and 102 (introductory language course) are both 4 credit hour courses and minors with a foreign-language component typically consist of 20 credit hours.

IMPACT AND RECOMMENDATION

No related minor exists within the system. USD projects 5 graduates per year with the minor after full implementation. USD does not request any new resources. The minor consists completely of existing courses.

Board office staff recommend approval of the minor.

ATTACHMENTS

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

DRAFT MOTION 20180508_4-E(3):

I move to approve USD's new program proposal for a minor in Russian Studies as presented.



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

UNIVERSITY:	USD
TITLE OF PROPOSED MINOR:	Russian Studies
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	B.A. and B.S.
EXISTING RELATED MAJORS OR MINORS:	N.A.
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	05.0110
UNIVERSITY DEPARTMENT:	Modern Languages and Linguistics
UNIVERSITY DIVISION:	Arts and Sciences

University Approval

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

James M. Abbott

President of the University

3/29/18

Date

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☐ Yes ☒ No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.

The minor in Russian will support the mission of the University of South Dakota as the flagship public liberal arts university in/of the state and it will promote the values/mission of increasing diversity and inclusiveness by raising awareness and understanding of an additional language, culture, and society.

3. What is the nature/purpose of the proposed minor?

The purpose of the minor is to build on the regular offerings of Russian language and history courses and the less regular offerings in Russian politics and culture to create a documentable program. Through the Russian studies minor, students will not only gain an intermediate knowledge of the Russian language, but also an understanding of historical facts and cultural traits of Russia. This formal academic program will enable students to utilize their knowledge and experience in further academic studies or careers.

4. How will the proposed minor benefit students?

The proposed minor in Russian Studies will allow students to gain a broader understanding of one of the world's great political powers and a country that has made vast contributions in literature and music. Knowledge of the language and culture will help students move forward in the business, diplomatic, governmental, and academic realms. Knowledge of any language will give our students an advantage when applying for international postings, but knowledge of Russian represents an additional benefit: Russian is considered one of the critical languages by the US. Department of State and the National Security Education Program (NSEP). In fact, several of our students and graduates have already profited from their knowledge of Russian, for example, one of our students was accepted into a State Department internship in Moscow and another one into a graduate program which required some proficiency in Russian. Additionally, ROTC students receive extra points for foreign language skills when they apply for the Cultural Understanding Leadership program. Furthermore, students who major in Political Science, International Studies, History, and other foreign languages have expressed interest in the Russian language, and would benefit from having a Russian minor appear on their transcript when looking for employment opportunities in the Foreign Service, military intelligence, and academia.

Since Fall 2014, there has been a strong interest in learning the Russian language and obtaining a Russian minor, which is demonstrated by consistent enrollment in the Russian language courses and student inquiries about the Russian minor. Each year, since Spring 2015, a number of students have contacted the Chair of the Modern Languages & Linguistics Department and/or the instructor of the Russian language courses and inquired about a possibility of obtaining the Russian minor.

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

The number of Russian speakers in the United States nearly quadrupled since 1980¹, and this number is projected to grow.² The number of Russian speakers globally is roughly 170 million individuals and is one of six official languages of the United Nations. Individuals with the ability to speak multiple languages, especially official UN languages, will increase their chances of gaining internships.³ Lastly, Russia is one of the largest job markets for individuals looking to teach English overseas. Having a Bachelor's degree is generally required and having a minor in Russian language would increase a student's chances of getting hired as well as prepare students for a year or more stay in Russia.⁴

Furthermore, the demand for cultural competency has drastically increased in the business world in all fields, ranging from health care to academics. By studying a language and culture during their undergraduate studies, students will be able to flourish in today's diverse business

¹ Ryan, Camille, "Language Use in the United States: 2011 American Community Survey Reports," August 2013, available from <https://www.census.gov/content/dam/Census/library/publications/2013/acs/acs-22.pdf> (accessed March 21, 2018).

² Shin, Hyon B., & Ortman, Jennifer M., "Language Projections: 2010 to 2020," Presented at the Federal Forecasters Conference, Washington, DC, April 21, 2011, available from https://www.census.gov/hhes/socdemo/language/data/acs/Shin_Ortman_FFC2011_paper.pdf (accessed March 21, 2018).

³ United Nations, "Official Languages," available from <http://www.un.org/en/sections/about-un/official-languages/> (accessed March 19, 2018)

⁴ International TEFL Academy, "Teaching English in Russia," available from <https://www.internationalteflacademy.com/russia-teaching-english-overseas-jobs> (accessed March 19, 2018).

world.⁵ Businesses and non-profits, such as those that are focused on customer service/human resources, education, healthcare, finance, social work, and law enforcement, are becoming more aware of the benefits of hiring graduates with cultural understanding and language skills.

An important consideration as well, is the fact that the Russian language is identified as a critical language by the U.S. Department of State⁶ and the National Security Education Program (NSEP)⁷. NSEP identifies Russian as one of the preferred languages that are important to US National security and grants scholarships to improve the learning of Russian at the undergraduate and graduate levels.⁸ Moreover, the critical need for learning the Russian language and culture at a college level is expressed through the NSEP initiative to fund the U.S. on-campus Russian language Flagship program.⁹ With the long-term goal of the United States to maintain cooperative and constructive relationships with Russia,¹⁰ the Russian language will continue to be of high importance to our nation. Russian language specialists are especially needed in areas such as business, diplomacy, politics, foreign affairs, intelligence, and investigation. As cited on the Language Testing International webpage, Russian will become one of the leading languages in the world business by 2050.¹¹ Furthermore, the Central Intelligence Agency (CIA) lists Russian as one of the languages that is “most likely to meet national security requirements” and part of their Foreign Language Incentive Program.¹² In 2010, the Federal Bureau of Investigation (FBI) stated that they always needed Russian language specialists.¹³ The Nuclear Risk Reduction Center (NRRC) is seeking applicants for a number of officer positions with language skills in Russian.¹⁴

With the minor in Russian Studies, students will be well positioned to study abroad in a Russian-speaking country and to continue their study of Russian at a graduate level at other institutions.

Finally, employees with Russian language skills are strategically important to the United States national interests and Russian language specialists will continue to be in demand. The Russian studies minor will provide our students with appropriate language skills and cultural, historical, and/or contemporary societal knowledge and thus will make our students more competitive in the job market.

⁵ Szrom, Madeline, “Why Cultural Competence Matters to Recruiters.” *Insight Into Diversity*, 10 February 2016, available from <http://www.insightintodiversity.com/why-cultural-competence-matters-to-recruiters/> (accessed March 19, 2018).

⁶ Critical Language Scholarship, available from <http://www.clscholarship.org/> (accessed March 19, 2018).

⁷ National Security Education Program, “Critical Languages,” available from <https://www.nsep.gov/content/critical-languages> (accessed March 19, 2018).

⁸ National Security Education Program, “Critical Languages,” available from <https://www.nsep.gov/content/critical-languages> (accessed March 19, 2018).

⁹ National Security Education Program, “The Language Flagship,” available from <https://www.nsep.gov/content/language-flagship> (accessed March 19, 2018).

¹⁰ US Department of State, “U.S. Relations with Russia,” December 20, 2016, available from <https://www.state.gov/r/pa/ei/bgn/3183.htm> (accessed March 19, 2018).

¹¹ Tromba, Stefano, “The Language Trend in Future Global Markets.” Language Testing International, March 3, 2016, available from <https://www.languagetesting.com/blog/commercial/the-language-trend-in-future-global-markets> (accessed March 19, 2018).

¹² Central Intelligence Agency, “Careers & Internships,” available from <https://www.cia.gov/careers/foreign-language> (accessed March 19, 2018).

¹³ Federal Bureau of Investigation, “FBI Language Services – I,” April 9, 2010, available from <https://www.fbi.gov/audio-repository/news-podcasts-thisweek-fbi-language-services-i.mp3/view> (accessed March 19, 2018).

¹⁴ US Department of State, “Foreign Service Opportunities,” available from <https://www.state.gov/t/avc/nrrc/c11954.htm> (accessed March 19, 2018).

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

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 19	FY 20	FY 21	FY 22
Students enrolled in the minor (fall)	2	4	6	6
Completions by graduates	0	1	3	5

*Do not include current fiscal year.

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

The minor in Russian studies looks to encourage and cultivate a cultural and linguistic understanding of the Russian language and people. Our proposed minor will allow undergraduates to learn and exercise practical linguistic skills that will appeal to the student and their future employer. Our minor lays an entry-level framework of Russian linguistics with RUSS 101: Introductory Russian I and RUSS 102: Introductory Russian II. Next students will improve upon their reading, writing, and oral recitation within Intermediate Russian courses (RUSS 201 and RUSS 202). Additionally, to supplement the linguistic training, our minor suggests several electives focusing on the history and culture of Russian, giving the student a comprehensive education in Russian studies.

The curriculum for our proposed Russian minor is very comparable to both regional and national standards. Our curriculum for required courses is almost identical to the flagship universities of our neighboring states. These universities offer a core curriculum focused on developing student's ability to read, write, and speak the Russian language. Our proposed curriculum will offer the same focus as these universities. Programs at the University of Minnesota and Iowa State University require the same courses as our proposed minor, where University of Nebraska-Lincoln focuses more on written materials from Russian authors. Similarly, these programs offer electives that focus on the culture and history of Russia, giving the student a comprehensive study of the Russian language.

Required Courses for Russian Studies Minor:

USD Minor	UNL Minor	Iowa State U. Minor	U. of Minnesota Minor
RUSS 101: Introductory Russian I	RUSS 301: Representative Authors I	RUS 201: Intermediate Russian I	RUSS 1101: Beginner Russian I
RUSS 102: Introductory Russian II	RUSS 302: Representative Authors II	RUS 202: Intermediate Russian II	RUSS 1102: Beginner Russian II
RUSS 201: Intermediate Russian I	RUSS 303: Advanced Conversation and Composition		RUSS 3001: Intermediate Russian I
RUSS 202: Intermediate Russian II	RUSS 304: Advanced Grammar, Conversation, and Composition		RUSS 3002: Intermediate Russian II

8. Complete the tables below. Explain any exceptions to Board policy requested.**A. Distribution of Credit Hours**

Russian Studies	Credit Hrs	Percent
Requirements in minor	14	70%
Electives in minor	6	30%
Total	20	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)
RUSS	101	Introductory Russian I	4	No
RUSS	102	Introductory Russian II	4	No
RUSS	201	Intermediate Russian I	3	No
RUSS	202	Intermediate Russian II	3	No
Subtotal			14	

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
HIST	443	History of Russia Under Tsars	3	No
HIST	444	History of Modern Russia	3	No
Elective approved by the Department Chair			3	No
Subtotal			6	

HIST 443 History of Russia Under Tsars – is offered during the Fall semester, odd years

HIST 444 History of Modern Russia – is offered during the Spring semester, even years

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

1. Students will achieve an intermediate knowledge of the Russian language.
2. Students will achieve a basic knowledge of the history and culture of Russia and the Russian people.
3. Students will be introduced to authors and the literature of the Russian-speaking world.

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

The required Russian language courses will require smart classroom since teaching instructions will be supplemented by music, video clips, movies, photos, and other visual and audio representation of the authentic Russian language and culture.

12. Delivery Location¹⁵

- 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)?**

¹⁵ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date
On campus	Yes	Fall 2018

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

	Yes/No	If Yes, identify delivery methods ¹⁶	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning?¹⁷

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

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

None.

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

The proposed Russian Studies minor will not require any additional finances or resources since the courses are already offered and have a regular rotation.

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

☐ YES,

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

☒ NO,

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

¹⁶ Delivery methods are defined in [AAC Guideline 5.5](#).

¹⁷ This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (1)

DATE: May 8-10, 2018

SUBJECT

New Undergraduate Certificate: USD Certificate in Professional Ethics

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer an undergraduate certificate in Professional Ethics. This certificate would provide students with broad training in ethics while focusing on professional settings. The certificate is designed as a “stand alone” credential providing added value to workforce settings; USD notes that multiple employer surveys support a need for workers with professional ethics training in a variety of fields. The certificate should appeal to students majoring in Business Administration, Health Services Administration, Public Health, Health Sciences, and related fields.

IMPACT AND RECOMMENDATION

USD currently has 21 undergraduate certificates and 21 graduate certificates available.

USD does not request any new resources. The certificate consists of 12 credit hours using existing courses.

Board office staff recommend approval of the certificate.

ATTACHMENTS

Attachment I – New Certificate Request Form: USD – Professional Ethics (Undergraduate)

DRAFT MOTION 20180508_4-F(1):

I move to approve USD’s new program proposal for a certificate in Professional Ethics as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Professional Ethics
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	38.0103
UNIVERSITY DEPARTMENT:	History (Philosophy Program)
UNIVERSITY DIVISION:	Arts and Sciences

University Approval

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

Elizabeth M. Freeburg

3/19/2018

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

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

Undergraduate Certificate ☒ Graduate Certificate ☐

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

This certificate provides enrolled students with broad academic training in ethics that complements any degree, especially those with a professional orientation. The certificate is designed purposefully as a “stand alone” credential (rather than a specialization in any one specific major) to reflect the fact that ethics is not an independent field, separate from professional fields. Rather professional ethical knowledge and skill is integral to each field.

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

A Professional Ethics Certificate will help meet the Board of Regents 2020 mission of “enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities.” An academic certificate in ethics is based on the belief that “intellectual, economic, and civic” values are interrelated. At the University of South Dakota the Professional Ethics Certificate allows students to pursue questions of a common good across various colleges, schools, and departments. Finally, a Professional Ethics Certificate would fulfill a workforce need currently missing from the curriculum, namely, formal training in ethics.

There is a clear workplace demand for employees who demonstrate ethical competency. A 2013 employer survey found that employers point to a variety of types of knowledge and skills as important considerations when hiring, placing the greatest priority on ethics, intercultural skills, and capacity for professional development. In particular, employers place the greatest degree of importance on ethics where 96% of respondents reported that it was important (and

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

76% that it was *very important*) that potential employees “demonstrate ethical judgment and integrity.”¹ Moreover, *National Business Ethics Survey of the U.S. Workforce*, which the “Ethics and Compliance Initiative” has conducted eight times since 1994, has consistently found that “encouraging appropriate workplace ethics is the job of every organization that wants to maintain a reputable brand.”² Finally, a forthcoming report by the Hart Associates finds that 81% of employers and 74% of students rate ethical judgment and decision-making as a desirable an outcome of 8, 9, or 10 on a zero-to-10 scale.³

¹ Hart Research Associates, *It Takes More Than a Major: Employer Priorities for College Learning and Student Success. An Online Survey Among Employers Conducted On Behalf Of The Association Of American Colleges And Universities*. Washington, DC: Hart Research Associates, 2013.
https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf.

² The full results are available at <http://www.ethics.org/research/nbes> and a summary of the findings is discussed at: https://www.asaecenter.org/resources/articles/an_plus/2015/december/making-ethics-a-priority-in-your-workplace

³ Hart Research Associates. Forthcoming. *Falling Short? College Learning and Career Success*. Washington, DC: Association of American Colleges and Universities.

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

The intended audience for the Professional Ethics Certificate is students across all colleges and schools at the University of South Dakota who are interested in sustained attention to ethics because their commitment to personal values, their desire to promote the civic life of their communities, or to be prepared to assume leadership positions in the professional workplace.

Examples of majors who should be especially interested in certification in professional ethics include Business Administration, Health Services Administration, Public Health, Health Sciences, and any number of degree programs offered through the College of Arts & Sciences. The Professional Ethics Certificate provides students pursuing careers in professional and managerial positions dedicated time within their academic curriculum to develop knowledge and skills which business surveys report that employers demand, namely, training needed to understand and manage workplace ethics.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):²

The Professional Ethics Certificate consists of 12 credit hours. A 2.0 minimum grade point average is required to receive the certificate.

Three of those credits are required to be from either PHIL 220 (Intro to Ethics) or PHIL 240 (Intro to Ethics, Law, and Society).

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PHIL	220	Introduction to Ethics	3	No
<i>or</i>				
PHIL	240	Introduction to Ethics, Law, and Society	3	No
Subtotal			3	

² Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

The remaining 9 credits can be taken from any of the following.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BLAW	452	Commercial Law and Ethics	3	No
BADM	457	Business Ethics	3	No
CJUS	415	Ethics in Criminal Justice	3	No
KSM	280	Governance and Ethics in Sports	3	No
MCOM	401	Mass Communication Ethics	3	No
MCOM	402	Media Law and Ethics	3	No
PHIL	220	Introduction to Ethics	3	No
PHIL	240	Introduction to Ethics, Law, and Society	3	No
PHIL	242	Ethics, Law, and Literature	3	No
PHIL	320	Professional Ethics	3	No
PHIL	364	Biomedical Ethics	3	No
PHIL	420	Ethics and Value Theory	3	No
PHIL/BIOL	454	Environmental Ethics	3	No
Subtotal			9	

6. Student Outcome and Demonstration of Individual Achievement.³

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

1. Students will be able to recognize when decisions, procedures, and interactions are ethically significant.
2. Students will understand basic theories and frameworks for reflecting on and deliberating ethical situations.
3. Students will be to apply ethical competencies to the practices specific to their major fields.

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

	1. Students will be able to recognize when decisions, procedures, and interactions are ethically significant.	2. Students will understand basic theories and frameworks for reflecting on and deliberating ethical situations.	3. Students will be to apply ethical competencies to the practices specific to their major fields.
BLAW 452			X
BADM 457	X		X
CJUS 415		X	X
KSM 280			X
MCOM 401		X	
MCOM 402			X
PHIL 220	X	X	X
PHIL 240	X	X	X
PHIL 242	X		X
PHIL 320	X		X
PHIL 364			X
PHIL 420		X	
PHIL 454			X

³ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

7. Delivery Location.⁴

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2018

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

	Yes/No	If Yes, identify delivery methods⁵	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? ⁶**

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

8. Additional Information:

(No additional information)

⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁵ Delivery methods are defined in AAC Guideline 5.5.

⁶ This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (2)

DATE: May 8-10, 2018

SUBJECT

New Undergraduate Certificate: USD Certificate in Forensic Anthropology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer an undergraduate certificate in Forensic Anthropology. The certificate would provide skills useful in improving the quality of police and forensic work, including analyzing crime scenes, processing large amounts of relevant forensic data and preventing the misidentification of human remains. The certificate will provide a beneficial credential for those interested in careers as Forensic Science Technicians, a position with projected national growth of 17% and South Dakota growth of 26% through 2026. The certificate should appeal to students majoring in Anthropology, Criminal Justice, and Sociology.

IMPACT AND RECOMMENDATION

USD currently has 21 undergraduate certificates and 21 graduate certificates available. USD does not request any new resources. The certificate consists of 12 credit hours using existing courses.

Board office staff recommend approval of the certificate.

ATTACHMENTS

Attachment I – New Certificate Request Form: USD – Forensic Anthropology (Undergraduate)

DRAFT MOTION 20180508_4-F(2):

I move to approve USD's new program proposal for a certificate in Forensic Anthropology as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Certificate

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED CERTIFICATE:	Forensic Anthropology
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	43.0106
UNIVERSITY DEPARTMENT:	Anthropology
UNIVERSITY DIVISION:	College of Arts and Science

University Approval

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

Elizabeth M. Freeburg

3/29/2018

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

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

Undergraduate Certificate ☒ Graduate Certificate ☐

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

The proposed certificate consists of approved courses already available to all students on-campus and online. The primary enrollees are Anthropology and Criminal Justice majors who take these courses to enhance their knowledge base and employability in public safety and policing professions. The certificate will be identified on their academic transcript and make the expertise in Forensic Anthropology more evident. Skills unique to this certificate include the ability to use analytical methods to analyze a crime scene, process large amounts of relevant forensic data and prevent the misidentification of human remains, etc. The overall goal is to improve the quality of police and forensic work. The name of the program reflects its disciplinary focus. Forensic Science programs generally include some Chemistry or other natural science requirements; this certificate will be comprised exclusively of courses taught by Anthropology faculty, and will be based within the Department of Anthropology and Sociology.

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

This program will benefit students in a variety of majors, including Anthropology, Criminal Justice, and Sociology. Forensic Anthropology is a subject of broad interest to many undergraduate students and there is currently no formal manner in which they can gain certification in the subject matter. This certificate targets students already enrolled at the university but will offer credits toward the Anthropology major for those students who wish to complete further ANTH courses. In particular, this certificate will provide a beneficial credential for Criminal Justice Studies majors who wish to pursue careers in law enforcement or criminal investigation. There is a growing demand for expertise in these fields and graduates will be employable in the state. As an example, Forensic Science Technicians have a job growth

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

projection of 17% nationally through 2026 (much faster than average) according to the Bureau of Labor Statistics. Within South Dakota, Forensic Science Technician positions are expected to grow by 26% from 2014-24 with ten more positions available within the state than currently exist.²

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

The primary intended audience for this certificate includes on-campus, off-campus (UCSF), and online Anthropology and Criminal Justice majors who desire to enhance their knowledge, skills, and abilities while increasing their chances of being hired ahead of less qualified candidates. The certificate is open to any student in any major, but likely will be most attractive to a student choosing a discipline focused on police work.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):³

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ANTH	220	Introduction to Physical Anthropology	3	No
ANTH/CJUS	335	Introduction: Forensic Science (online)	3	No
ANTH	310	Introduction to Forensic Anthropology (online)	3	No
ANTH/CJUS	435	Human and Animal Osteology	3	No
Subtotal			12	

*A 2.0 minimum grade point average is required to receive the certificate.

6. Student Outcome and Demonstration of Individual Achievement.⁴

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

The students learn to:

1. Identify and explain basic concepts, terminology and theories of forensic science from different spatial, temporal, cultural and/or institutional contexts.
2. Apply selected forensic and scientific concepts and theories to contemporary issues.
3. Learn how to identify human and animal remains and interpret their taphonomic condition.
4. Identify and explain the social or aesthetic values of different cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of the following Learning Outcome: 6. The impact of diverse philosophical, ethical or religious views These learning outcomes are part of the social science learning outcomes.

² Sources: <http://www.projectionscentral.com/Projections/LongTerm>; <https://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm>

³ Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

⁴ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

B. Complete Appendix A – Outcomes using the system form.

Individual Student Outcome	Program Courses that Address the Outcomes	
	Prefix & Number	Prefix & Number
Students learn the basics of human biology and evolutionary theory	ANTH	220
Students learn the fundamentals of forensic scientific analysis	ANTH/CJUS	335
Students learn the basics of forensic science and anatomy.	ANTH	310
Students learn to identify human and animal bone remains	ANTH/CJUS	435

7. Delivery Location.⁵

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

	Yes/No	Intended Start Date
On campus	Yes	8/20/2018

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

	Yes/No	If Yes, identify delivery methods ⁶	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?⁷

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Internet	8/20/2018

⁵ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁶ Delivery methods are defined in [AAC Guideline 5.5](#).

⁷ This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G (1)

DATE: May 8-10, 2018

SUBJECT

New Specialization: SDSU Specialization in Geographic Information Sciences within the MS in Geography

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authority to offer a specialization in Geographic Information Sciences (GIS) within the Master of Science (MS) in Geography. The specialization prepares graduate students in the use and applications of geographic information systems, cartography, remote sensing, global positioning systems (GPS), and spatial statistics.

IMPACT AND RECOMMENDATION

Board approval of a specialization within a major is required as specializations appear on transcripts. SDSU does not currently have a specialization within the MS in Geography program. SDSU is not requesting new resources to offer the specialization.

Board office staff recommend approval of the specialization.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSU – Geographic Information Sciences within the MS in Geography

DRAFT MOTION 20180508_4-G(1):

I move to approve SDSU's new program proposal for a Specialization in Geographic Information Sciences within the MS in Geography.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Geographic Information Sciences
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Geography (M.S.)
INTENDED DATE OF IMPLEMENTATION:	2018-2019 Academic Year
PROPOSED CIP CODE:	45.0702
UNIVERSITY DEPARTMENT:	Geography (SGRGE)
UNIVERSITY DIVISION:	Arts & Sciences (SGRAD)

University Approval

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

3/26/2018

Institutional Approval Signature
President or Chief Academic Officer of the University

Date

1. Level of the Specialization:

Baccalaureate ☐ Master's ☒ Doctoral ☐

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

South Dakota State University (SDSU) requests authorization to offer a specialization in Geographic Information Sciences (GISc) for the M.S. in Geography. This request is in response to students' needs, market demands, and an ever-changing society. The GISc specialization prepares graduate students for careers in a wide range of geospatial information research and applications. Geographic Information Science encompasses the development, use, and applications of Geographic Information Systems (GIS), cartography, remote sensing, global positioning systems (GPS), and spatial statistics. A student completing this specialization will be prepared to take on advanced technical and leadership roles in federal, state and local agencies and firms employing GIS, remote sensing, and other geospatial technologies.

The University does not request new state resources.

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

Many projections from government agencies and market research firms alike point toward considerable growth of the geospatial technology industry as well as growth in GIS-related

employment sectors and fields. The U.S. Department of Labor Employment and Training Administration (DOLETA), for example, cites an annual growth rate of approximately 35 percent for the geospatial technology industry, with reliable public sector revenue accounting for approximately one third of the industry's total annual receipts.¹ Likewise, P&S Market Research estimates a compound annual growth rate of 10.1 percent from 2017 to 2023 for the global GIS market.²

A particular highlight is the field of cartography and photogrammetry. According to the U.S. Department of Labor's Bureau of Labor Statistics (BLS), jobs in the field of cartography and photogrammetry are expected to grow by approximately 19% between 2016 and 2026, with a total estimated growth of “much faster than the average” for all occupations over this same period. With a median salary over \$62,750, employment in jobs related to cartography and photogrammetry are excellent opportunities for recent university graduates who have GIS experience and specialization.³

In the last five years, many state agencies have incorporated geospatial technologies and have created new positions for GISc analysts, technicians, programmers and managers. Some South Dakota agencies that employ persons with GISc training include the Department of Game, Fish and Parks, Department of Transportation, Department of Environment and Natural Resources, and Department of Public Safety to name a few. In addition, Native American tribal governments, city planning departments, and regional planning agencies have created new positions for GISc specialists. Increasingly, there is a demand for GISc professionals in private industry within South Dakota. Surveying and engineering firms throughout the state routinely hire GISc professionals. EROS Data Center employs persons with remote sensing skills. A specialization in Geographic Information Sciences will provide advanced training for individuals working in public and private industries throughout the state of South Dakota, the region and the United States. The South Dakota Department of Labor & Regulation⁴ and Bureau of Labor Statistics (BLS)⁵ predict employment growth in many of the anticipated occupations.

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 Hours	New (yes, no)
GEOG	710	Evolution of Geographic Thought	3	No
GEOG	714	Research and Writing	3	No
<i>Select 3 of the following options:</i>			9	
GEOG	573-573L	GIS: Data Creation and Integration Lab	3	No
GEOG	574-574L	GIS: Vector and Raster Modeling and Lab	3	No
GEOG	575-575L	GIS Applications and Lab	3	No
GEOG	583-583L	Aerial Remote Sensing and Lab	3	No
GEOG	584-584L	Remote Sensing and Lab	3	No

¹Employment and Training Administration, U.S. Department of Labor, *High Growth Industry Profile: Geospatial Technology*, on the internet https://www.doleta.gov/brg/indprof/geospatial_profile.cfm (visited February 2, 2018).

² P&S Marketing Research, on the internet at <https://www.psmarketresearch.com/press-release/global-geographic-information-system-market> (visited February 2, 2018).

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2017-18 Edition*, on the Internet at <https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm> (visited February 2, 2018).

⁴ South Dakota Department of Labor and Regulations, *Employment Projections by Occupation*, on the internet at: <https://www.southdakotaworks.org> (visited February 2, 2018).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2017-18 Edition*, on the Internet at <https://www.bls.gov/ooh> (visited February 2, 2018).

Prefix	Number	Course Title	Credit Hours	New (yes, no)
GEOG	585-585L	Quantitative Remote Sensing and Lab	3	No
GEOG	741	Quantitative Remote Sensing for Terrestrial Monitoring	3	No
GEOG	743	Geospatial Analysis	3	No
GEOG	786	Geographic Information Systems	3	No
<i>Select one of the following options:</i>				
<i>Option A - Thesis</i>				
GEOG	798	Thesis	6	No
Electives will be determined in consultation with the advisor.			9	No
<i>Option B – Research/Design Paper</i>				
GEOG	788	Research Paper in Geography	6	No
Electives will be determined in consultation with the advisor.			11	No
Total number of hours required for completion of specialization			9	
Total number of hours required for completion of major			30-32	
Total number of hours required for completion of degree				
Option A			30	
Option B			32	

5. Delivery Location⁶

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

	Yes/No	Intended Start Date
On campus	Yes	2018-2019 Academic Year

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

	Yes/No	If Yes, identify delivery methods ⁷	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?⁸

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

¹ The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

⁷ Delivery methods are defined in [AAC Guideline 5.5](#).

⁸ This question responds to HLC definitions for distance delivery.

5.33% of the Geographic Information Science specialization is available online.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G (2)

DATE: May 8-10, 2018

SUBJECT

**New Specialization: DSU Specialization in Artificial Intelligence / Machine Learning
in BS in Computer Science**

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authority to offer a specialization in Artificial Intelligence/Machine Learning within the BS in Computer Science. Artificial Intelligence (AI) includes machines learning to complete tasks and Machine Learning is an application of AI giving machines access to data and letting machines learn for themselves. Graduates with the specialization will learn skills related to automating tasks and analyzing data, providing opportunities in multiple workforce sectors.

IMPACT AND RECOMMENDATION

Board approval of a specialization within a major is required as specializations appear on transcripts. DSU is not requesting new resources to offer the specialization.

Board office staff recommend approval of the specialization.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Artificial Intelligence / Machine Learning Specialization in BS in Computer Science

DRAFT MOTION 20180508_4-G(2):

I move to approve DSU's new program proposal for a Specialization in Artificial Intelligence / Machine Learning in the BS in Computer Science.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Artificial Intelligence / Machine Learning
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	B.S. in Computer Science
INTENDED DATE OF IMPLEMENTATION:	5/4/2018
PROPOSED CIP CODE:	11.0101
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
UNIVERSITY DIVISION:	Computer Science

University Approval

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

Institutional Approval Signature

President or Chief Academic Officer of the University

2/14/2018

Date

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

Baccalaureate ☒ Master's ☒ Doctoral ☐

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

The Beacom College of Computer and Cyber Sciences seeks to add a new specialization, Artificial Intelligence/Machine Learning, to the BS in Computer Science. The current faculty recruiting cycle will result in the faculty talent to be able to offer the courses necessary.

Given the mission specificity within the Beacom College, and the size and complexity of the college (30+ FTE Faculty) and its programs (Computer Game Design, B.S., Computer Science, B.S., Cyber Operations, B.S., Network and Security Administration, B.S. and other minors and certificates), DSU and the Beacom College is the appropriate place to offer this specialization. All the courses listed in the specialization are existing courses, so no new courses will be required.

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

Adding the Artificial Intelligence/Machine Learning specialization to the curriculum of the Beacom College is consistent with the board-designated mission of the college and of Dakota State University and supports our system, university and college goals pertaining to student success (this specialization will enhance student success), contribute to the state's workforce and economic development as this program aligns nicely with existing and future state workforce needs. This addition will allow the faculty of the Beacom College to provide the modern applications for machine learning, including recommendation systems, streaming analytics, deep learning and cognitive computing. Our students will be the recipients of navigating both organizational and technological challenges to adopt machine learning and embark on their own analytics evolution.

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
CSC	447	Artificial Intelligence	3	No
CSC	483	Machine Learning Fundamentals	3	No
Pick 6 credits from the following			6	Choose an item.
CIS	368	Predictive Analytics	3	No
CIS	372	Programming for Analytics	3	No
CIS	474	Business Intelligence and Big Data	3	No
CSC	486	Data Mining Methods	3	No
Total number of hours required for completion of specialization			12	
Total number of hours required for completion of major			57	
Total number of hours required for completion of degree			120	

5. Delivery Location²

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2018

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

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

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

	Yes/No	If Yes, identify delivery methods ³	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	DSU uses D2L as its course management system	Fall 2018

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

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

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

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

⁴ This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G (3)

DATE: May 8-10, 2018

SUBJECT

New Specialization: DSU Specialization in Information Assurance in MS in Information Systems

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authority to offer a specialization in Information Assurance within the Master of Science (MS) in Information Systems. The specialization prepares graduate students in managing risks related to the use, processing, storage, and transmission of information or data and the systems and processes used for those purposes. Graduates with the specialization can find employment in high demand occupations, including but not limited to IT Business Analyst, Information Architect, Information Assurance Manager, IT Manager, Chief Security Officer, and Chief Technology Officer.

IMPACT AND RECOMMENDATION

Board approval of a specialization within a major is required as specializations appear on transcripts. Existing specializations within the MS in Information Systems include Data Management, Application Development, Healthcare Information Systems, and Network Administration & Security. DSU is not requesting new resources to offer the specialization.

Board office staff recommend approval of the specialization.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Information Assurance Specialization in MS in Information Systems

DRAFT MOTION 20180508_4-G(3):

I move to approve DSU's new program proposal for a Specialization in Information Assurance in the MS in Information Systems.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Information Assurance
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	M.S. in Information Systems
INTENDED DATE OF IMPLEMENTATION:	5/4/2018
PROPOSED CIP CODE:	11.0401
UNIVERSITY DEPARTMENT:	College of Business & Info Systems
UNIVERSITY DIVISION:	Information Systems

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

4/4/2018

Date

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

Baccalaureate ☐ Master's ☒ Doctoral ☐

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

The MSIS major includes six core courses and one information integration course as well as three 9-credit specializations. The College is proposing a new specialization in Information Assurance (IA).

Information assurance is the practice of assuring information and managing risks related to the use, processing, storage, and transmission of information or data and the systems and processes used for those purposes. Individuals with IA skills can design, plan, and deploy changes to current software architecture. While there are several analyst positions in different IT fields, these job opportunities focus mainly on security and risk assessment.

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

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

The IA specialization will provide MSIS students more options in their study, increases their knowledge base and marketability.

Typical job titles for those with IA skills include IT Business Analyst, Information Architect, Information Assurance Manager, IT Manager, Chief Security Officer or Chief Technology Officer. The demand for IA security skills continues to grow, as evidenced by the following employment outlook data from the U.S. Department of Labor.

**United States Department of Labor
Occupational Estimates and Projections, 2016-2026
Selected Occupations Related to Information Assurance**

Occupation	Employment Change 2016-2026 (thousands)	Employment Change 2016-2026 (percent)	2016 Median Annual Wage
Computer & Information Systems Managers	44.2	12.0	135,800
Computer Network Architect	10.5	6.5	101,210
Computer System Analysts	54.4	9.1	87,220
Database Administrators	13.7	11.5	84,950
Information Security Analysts	28.5	28.5	92,600
Network and Computer Systems Administrators	24.0	6.1	79,700

Source: Estimates and projections from United States Department of Labor
<https://data.bls.gov/projections/occupationProj>

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
INFA	701	Principles of Information Assurance	3	No
INFA	713	Managing Security Risks	3	No
Choose one course from the following:				Choose an item.
INFA	715	Data Privacy	3	No
INFA	742	Ethics and Information Technology	3	No
INFA	745	Compliance and Audit	3	Yes
Total number of hours required for completion of specialization			9	
Total number of hours required for completion of major			30	
Total number of hours required for completion of degree			30	

5. Delivery Location²

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

	Yes/No	Intended Start Date	
On campus	Yes	Fall	2018

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

	Yes/No	If Yes, identify delivery methods ³	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	018	Fall 2018

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

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

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

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

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

⁴ This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – H

DATE: May 8-10, 2018

SUBJECT

Agreements on Academic Cooperation – SDSM&T

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, South Dakota School of Mines and Technology seeks approval to enter into an agreement on academic cooperation with the following institutions:

- Goa College of Engineering, Farmagudi, Panda Goa, India (GOA)
- Kalasalingam Academy of Research and Education, India (KARE)
- Madurai Kamaraj University, Madurai, Tamil Nadu, India (MKU)
- HAN University of Applied Sciences, Arnhem, Gelderland, Netherlands (HAN)

IMPACT AND RECOMMENDATION

The South Dakota School of Mines and Technology actively seeks international partnership opportunities with universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange pertaining to the agreements with GOA, KARE, and MKU, unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and pay tuition and fees to the host institution.

(Continued)

DRAFT MOTION 20180508_4-H:

I move to approve the agreements on academic cooperation between South Dakota School of Mines and Technology and 1) Goa College of Engineering, Farmagudi, Panda Goa, India (GOA); 2) Kalasalingam Academy of Research and Education, India (KARE); 3) Madurai Kamaraj University, Madurai, Tamil Nadu, India (MKU); and 4) HAN University of Applied Sciences, Arnhem, Gelderland, Netherlands (HAN).

For the exchange agreement with HAN, each institution agrees to accept and enroll exchange students as full-time, non-degree seeking for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees. SDSM&T students going to HAN will pay tuition and fees to SDSM&T.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Academic Agreement: GOA, India

Attachment II – Academic Agreement: KARE, India

Attachment III – Academic Agreement: MKU, India

Attachment IV – Academic Agreement: HAN, Netherlands

MEMORANDUM OF UNDERSTANDING

between

**South Dakota School of Mines & Technology
Rapid City, South Dakota, USA**

and

**Goa College of Engineering
Farmagudi, Ponda Goa, INDIA**

Goa College of Engineering, Farmagudi, Ponda Goa, INDIA (hereafter referred to as “GEC GOA”) and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as “SDSMT”), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality and reciprocity and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by general staff (administrative and technical) and faculty members. The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - Participation in seminars, congresses and meetings
- Student exchange
 - Each party will recommend potential students to participate in an exchange for the matriculation of the other university’s appropriate academic programs on a reciprocal basis. The student’s acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and pay tuition and fees to the host institution.

GEC GOA and SDSMT agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university's home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party with six months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed on behalf of
GOA COLLEGE OF ENGINEERING, GOA
by

Signed on behalf of
South Dakota School of Mines & Technology
by

Dr. VINAYAK N. SHET
PRINCIPAL

James M. Rankin
President

Date: _____

Date: _____

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MoU) is made between

- (A) Kalasalingam Academy of Research and Education (Deemed to be University)
Krishnankoil - 626126, INDIA**
- (B) South Dakota School of Mines & Technology, Rapid City, South Dakota 57701,
USA**

To develop an academic exchange and cooperation program in academics and research, South Dakota School of Mines & Technology and Kalasalingam Academy of Research and Education, Krishnankoil, India have agreed to the following under this Memorandum of Understanding:

1. Based on the principles of mutual benefit and respect for each other's independence, the two institutions will foster:
 - a) Joint supervision of Ph.D. research
 - b) Joint supervision of projects of postgraduate students
 - c) Formation of joint research groups and undertaking collaborative research activities through participation in nationally / internationally funded projects
 - d) Exchanges of scientific and technical information
 - e) Organization of joint events such as international conferences
 - f) Exchange of students and faculty
2. Visiting faculty will be given a workplace and the necessary support by the host institution and may be permitted to take guest lectures.
3. The host institution will help visiting faculty and students find suitable accommodation and support their academics and research. However, expenses for food and lodging and travels shall be borne by the visiting members. Unless otherwise agreed, students will be responsible for paying tuition and fees to the host institution, if applicable.
4. Both parties will participate in joint research projects and apply for appropriate funds to national or international funding agencies. If both parties agree, additional partners could also participate in the projects.
5. It is implicit that every activity undertaken under this MOU is approved by the appropriate officials at each institution and must fall within each institution's academic and fiscal constraints.
6. This MOU comes into effect on the date of signature for an initial period of three years and can be renewed for another three-year period after the previous MOU has expired. Extension of MOU is an active step six month before expiry of the previous MOU and subject to prior existence of actual cooperation activities in the previous three-year period of MOU. If the MOU is not actively renewed, it expires automatically. In order to terminate this MOU, a one year written notice must be issued by either party.
7. This MOU may be modified at any time after due consultation between the two institutions.

8. No party shall have the right to use the name or emblem of another party without the prior approval of that party in writing.
9. Issues relating to intellectual property rights shall be resolved by both parties for each joint project separately before the start of the project.
10. Both parties agree that this MOU does not contain any financial obligations for either side, and that measures will be pursued on the condition that national or international funds are available for the specific purpose.
11. This document can not be treated as a legal document and be produced in a court of law.
12. In the event of any dispute or difference arising in the implementation of the MoU, such disputes shall be resolved amicably by mutual discussions by the Administrators of both the institutions. All such decisions shall take into account the status of students working/projects under this arrangement and the interest of such students/ projects shall be guarded as much as possible.

S. Saravanasankar, Vice Chancellor

James Rankin, President

02/JAN/2018

Date

Date
Witness

1. Dr. K. Sundar
Dean - SBCE
2. Dr. M. Ushayakumari
Dean (IR)

Witness

1.
2.



MEMORANDUM OF UNDERSTANDING



between

South Dakota School of Mines and Technology, USA

and

Madurai Kamaraj University, Madurai, Tamil Nadu, India

Madurai Kamaraj University, Madurai, Tamil Nadu, India (hereafter referred to as MKU) and the South Dakota School of Mines and Technology of the USA (hereafter referred to as "SDSMT"), believe that development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality and reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued

(i) Staff exchange and collaboration

The two institutions agree in principle to the possibility of exchanges by general staff (administrative and technical) and faculty members. The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.

(ii) Joint research activities and publications

Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.

(iii) Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include

- Visits for studying teaching principles and methods
- Exchange of academic materials and other information
- Participation in seminars, congresses and meetings
- Organizing training workshops

(iv) Student exchange

Each party will recommend potential students to participate in an exchange for the matriculation of the other university's appropriate academic programs on a reciprocal basis. The student's acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs.

Unless otherwise agreed, students will be responsible for meeting their own costs of living and pay tuition and fees to the host institution.

MKU and **SDSMT** agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university's home country and governing body.

Both Institutions agree that all additional activities are dependent on the availability of funds. Both Institutions agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party with six months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

For University

For South Dakota School of Mines
and Technology

Vice Chancellor

James Rankin
President

Registrar

Date:

Date:

**EXCHANGE AGREEMENT
BETWEEN
HAN University of Applied Sciences
Arnhem, Gelderland, The Netherlands
AND
SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
RAPID CITY, SOUTH DAKOTA, USA**

The HAN University of Applied Sciences Arnhem, Gelderland, The Netherlands (hereafter referred to as "HAN University of Applied Sciences") and South Dakota School of Mines and Technology (SDSM&T) recognizing the educational and cultural exchanges which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1. Definitions

- i) For the purposes of this agreement "home" institution shall mean the institution at which a student intends to graduate, and "host" institution shall mean the institution which has agreed to accept the student from the home institution.
- ii) Semester or academic year shall normally refer to the period relevant to the host institution.
- iii) "Faculty" shall represent the appropriate academic entity at the respective institutions.

2. Purpose of the Agreement

- i) The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.
- ii) The purpose of exchanges between Faculty members is to promote collaborative research, other educational developments and to further mutual understanding.
- iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit which will be applied towards their degree at their home institution.

3. Responsibilities of Participating Institutions and Students

- i) Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.
- ii) Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in item number 6 of this document. SDSM&T students going to HAN University of Applied Sciences pay tuition and fees to SDSM&T.
- iii) Each exchange student will be provided with the same academic resources and support services that are available to all students at the host institution.
- iv) It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.
- v) It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange.

- vi) In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying any fees associated with having a transcript sent from the host institution to the home institution.
- vii) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4. Balancing the Exchange

- i) It is the objective under this agreement that there will be parity in the number of students exchanged. For the purpose of computing this parity, the exchanges will be weighed as follows:
- ii) One short-term program (less than 4 weeks) = 0.25 units; one summer session (4 weeks or longer) = 0.5 units; one summer term (12 weeks) = 1.0 unit; one semester = 1.0 unit; one academic year = 2 units; a calendar year = 2.5; However, each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.
- iii) The period of study for an exchange will be for one or two semesters the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.
- iv) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of HAN University of Applied Sciences students each year who are relieved of any payments of tuition and fees to SDSM&T is limited to one over parity. All other HAN University of Applied Sciences students are welcome to study at SDSM&T, but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by HAN University of Applied Sciences.

5. Selection and Enrollment of Students

It is expected that only highly motivated students of above-average academic quality will be selected to participate in an exchange program. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

- i) have completed at least one year of study at their home institution (University-specific programs, such as research, may have additional requirements);
- ii) are enrolled at their home and host institution for the full period of the exchange;
- iii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;
- iv) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program;

- v) are proficient in the language of instruction at the host university. For HAN University of Applied Sciences students, SDSM&T will accept in lieu of the TOEFL examination a favorable recommendation from a professor who is qualified to determine the student's English proficiency. SDSM&T students who plan to take courses held in English at HAN University of Applied Sciences are advised to show proof of language skills of at least level B2 or better. For SDSM&T students, HAN University of Applied Sciences will accept in lieu of an official language examination a favorable recommendation from a professor who is qualified to determine the student's English proficiency.

Each home institution will send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester but will try to adhere to the application deadlines provided by the host university. The host institution reserves the right of final approval on the admission of a student.

6. Financial Responsibilities of Institutions

- i) Participating students from SDSM&T will pay appropriate tuition and fees at SDSM&T as per the published tuition and fee schedule. Participating students of SDSM&T are relieved of any payments of tuition and fees to HAN University of Applied Sciences except as cited in the following paragraphs. In addition, participants of HAN University of Applied Sciences will pay tuition and fees at HAN University of Applied Sciences, if so required. Participating students of HAN University of Applied Sciences are relieved of any payments of tuition and fees to SDSM&T except as cited in the following paragraphs.
- ii) Students attending SDSM&T on exchange agreements will pay all applicable special discipline fees, salary enhancement fees, incidental fees, the International Student Fee, and possibly the TabletPC lease fee. (Some courses require use of the TabletPC.) Students who enroll in a self-support course will pay all self-support tuition and delivery fees associated with the course.
- iii) Students attending HAN University of Applied Sciences on exchange agreements will pay all applicable special semester discipline fee required by HAN University of Applied Sciences.
- iv) All living expenses shall be borne by the students of both institutions.
- v) The host institution will provide the appropriate orientation program(s) to the students at no additional cost. Excursions offered throughout the summer programs and the semester will be charged in full or in part to the student.

7. Financial Responsibilities of Exchange Students

- i) Exchange students will be financially responsible for:
 - travel to and from the host institution
 - books, stationery, etc.
 - travel documentation, visas, etc.
 - accommodation and living expenses
 - personal travel within the host country
 - nominal fee for official transcripts and/or Statement of Results
 - health coverage relevant to the exchange institution and country
 - SDSM&T has student insurance that is mandated through our governing Board of Regents, so students coming to SDSM&T must plan to purchase this insurance.
 - HAN University of Applied Sciences has student insurance that is mandated through the Federal Government, so students coming to HAN University of Applied Sciences must plan to purchase this insurance
- ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. Accommodation

- i) The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including utility accounts and rental deposit. The host institution cannot guarantee housing on campus.
- ii) Short term programs may be structured differently.

9. Exchange Student Families

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student. (Please note that SDSM&T does not have accommodations for married students with families.)

10. Faculty and Staff Exchanges

The two institutions agree in principle to the possibility of exchanges by Faculty and general staff (Administrative and Technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.

11. Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

12. Period of Agreement

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years, and renewable every five years thereafter. The Agreement may be terminated by either party provided six months written notice is given to the other party.

13. Notices

- i) Any notice or other communication under this Agreement shall be given in writing and delivered by hand, sent by pre-paid post or facsimiled transmission.
- ii) The address for any such notices is as follows:

HAN University of Applied Sciences

Name: Mr. Gerrit Jan Brethouwer
 Position Title: Director of International Relations
 Faculty of Engineering
 Address: Ruitenberglaan 31
 NL – 6826 CC Arnhem

Telephone: +31 26 365 8132

Facsimile: +31 26 369 1387

e-mail: International.FTK@han.nl

South Dakota School of Mines and Technology

Name: Ms. Susan Aadland
 Position Title: Director, Ivanhoe International
 Center
 Address: 501 East Saint Joseph Street
 Rapid City, SD 57701-3995
 USA

Telephone: 01-605-394-6884

Facsimile: 01-605-394-6883

e-mail: international@sdsmt.edu

14. Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of
HAN University of Applied Sciences
by



Kees Boele
President

Date: 20-3-2018

Signed on behalf of
South Dakota School of Mines and Technology
by

James M. Rankin
President

Date: _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – I

DATE: May 8-10, 2018

SUBJECT

Articulation Agreements – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, South Dakota State University requests approval for the following articulation agreements:

- Students who have completed coursework in the A.A. degree in Nursing at Oglala Lakota College (OLC) can apply credit toward the RN Upward Mobility (RN-BS) Option, Bachelor of Science degree in Nursing at SDSU
- Students who have completed coursework in the A.A.S. degree in Nursing at Iowa Lakes Community College (ILCC) can apply credit toward the RN Upward Mobility (RN-BS) Option, Bachelor of Science degree in Nursing at SDSU.

(Continued)

DRAFT MOTION 20180508_4-I:

I move to approve the articulation agreements between South Dakota State University and 1) Oglala Lakota College, and 2) Iowa Lakes Community College, 3) Iowa Central Community College, 4) Northwest Iowa Community College, 5) Sisseton Wahpeton Community College, 6) Western Dakota Technical Institute, and 7) Western Iowa Tech Community College.

- Students who have completed coursework in the A.A.S. degree in Nursing at Iowa Central Community College (ICCC) can apply credit toward the RN Upward Mobility (RN-BS) Option, Bachelor of Science degree in Nursing at SDSU.
- Students who have completed coursework in the A.A.S. degree in Nursing at Northwest Iowa Community College (NCC) can apply credit toward the RN Upward Mobility (RN-BS) Option, Bachelor of Science degree in Nursing at SDSU.
- Students who have completed coursework in the A.S. degree in Behavioral Science, Sociology Concentration, at Sisseton Wahpeton College (SWC) can apply credit toward the Bachelor of Arts degree in Sociology at SDSU.
- Students who have completed coursework in the A.S. degree in Behavioral Science, Psychology Concentration, at Sisseton Wahpeton College (SWC) can apply credit toward the Bachelor of Science degree in Psychology at SDSU.
- Students who have completed coursework in the A.S. degree in Behavioral Science, Sociology Concentration, at Sisseton Wahpeton College (SWC) can apply credit toward the Bachelor of Science degree in Sociology at SDSU.
- Students who have completed coursework in the A.A.S. degree in Electrical Trades at Western Dakota Technical Institute (WDTI) can apply credit toward the Bachelor of Science degree in Electronics Engineering Technology at SDSU.
- Students who have completed coursework in the A.A.S degree in Nursing at Western Iowa Tech Community College (WITCC) can apply credit toward the RN Upward Mobility (RN-BS) Option, Bachelor of Science degree in Nursing at SDSU.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Articulation Agreement: SDSU and OLC

Attachment II – Articulation Agreement: SDSU and ILCC

Attachment III – Articulation Agreements: SDSU and ICC

Attachment IV – Articulation Agreements: SDSU and NCC

Attachment V – Articulation Agreements: SDSU and SWC (Sociology-BA)

Attachment VI – Articulation Agreements: SDSU and SWC (Psychology-BS)

Attachment VII – Articulation Agreements: SDSU and SWC (Sociology-BS)

Attachment VIII – Articulation Agreements: SDSU and WDT

Attachment IX – Articulation Agreements: SDSU and WITCC

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

with Respect to Applying the

Associate of Arts Degree in Nursing

Towards

Bachelor of Science, major in Nursing

(RN Upward Mobility)

Between

OGLALA LAKOTA COLLEGE (OLC)

And

SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Oglala Lakota College (OLC) Kyle, SD

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement that addresses the varying needs of students and complimentary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. offer Oglala Lakota College students who have completed an Associate of Arts Degree in Nursing an opportunity to earn a Bachelor of Science degree, with a major in Nursing.

III. Academic Program

- A. Upon successful completion of the requirements specified below, SDSU will accept up to 70 course credits from the AA Nursing degree. Students must successfully complete the AA Nursing degree from OLC prior to transferring to SDSU for this agreement to apply. General education coursework completed at OLC is included in the course credits. Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Nursing are outlined below.

System General Education Graduation Requirements (SGR): minimum of 34 credits required. If any of the requirements noted below as met at OLC are not completed at OLC, the requirement must be completed at SDSU.

Note: OLC courses meeting the requirement are listed in *italics*.

SGR Goal #1: Written Communication 6 credits

ENGL 101 Composition I (3 cr) requirement fulfilled at OLC by completion of *ENGL 103 Freshman English I (3 cr)*

ENGL 201 Composition II (3 cr) requirement fulfilled at OLC by completion of *ENGL 113 Freshman English II (3 cr)*

SGR Goal #2: Oral Communication 3 credits

SPCM 101 Fundamentals of Speech (3 cr) requirement fulfilled at OLC by completion of *SpCm 103 Fundamentals of Speech (3 cr)*

SGR Goal #3: Social Sciences 6 credits in 2 disciplines

PSYC 101 General Psychology (3 cr) requirement fulfilled at OLC by completion of *PSY 103 General Psychology (3 cr)*

SOC 100 Introduction to Sociology (3 cr) requirement fulfilled at OLC by completion of *LSOC 103 Lakota Culture (3 cr)*

- **SGR Goal #4: Humanities and Arts/Diversity 6 credits in 2 disciplines**

3 credits of requirement fulfilled at OLC by completion of *LAK Language I 103 Lakota (3cr)*

3 credits from SDSU approved SGR#4 course list which can include OLC courses: *LAK 233 Lakota Language II, HISA 373 World History, HUM 143 Art Appreciation, Lit 203 Introduction to Literature*

- **SGR Goal #5: Mathematics 3 credits**

- MATH 102 College Algebra (3 cr) requirement fulfilled at OLC by completion of *Math 154 College Algebra (4 cr.)*

- **SGR Goal #6: 8 credits**

- MICR 231/231L Microbiology and Lab (4cr) requirement fulfilled at OLC by completion of *BIO 204 Basic Microbiology (4 cr)*
 - CHEM 106/106L Chemistry Survey and lab (4 cr) requirement fulfilled at OLC by completion of *CHEM 114/111 Chemistry for Health Sciences/Lab (5 cr)*

Additional pre-requisites completed at OLC 11 credits

- BIOL 221/221L, Human Anatomy and Lab (4 cr) requirement fulfilled at OLC by completion of *BIO 224, Human Anatomy/Lab (4 cr)*
- BIOL 325/325L, Physiology and Lab requirement fulfilled at OLC by completion of *BIO 234 Human Physiology/Lab (4 cr)*
- PHA 321 Pharmacology (3 cr) requirement fulfilled at OLC by completion of *NURS 323 Pharmacology (3 cr)*

Nursing credits completed at OLC: 20 credits**Elective credits completed at OLC: 5 credits****SDSU prerequisite credits required: 11 credits**

- HSc 443, Public Health Science (3 cr)
- NUTR 315, Human Nutrition (3 cr)
- NURS 119, First Year Seminar (2 cr)
- HDFS 210, Lifespan Development (3 cr)
- Elective Requirement (6 cr) SDSU or OLC credits

Major Requirements (39 credits)

19 of the 39 credits are completed via validation modules offered within the RN-BS curriculum.

Earned course* is listed below the major course.

- NURS 222 Transition to BS (1 cr)
- NURS 381 Family and Communication (3 cr)
 - i. NURS 234* earned by validation (2 cr)
 - ii. NURS 334* earned by validation (5 cr)
- NURS 385 Health Assessment and Clinical Decision Making (5 cr)
 - i. NURS 258* earned by validation (3 cr)
 - ii. NURS 358* earned by validation (3 cr)
- NURS 454 Nursing Leadership and Management (3 cr)
 - i. HSC 452* earned by validation (2 cr)
- NURS 416 Community Health (5 cr)
 - i. NURS 434* earned by validation (4 cr)
- NURS 474 Nursing Research/Theories (3 cr)

TOTAL OLC Credits 70

TOTAL SDSU Credits 50

TOTAL CREDITS REQUIRED 120

Additional requirements:

- a. Students transferring from Oglala Lakota College must have a cumulative GPA of 2.5.
- b. No course grade below a "C" meets the College of Nursing requirement.
- c. A.A. nursing course transfer requires that the student has completed the OLC A.A. nursing degree.
- d. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
- e. Student must be admitted to South Dakota State University.
- f. Student must be admitted to the professional RN Upward Mobility option.
- g. Student must have unencumbered license in state of practice.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Oglala Lakota College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

Start Date of fall 2018 Terms at Oglala Lakota College and South Dakota State University

VII. Acceptance of Agreement

For South Dakota State University:

Dean of Nursing

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

SDBOR Executive Director

Date: _____

For Oglala Lakota College:

.

Date: _____

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Science in Nursing Program

Towards the

RN Upward Mobility (RN-BS) Option
Bachelor of Science, major in Nursing

Between

Iowa Lakes Community College
and
South Dakota State University

I. **Parties**

Parties to this agreement are Iowa Lakes Community College (ILCC) and South Dakota State University (SDSU)

II. **Purpose**

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region.
- C. extend and clarify educational opportunities for students; and
- D. provide ILCC graduates of the A.A.S. degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing.

III. **Academic Program**

- A. Upon successful completion of the major requirements specified in III.B., SDSU will accept 20 technical course credits from the A.A.S. nursing degree. These technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Transferable general education and nursing prerequisite credits may be earned at ILCC and are in addition to the 20 technical nursing credits. No more than a total of 70 credits may be transferred from ILCC to SDSU. Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements to earn a degree.
- B. **Pre-requisite Requirements completed in the ILCC A.A.S. nursing curriculum 15 credits**
 - 1. BIOL 221/221L Human Anatomy & Lab (4 cr) *BIO 168 Anatomy and Physiology I (4 cr)*
 - 2. BIOL 325/325L Physiology & Lab (4 cr) *BIO 173 Anatomy and Physiology II (4 cr)*
 - 3. 321 Pharmacology (3 cr) *ADN 213 Pharmacology Applications (4cr)*
 - 4. NUTR 315 Human Nutrition (3 cr) *BIO 151 Nutrition (3 cr)*

C. General Education Requirements 32 credits

Transferable general education requirements, 27 credits completed in the ILCC A.A.S. curriculum are *italicized and listed next to the SDSU requirement*. Additional general education requirements may be completed at ILCC

1. SGR #1 Written Communication 6 credits

- a. ENGL 101 Composition I (3 cr) *ENG 105 Composition I (3 cr)*
- b. ENGL 201 Composition II (3 cr) *ENG 106 Composition II (3 cr)*

2. SGR #2 Oral Communication 3 credits

- a. SPCM 101 Fundamentals of Speech (3 cr) *SPC 101 Fundamentals of Oral Communication (3 cr)*

3. SGR #3 Social Sciences/Diversity 6 credits

- a. HDFS 210 Lifespan Development (3 cr) *PSY 121 Developmental Psychology (3 cr)*
- b. PSYC 101 Introduction to Psychology (3 cr) *PSY 111 Introduction to Psychology (3 cr)*

4. SGR #4 Arts and Humanities 6 credits

- a. 6 credits in 2 disciplines or a sequence of foreign language courses from SDSU approved list. See list of approved SGR #4 courses at <https://www.sdstate.edu/academic-catalog>

5. SGR #5 Mathematics 3 credits

- a. MATH 102 College Algebra (3 cr) *MAT 121 College Algebra (4 cr)* OR
STAT 281 STAT 281 Introduction to Statistics (3 cr) *MAT 157 Statistics (4 cr)*

6. SGR # 6 Natural Sciences 8 credits

- a. CHEM 106/106L Chemistry Survey and Lab (4 cr) *CHM 151 College Chemistry/lab (4 cr)*
- b. MICR 231/231L Microbiology and Lab (4 cr) *BIO 186 Microbiology (4 cr)*

D. Elective Requirements 6 credits

SDSU, ILCC or other college credits fulfill elective requirement.

E. Additional Requirements to be completed at SDSU 11 credits

- 1. HSC 443 Public Health Science (3 cr)
- 2. NURS 119 First Year Seminar (2 cr)
- 3. SOC 100 Introduction to Sociology (3cr)
- 4. One three credit (3cr) general education course not included in ILCC A.A.S curriculum

F. Major Requirements: 39 credits

The *earned * courses* are listed below the RN-BS course.

1. NURS 222 Transition to BS (1 cr)**2. NURS 381 Family and Communication (3 cr)**

- i. *NURS 234* earned by validation (2 cr)*
- ii. *NURS 334* earned by validation (5 cr)*

3. NURS 385 Health Assessment, Clinical Decision-Making and Nursing Interventions (5 cr)

- i. *NURS 258* earned by validation (3 cr)*
- ii. *NURS 358* earned by validation (3 cr)*

4. **NURS 454 Leadership and Management (3 cr)**
i. HSC 452 earned by validation (2 cr)*
5. **NURS 416 Community Health (5 cr)**
i. NURS 434 earned by validation (4 cr)*
6. **NURS 474 Nursing Research and Nursing Theory (3 cr)**

TOTAL ILCC CREDITS: 70

TOTAL SDSU CREDITS: 50

(The student completes 11 general education or pre-requisite credits, completes 20 SDSU nursing credits, and earns 19 required SDSU nursing credits by successful completion of validation modules with the RN-BS curriculum)

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Student transferring from Iowa Lakes Community College must have a cumulative GPA of 2.5.
2. No course grade below a "C" meets the College of Nursing requirements.
3. Credit assigned for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN Upward Mobility Admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite courses.
7. Student must be admitted to professional RN Upward Mobility option.

IV. Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Iowa Lakes Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV. Effective Date of Agreement

Start Date: Fall 2018 Terms at Iowa Lakes Community College and South Dakota State University

VII. Acceptance of Agreement

For South Dakota State University

College of Nursing Dean

Date: _____

Provost/Vice President for Academic Affairs

Date _____

SDBOR Executive Director

Date _____

For Iowa Lakes Community College

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Science in Nursing Program

Towards the

RN Upward Mobility (RN-BS) Option
Bachelor of Science, major in Nursing

Between

Iowa Central Community College
and
South Dakota State University

I. Parties

Parties to this agreement are Iowa Central Community College (ICCC) and South Dakota State University (SDSU)

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region.
- C. extend and clarify educational opportunities for students; and
- D. provide ICCC graduates of the A.A.S. degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III.B, SDSU will accept 20 technical course credits from the A.A.S. nursing degree. These technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Transferable general education and nursing prerequisite credits may be earned at ICCC and are in addition to the 20 technical nursing course credits. No more than a total of 70 credits may be transferred from ICCC to SDSU. Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements to earn a degree.

B. Pre-requisite Requirements completed in the ICCC nursing curriculum 17 credits

- 1. BIOL 221/221L Human Anatomy & Lab (4 cr) *BIO 168 Human Anat and Phys IA w/lab (4cr)*
- 2. BIOL 325/325L Physiology & Lab (4 cr) *BIO 173 Human Anat and Phys IIA w/Lab (4 cr)*
- 3. HDFS 210 Lifespan Development (3 cr) *PSY 121 Developmental Psychology (3 cr)*
- 4. NUTR 315 Human Nutrition (3 cr) *BIO 151 Human Nutrition (3 cr)*
- 5. PSYC 101 General Psychology (3 cr) *PSY 111 Introduction to Psychology (3 cr)*

C. General Education Requirements (SGRs) 32 credits

Transferrable general education requirements, 24 credits required in ICCC nursing curriculum are *italicized* and listed next to the SDSU requirement. Additional general education requirements can be completed at ICCC.

1. SGR Goal #1 Written Communication 6 credits

- a. ENGL 101 Composition I (3cr) *ENG 105 Composition I (3cr)*
- b. ENGL 201 Composition II (3cr)

2. SGR Goal #2 Oral Communication 3 credits

- a. SPCM 101 Fundamentals of Speech (3cr)

3. SGR Goal #3 Social Sciences 6 credits

- a. HDFS 210 Lifespan Development (3cr) *PSY 121 Developmental Psychology (3cr)*
- b. SOC 100 Introduction to Sociology (3cr) *SOC 110 Introduction to Sociology (3cr)*

4. SGR Goal #4 Arts and Humanities/Diversity 6 credits

- a. 6 credits in 2 disciplines or a sequence of foreign language courses from SDSU approved list. See list of approved SGR #4 courses at <https://www.sdsu.edu/academic-catalog>

5. SGE Goal #5 Mathematics 3 credits

- a. MATH 102 College Algebra OR MAT 103 Quantitative Literacy (3 cr)

6. SGR #6 Natural Sciences 8 credits

- a. CHEM 106/106L Chemistry Survey and Lab (4 cr)
- b. MICR 231/231L Microbiology and Lab (4 cr) *BIO 186 Microbiology (4cr)*

D. Elective Requirements 4 credits

SDSU, ICCC or other college credits fulfill elective requirements.

E. Additional Requirements to be completed at SDSU 11 credits

- 1. HSC 443 Public Health Science (3 cr)
- 2. NURS 119 First Year Seminar (2 cr)
- 3. NURS 321 Pharmacology (3 cr)
- 4. One three credit (3cr) general education course not included in ICCC curriculum

F. Major Requirements 39 credits

The *earned* courses* are listed below the RN-BS course.

- 1. NURS 222 Transition to BS (1 cr)
- 2. NURS 381 Family and Communication (3 cr)
 - i. *NURS 234* earned by validation (2 cr)*
 - ii. *NURS 334* earned by validation (5 cr)*
- 3. NURS 385 Health Assessment, Clinical Decision-Making and Nur Interventions. (5 cr)
 - i. *NURS 258* earned by validation (3 cr)*
 - ii. *NURS 358 * earned by validation (3 cr)*

4. NURS 454 Leadership and Management (3 cr)
 - i. HSC 452* earned by validation (2 cr)*
5. NURS 416 Community Health (5 cr)
 - i. NURS 434* earned by validation (4 cr)*
6. NURS 474 Nursing Research and Nursing Theory (3 cr)

TOTAL ICCC CREDITS: 70

TOTAL SDSU CREDITS: 50

(The student completes 11 general education or prerequisite credits, 20 SDSU nursing credits, and earns 19 required SDSU nursing credits by successful completion of validation modules with the RN-BS curriculum.)

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from Iowa Central Community College must have a cumulative GPA of 2.5.
2. No course grade below a "C" meets the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN Upward Mobility option.

IV. Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Iowa Central Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV. Effective Date of Agreement

Start Date of fall 2018 Terms at Iowa Central Community College and South Dakota State University.

VII. Acceptance of Agreement

For South Dakota State University

Dean of Nursing

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

SDBOR Executive Director

Date: _____

For Iowa Central Community College

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Science in Nursing Program

Towards the

RN Upward Mobility (RN-BS) Option
Bachelor of Science, major in Nursing

Between

Northwest Iowa Community College
and
South Dakota State University

I. **Parties**

Parties to this agreement are Northwest Iowa Community College (NCC) and South Dakota State University (SDSU)

II. **Purpose**

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region.
- C. extend and clarify educational opportunities for students; and
- D. provide NCC graduates of the A.A.S. degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing.

III. **Academic Program**

- A. Upon successful completion of the major requirements specified in III.B, SDSU will accept 20 technical course credits from the A.A.S. nursing degree. These technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Transferable general education and nursing prerequisite credits may be earned at NCC and are in addition to the 20 technical nursing credits. No more than a total of 70 credits may be transferred from NCC to SDSU. Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements to earn a degree.

B. **Pre-requisite requirements completed in the NCC A.A.S. nursing curriculum 11 credits**

- 1. BIOL 221/221L Human Anatomy & Lab (4 cr) *BIO 165-A/BIO 167-A Human Anatomy and Physiology and Lab (4cr)*
- 2. BIOL 325/325L Physiology & Lab (4 cr) *BIO 170-A/BIO 172-A Human Anatomy and Physiology II and Lab (4 cr)*
- 3. NUTR 315 Human Nutrition (3 cr) *BIO 151 Human Nutrition (3 cr)*

- C. **General Education Requirements (SGRs) 32 credits** (Transferrable general education requirements (16 credits) completed in the NCC A.A.S nursing curriculum are *Italicized* and listed next to the SDSU requirement) Transferable general education requirements may be completed at NCC
1. **SGR Goal #1 Written Communication** 6 credits
 - a. ENGL 101 Composition I (3cr) *ENG 105 Composition I (3cr)*
 - b. ENGL 201 Composition II (3cr)
 2. **SGR Goal #2 Oral Communication** 3 credits
 - a. SPCM 101 Fundamentals of Speech (3cr)
 3. **SGR Goal #3 Social Sciences** 6 credits
 - a. HDFS 210 Lifespan Development (3cr) *PSY 121 Developmental Psychology (3cr)*
 - b. SOC 100 Introduction to Sociology (3cr) *SOC 110 Introduction to Sociology (3cr)*
 4. **SGR Goal #4 Humanities and Arts/Diversity** 6 credits
 - a. 6 credits in 2 disciplines or a sequence of foreign language courses from SDSU approved list. SGR #4 course list available: <https://www.sdstate.edu/academic-catalog> ,
 5. **SGR Goal #5 Mathematics** 3 credits
 - a. MATH 102 College Algebra (3cr) or MATH 103 Quantitative Literacy (3 cr)
MAT 121 College Algebra (3cr) or MAT 110 Math for Liberal Arts (3cr)
 6. **SGR #6 Natural Sciences** 8 credits
 - a. CHEM 106/106L Chemistry Survey and Lab (4 cr)
 - b. MICR 231/231L Microbiology and Lab (4 cr) *BIO 183-A/BIO 184-A Microbiology Lab (4cr)*
- D. **Elective Requirements 7 credits**
SDSU, NCC or other college credits fulfill elective requirement
- E. **Additional Requirements to be completed at SDSU 11 credits**
1. HSC 443 Public Health Science (3 cr)
 2. NURS 119 First Year Seminar (2 cr)
 3. NURS 321 Pharmacology (3 cr)
 4. One three (3) credit general education requirement not included in NCC A.A.S. curriculum
- F. **Major Requirements 39 credits**
The *earned courses* * are listed below the RN-BS course.
1. NURS 222 Transition to BS (1 cr)
 2. NURS 381 Family and Communication (3 cr)
 - i. *NURS 234* earned by validation (2 cr)*
 - ii. *NURS 334* earned by validation (5 cr)*
 3. NURS 385 Health Assessment, Clinical Decision-Making and Nursing Interventions (5 cr)
 - i. *NURS 258* earned by validation (3 cr)*
 - ii. *NURS 358* earned by validation (3 cr)*
 4. NURS 454 Leadership and Management (3 cr)
 - i. *HSC 452* earned by validation (2 cr)*

5. NURS 416 Community Health (5 cr)
 - i. *NURS 434* earned by validation (4 cr)*
6. NURS 474 Nursing Research and Nursing Theory (3 cr)

TOTAL NCC CREDITS 70

TOTAL SDSU CREDITS 50

(The student completes 11 general education or prerequisite credits, completes 20 SDSU nursing credits and earns 19 required SDSU nursing credits by successful completion of validation modules with the RN-BS curriculum)

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from Northwest Iowa Community College must have a cumulative GPA of 2.5.
2. No course grade below a "C" meets the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN Upward Mobility option.

IV. Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Northwest Iowa Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV. Effective Date of Agreement

Start Date of fall 2018 Terms at Northwest Iowa Community College and South Dakota State University.

VII. Acceptance of Agreement

For South Dakota State University

Dean of Nursing

Date: _____

Provost/ Vice President for Academic Affairs

Date: _____

SDBOR Executive Director

Date: _____

For Northwest Iowa Community College

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

with Respect to Applying the **BEHAVIORAL SCIENCE**
Sociology Concentration, Associate of Science Degree Program

Towards the
SOCIOLOGY MAJOR
Bachelor of Arts Degree Program

Between
Sisseton Wahpeton College (SWC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Sisseton Wahpeton College, Agency Village, SD.

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students; and
- D. provide SWC students who have completed a Behavioral Science Sociology Concentration, Associate of Science degree an opportunity to earn a Bachelor of Arts degree with a major in Sociology.

III. Academic Program

- A. SDSU will accept up to 66 course credits from SWC's Associate of Science degree in Behavioral Science with a concentration in Sociology for students majoring in Sociology. (See Appendix A for course information on the AS degree in Behavioral Science at SWC). Students must successfully complete the A.S. degree Behavioral Science from SWC prior to transferring to SDSU for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree. See Appendix B for course equivalencies.
- B. Requirements to be completed at SDSU to earn a Bachelor of Arts degree with a major in Sociology are outlined below.

System General Education Graduation Requirements (SGRs): (3 credits)

- 1. ENLG 201 - Composition II (3 credits)

Major and Support Course Requirements: (21 credits)

- 1. SOC 284, Investigating the Social World (3 credits)
- 2. SOC 308, Research Methods II (3 credits)
- 3. SOC 403, Sociological Theory (3 credits)
- 4. SOC 489, Capstone (3 credits)
- 5. SOC/ANTH Electives (9 credits)

College of Arts, Humanities & Social Sciences Requirements (12-27 credits)

1. AHSS 111 - Introduction to Global Citizenship and Diversity (3 credits)
2. Modern Language completed through the 202 level (0-6 credits).
3. Minor outside of the student's major (9-18 credits)

Program or General Electives: (3-18 credits) if/as needed to reach 120 credit hours total required for graduation.

Total number of credits completed with SDSU: 54

Total maximum number of credits from SWC: 66

Total credits required: 120

Additional requirements:

- a. Students transferring from SWC must have a cumulative GPA of "C" (2.0 on a 4.0 scale).
- b. A minimum GPA of 2.2 and at least a C in all major courses is required.
- c. No SOC class may be used for the major AND the CJUS minor.
- d. At least 33 credits must be from upper-division (300 or higher) courses.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Sisseton Wahpeton College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2018 semester term at SWC and SDSU.

VII. Acceptance of Agreement

For South Dakota State University:

Dean, College of Arts, Humanities, and Social Sciences

Date: _____

Provost and Vice President for Academic Affairs

Date: _____

SDBOR Executive Director

Date: _____

For Sisseton Wahpeton College:

President

Date: _____

Vice President for Academic Affairs

Date: _____

APPENDIX A

PLAN OF STUDY FOR Associate of Science in Behavioral Science Sociology Concentration preparation to enroll in SDSU's Bachelor of Arts in Sociology program.

Credit Hours Required: 66

Behavioral Science Major 25 credits

Required Professional Core 13 credits

SS 110 - Introduction to Sociology (3 credits)

PSY/SS 230 – Pseudoscience (3 credits)

SS 220 - Research Methods (4 credits) [SOC 307 - Research Methods I at SDSU]

MATH 210 - Introduction to Statistics (3 credits)

Professional Electives 12 credits

Complete the following 3 classes.

SS 135 - Social Problems (3 credits)

SS 210 - The Family in Society (3 credits)

SS 241 - Introduction to Criminology (3 credits)

Select 1 class from the following, based on interest in a minor.

SS 125 - Social Theories of Policing (3 credits)

SS 120 - Introduction to Criminal Justice (3 credits)

HPS 120 - United States Government (3 credits)

HPS 250 - Introduction to Tribal Government (3 credits)

PSY 204 - Psychological Aspects of Drug Use (3 credits)

PSY 240 - Abnormal Psychology (3 credits)

PSY 205 - Life Span Development (3 credits)

BUS 217 - Microeconomics (3 credits)

General Education Requirements 41 credits

Computer Science 3 credits

CST 141 - Microcomputer Applications (3 credits)

General Education 4 hours

GEN 101 - Pathways to Success (3 credits)

GEN 270 - Capstone Course (1 credit)

English/Communications 6 credits

ENG 110 - Speech Communications (3 credits)

ENG 112 - English Composition I (3 credits)

Math/Science 7 credits

MATH 130 - College Algebra (3 credits)

Science - Students are required to complete 4 credit hours selected from:

NS 140 - Principles of Chemistry I (4 credits)

NS 212 - General Biology (4 credits)

NS 245 - Organic Chemistry (4 credits)

NS 250 – Microbiology (4 credits)

Or any Natural Science (NS) course with lab listed in catalog course descriptions that are 4 credit hours.

Humanities 3 credits

DKT 112 - Dakota Language II (in sequence) (3 credits)

Social Sciences 6 credits

PSY 110 - General Psychology

Select one of the following based on interest in a minor at SDSU.

DKT 265 - American Indian Sovereignty (3 credits)

GEO 120 - World Geography (3 credits)

HPS 120 - United States Government

HPS ISO - Current Events (3 credits)

HPS 160 - Western Civilization I (3 credits)

HPS 165 - Western Civilization II (3 credits)

HPS 210 - State and Local Government (3 credits)

HPS 230 - American History I (3 credits)

HPS 232 - American History II (3 credits)

HPS 250 - Introduction to Tribal Government (3 credits)

HPS 275 - Introduction to Tribal Law (3 credits)

BUS 214 - Macroeconomics (3 credits)

BUS 217 - Microeconomics (3 credits)

* Or any HPS Course from approved Social Science List.

Dakota Studies 6 credits

DKT 110 - Dakota Language I (3 credits)

AND Select one of the following

DKT 120 - Introduction to Dakota Studies (3 credits)

DKT 140 - Dakota Culture (3 credits)

General Electives 4 credits

Students choose classes of their choice. It is suggested to select ones required by the school to which they are transferring.

Complete 1 Laboratory Natural Science (4 credits)

Additional suggested classes from SWC

ENG 212 - English Composition II to meet SGR1 at SDSU (3 credits)

DKT 205 - Dakota Language III to meet College Language requirement (3 credits)

DKT 220 - Dakota Language Oral Communication to meet College Language requirement (3 credits)

One additional Sociology and Anthropology course (3 credits) - Up to 15 credits of Sociology and Anthropology classes may be transferred from SWC to SDSU.

APPENDIX B

Course by course equivalencies

SWC COURSE	SWC COURSE NAME	CR	SDSU COURSE	SDSU COURSE NAME	CR	Comments
BUS 214	MACROECONOMICS	3	ECON 202	MACROECONOMICS	3	
BUS 217	MICROECONOMICS	3	ECON 201	MICROECONOMICS	3	
CST 141	MICROCOMPUTER APPLIC.	3	CSC 105	INTRO TO COMPUTER	3	
DKT 110	DAKOTA LANGUAGE I	3	LAKL 101	INTRODUCTORY LAKOTA I	4	
DKT 112	DAKOTA LANGUAGE II	3	LAKL 102	INTRODUCTORY TO LAKOTA II	4	
DKT 120	INTRO TO DAKOTA STUDIES	3	AI 100	INTRO TO AMERICAN INDIAN STUDIES	3	
DKT125	INTRO TO ARCHAEOLOGICAL FIELDWORK	3	AI/ANTH 100T	ELECTIVE	3	
DKT 130	DAKOTA HISTORY	3	LAKL100T/HIST 100T	ELECTIVE	3	
DKT 131	AMERICAN INDIAN WOMEN	3	AI/HIST 100T	ELECTIVE	3	
DKT 135	DAKOTA SONG & DANCE	3	LAKL 100T	ELECTIVE	3	
DKT 136	DAKOTA BEADWORK	3	AI/ART 100T	ELECTIVE	3	
DKT 137	DAKOTA QUILLWORK	3	AI/ART 100T	ELECTIVE	3	
DKT 138	DAKOTA DESIGN & PAINTING	3	AI/ART 100T	ELECTIVE	3	
DKT 140	DAKOTA CULTURE	3	AI 100T	ELECTIVE	3	
DKT 146	DAKOTA REGALIA MAKING	3	AI 100T	ELECTIVE	3	
DKT 160	DAKOTA ORAL TRADITION	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
DKT 170	TRAD PLANTS & HERBS	3	BOT 127	ETHNOBOTANY	3	
DKT 180	SPECIAL TOPICS	1 - 3	AI 100T	ELECTIVE	1 - 3	
DKT 189D	DAKOTA BOW MAKING	3	AI 100T	ELECTIVE	3	
DKT 190	INDEPENDENT STUDY	1 - 3	AI 100T	ELECTIVE	1 - 3	
DKT 205	DAKOTA LANGUAGE III	3	AI 201	INTERMEDIATE LAKOTA I	3	
DKT 210	NATIVE AMERICAN LITERATURE	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
DKT 212	DAKOTA LANG VOCABULARY REVIEW	3	AI 100T	ELECTIVE	3	
DKT 216	IMAGES OF IND IN ART & FILM	3	ART 122	DESIGN II COLOR	3	
DKT 220	DAKOTA LANGUAGE ORAL COMM	3	AI/LAKL 100T	ELECTIVE	3	Will allow for AI/LAKL 202 for BA degrees
DKT 225	DAKOTA LANG LITERATURE & COMP	3	AI/LAKL 100T	ELECTIVE	3	
DKT 240	DAK REL TRAD & MOVEMENTS	3	REL 238	NATIVE AMERICAN RELIGIONS	3	
DKT 250	INTRO TO TRIBAL GOVERNMENT	3	POLS 100T	ELECTIVE	3	
DKT 255	HISTORY OF AMERICAN INDIAN ED	3	AI 211	SD AMERICAN INDIAN CULTURE & ED	3	
DKT 260	CONT. ISS. IN INDIAN LIFE	3	AI 100	INTRO TO AM INDIAN STUDIES	3	

DKT 265	AMERICAN INDIAN SOVEREIGNTY	3	AIS 100T	ELECTIVE	3	
DKT 275	INTRO TO TRIBAL LAW	3	AIS/POLS 100T	ELECTIVE	3	
DKT 278	DAKOTA LANG TEACHING METH	3	AIS/MFL 100T	ELECTIVE	3	
DKT 279	TEACHING NATIVE AMER STUDENTS	3	AIS 211	SD AMERICAN INDIAN CULTURE & ED	3	
ENG 102	ESSENTIALS OF COLLEGE ENGLISH	3	NC	NC - REMEDIAL	0	
ENG 110	SPEECH COMMUNICATIONS	3	SPCM 101	FUNDAMENTALS OF SPEECH	3	
ENG 112	ENGLISH COMPOSITION I	3	ENGL 101	COMPOSITION I	3	
ENG 114	INTRO TO LITERATURE	3	ENGL 210	INTRODUCTION TO LITERATURE	3	
ENG 160	DAKOTA ORAL TRADITION	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
ENG 210	NATIVE AMERICAN LITERATURE	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
ENG 212	ENGLISH COMPOSITION II	3	ENGL 201	COMPOSITION II	3	
GEN 101	PATHWAYS TO SUCCESS *	3	UC 143	MASTERING LIFETIME LEARNING SKILLS	2	
GEN 111	INTRO TO COMPUTER SKILLS *	3	CSC 105	INTRODUCTION TO COMPUTERS	3	
GEN 270	CAPSTONE COURSE *	1	IDL 262	FOUNDATIONS OF INTERDISCIPLINARY STUDIES	3	
GEO 120	WORLD GEOGRAPHY	3	GEOG 210	WORLD REGIONAL GEOGRAPHY	3	
HPS 120	US GOVERNMENT	3	POLS 100	AMERICAN GOVERNMENT	3	
HPS 131	AMERICAN INDIAN WOMEN	3	HIST 100T	ELECTIVE	3	
HPS 150	CURRENT EVENTS	3	POLS 253	CURRENT WORLD PROBLEMS	3	
HPS 160	WESTERN CIVILIZATION I	3	HIST 121	WESTERN CIVILIZATION I	3	
HPS 165	WESTERN CIVILIZATION II	3	HIST 122	WESTERN CIVILIZATION II	3	
HPS 210	STATE & LOCAL GOVERNMENT	3	POLS 210	STATE & LOCAL GOVERNMENT	3	
HPS 230	AMERICAN HISTORY I	3	HIST 151	US HISTORY I	3	
HPS 232	AMERICAN HISTORY II	3	HIST 152	US HISTORY II	3	
HPS 250	INTRO TO TRIBAL GOVERNMENT	3	POLS 100T	ELECTIVE	3	
HPS 275	INTRO TO TRIBAL LAW	3	POLS 100T	ELECTIVE	3	
MATH130	COLLEGE ALGEBRA	3	MATH 102	COLLEGE ALGEBRA	3	
MATH210	INTRO TO STATISTICS	3	STAT 281	INTRO TO STATISTICS	3	
NS 115	GENERAL ZOOLOGY	4	NRM 200/200L	ANIMAL DIVERSITY & LAB	4	
NS 130	GENERAL BOTANY	4	BOT 201/201L	GENERAL BOTANY & LAB	3	
NS 140	PRINCIPLES OF CHEMISTRY I	4	CHEM 106/106L	CHEMISTRY SURVEY & LAB	4	
NS 170	TRADITIONAL PLANTS & HERBS	3	BOT 127	ETHNOBOTANY	3	

NS 176	PRINCIPLES OF PHYSICS I	4	PHYS 111/111L	INTRO TO PHYSICS I AND LAB	4	
NS 195	PRINCIPLES OF PHYSICS II	4	PHYS 113/113L	INTRO TO PHYSICS II AND LAB	4	
NS 212	GENERAL BIOLOGY	4	BIOL 151/BIOL 151L	GENERAL BIOLOGY I/LAB	4	
NS 215	GEOLOGY	4	GEOG 132-132L	PHYSICAL GEOGRAPHY - NAT'L LANDSCAPES	4	
NS 225	ENVIROMENTAL SCIENCE	4	WL 110	ENVIRONMENTAL CONSER.	3	
NS 226	LANDSCAPE ECONOLOGY	4	LA 100T	ELECTIVE	4	
NS 231	ANATOMY	4	BIOL 142	ANATOMY	4	
NS 241	PHYSIOLOGY	4	BIOL 210/210L	HUMAN PHYSIOLOGY FOR ALLIED HLTH PROF/LAB	4	
NS 245	ORGANIC CHEMISTRY	4	CHEM 120	ELEMENTARY ORGANIC CHEM	3	
NS 250	MICROBIOLOGY	4	MICR 231/231L	GENERAL MICROBIOLOGY/AND LAB	4	
NS 260	ORNITHOLOGY	4	WL 100T	ELECTIVE	4	
NS 280	SPECIAL TOPICS	1 - 4	BIOL 292	TOPICS	1 -3	
NS 290	INDEPENDENT STUDY	1 - 4	BIOL 291	INDEPENDENT STUDY	1 -3	
PSY 110	GENERAL PSYCHOLOGY	3	PSYC 101	GENERAL PSYCHOLOGY	3	
PSY 125	SOCIAL THEORIES OF POLICING	3	CJUS 203	POLICING IN A FREE SOCIETY	3	
PSY 130	HUMAN DEVELOPMENT I	3	HDFS 227	HUM DEV. I: CHILDHOOD	3	
PSY 204	PSYCHOLOGICAL ASPECTS OF DRUG USE	3	PSYC 414	DRUGS AND BEHAVIOR	3	
PSY 205	LIFE SPAN DEVELOPMENT	3	HDFS 210	LIFESPAN DEVELOPMENT	3	
PSY 230	PSEUDOSCIENCE & CONTROVERSY	3	PSYC 389	PSEUDOSCIENCE AND PSYCHOLOGY	3	
PSY 240	ABNORMAL PSYCHOLOGY	3	PSYC 451	ABNORMAL PSYCHOLOGY	3	
SS 110	INTRODUCTION TO SOCIOLOGY	3	SOC 100	INTRODUCTION TO SOCIOLOGY	3	
SS 120	INTRO TO CRIMINAL JUSTICE	3	CJUS 201	INTRO TO CRIMINAL JUSTICE	3	
SS 125	SOCIAL THEORIES OF POLICING	3	CJUS 203	POLICING IN A FREE SOCIETY	3	
SS 135	SOCIAL PROBLEMS	3	SOC 150	SOCIAL PROBLEMS	3	
SS 210	THE FAMILY IN SOCIETY	3	SOC 382	THE FAMILY	3	
SS 241	INTRO TO CRIMINOLOGY	3	SOC 351	INTRODUCTION TO CRIMINOLOGY	3	

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

with Respect to Applying the **BEHAVIORAL SCIENCE,
Psychology Concentration, Associate of Science Degree Program**

Towards the
PSYCHOLOGY MAJOR
Bachelor of Science Degree Program

Between
Sisseton Wahpeton College (SWC)
and
South Dakota State University (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Sisseton Wahpeton College, Agency Village, SD.

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students; and
- D. provide SWC students who have completed a Behavioral Science, Psychology Concentration, Associate of Science degree an opportunity to earn a Bachelor of Science degree with a major in Psychology.

III. Academic Program

- A. SDSU will accept up to 66 course credits from SWC's Associate of Science degree in Behavioral Science with a concentration in Psychology for students majoring in Psychology. (See Appendix A for course information on the A.S. degree in Behavioral Science at SWC). Students must successfully complete the A.S. degree in Behavioral Science from SWC prior to transferring to SDSU for this agreement to apply. Students must meet all South Dakota Board of Regents' (SDBOR) policies and university graduation requirements in order to receive a degree. See Appendix B for course equivalencies.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Psychology are outlined below.

System General Education Graduation Requirements (SGRs): 3 credits

- 1. ENLG 201 - Composition II (3 credits)

Major and Support Course Requirements: 30 credits

1. PSYC 201- The Psychology Major (1 credit)
2. PSYC 210 - Introduction to Biopsychology (3 credits)
3. PSYC 375-375L - Research Methods I and Lab (4 credits)
4. PSYC 376-376L - Research Methods II and Lab (4 credits)
5. PSYC 409 - History and Systems of Psychology (3 credits)
6. Domain I, Select one from the following. (3 credits)
 - PSYC 301 - Sensation and Perception (3 credits)
 - PSYC 305 - Learning and Conditioning (3 credits)
 - PSYC 406 - Cognitive Psychology (3 credits)
 - PSYC 411 - Physiological Psychology (3 credits)
7. Domain II, Select two from the following. (6 credits)
 - PSYC 324 - Psychology of Aging (3 credits)
 - PSYC 327 - Child Psychology (3 credits)
 - PSYC 364 - Cross Cultural Psychology (3 credits)
 - PSYC 367 - Psychological Gender Issues (3 credits)
8. Domain III, Select one from the following. (3 credits)
 - PSYC 417 - Health Psychology (3 credits)
 - PSYC 441 - Social Psychology (3 credits)
 - PSYC 461 - Theories of Personality (3 credits)
9. Domain IV, Select one from the following. (3 credits)
 - PSYC 331 - Industrial and Organizational Psychology (3 credits)
 - PSYC 357 - Psychological Therapies (3 credits)
 - PSYC 427 - Child Psychopathology (3 credits)
 - PSYC 440 - Forensic Psychology (3 credits)
 - PSYC 477 - Psychology Testing and Measurement (3 credits)

College of Arts, Humanities and Social Sciences Requirements (15-21 credits)

1. AHSS 111 - Introduction to Global Citizenship and Diversity (3 credits)
2. Minor outside of the student's major (9-15 credits)
3. One science course from the College's Natural Science list (3 credits)

Program or General Electives: (0-6 credits) if/as needed to reach 120 credit hours total required for graduation.

Total number of credits completed with SDSU: 54

Total maximum number of credits from SWC: 66

Total credits required: 120

Additional requirements:

- a. At least 33 credits must be from upper-division (300 or higher) courses.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Sisseton Wahpeton College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2018 semester term at SWC and SDSU.

VII. Acceptance of Agreement

For South Dakota State University:

Dean, College of Arts, Humanities, and Social Sciences

Date: _____

Provost and Vice President for Academic Affairs

Date: _____

SDBOR Executive Director

Date: _____

For Sisseton Wahpeton College:

President

Date: _____

Vice President for Academic Affairs

Date: _____

APPENDIX A

PLAN OF STUDY FOR Associate of Science in Behavioral Science Psychology Concentration preparation to enroll in SDSU's Bachelor of Sciences in Psychology program.

Credit Hours Required: 66

Behavioral Science Major 25 credits

Required Professional Core 13 credits

- SS 110 - Introduction to Sociology (3 credits)
- PSY/SS 230 – Pseudoscience (3 credits)
- SS 220 - Research Methods (4 credits)
- MATH 210 - Introduction to Statistics (3 credits)

Professional Electives 12 credits

Select four (4) courses from the following.

Students who wish have an emphasis in Psychology or Criminal Justice will choose (2) courses in emphasized field and have (2) optional course.

PSY 204 - Psychological Aspects of Drug Use (3 credits)

PSY 240 - Abnormal Psychology (3 credits)

Select 2 classes from the following. Select classes toward a minor with the baccalaureate degree from SDSU.

SS 120 - Introduction to Criminal Justice (3 credits)

SS 135 - Social Problems (3 credits)

SS 125 - Social Theories of Policing (3 credits)

SS 210 - The Family in Society (3 credits)

SS 241 - Introduction to Criminology (3 credits)

PSY 205 - Life Span Development (3 credits)

HPS 120 - United States Government (3 credits)

HPS 250 - Introduction to Tribal Government (3 credits)

BUS 217 - Microeconomics (3 credits)

General Education Requirements 41 credits

Computer Science 3 credits

CST 141 - Microcomputer Applications (3 credits)

General Education 4 hours

GEN 101 - Pathways to Success (3 credits)

GEN 270 - Capstone Course (1 credit)

English/Communications 6 credits

ENG 110 - Speech Communications (3 credits)

ENG 112 - English Composition I (3 credits)

ENG 212 - English Composition II (3 credits) [elective at SWC/SGR1 at SDSU]

Math/Science 7 credits

MATH 130 - College Algebra (3 credits)

Science - Students are required to complete 4 credit hours selected from:

NS 140 - Principles of Chemistry I (4 credits)

NS 212 - General Biology (4 credits)

NS 245 - Organic Chemistry (4 credits)

NS 250 – Microbiology (4 credits)

Or any Natural Science (NS) course with lab listed in catalog course descriptions that are 4 credit hours.

Humanities 3 credits

Students are required to complete 3 credit hours selected from:

ART 118 - Introduction to Art (3 credits)

ART 120 - Introduction to Native American Art (3 credits)

DKT 112 - Dakota Language II (in sequence) (3 credits)

DKT 216 - Images of Indians in Art & Film (3 credits)

ENG 210 - Native American Literature (3 credits)

DKT 240 - Dakota Religious Traditions & Movements (3 credits)

ENG 114 - Introduction to Literature (3 credits)

* Or any Art, Literature, Language, or approved Humanities. (3 credits)

Social Sciences 6 credits

PSY 110 - General Psychology

Select one of the following

DKT 265 - American Indian Sovereignty (3 credits)

GEO 120 - World Geography (3 credits)

HPS 120 - United States Government

HPS 150 - Current Events (3 credits)

HPS 160 - Western Civilization I (3 credits)

HPS 165 - Western Civilization II (3 credits)

HPS 210 - State and Local Government (3 credits)

HPS 230 - American History I (3 credits)

HPS 232 - American History II (3 credits)

HPS 250 - Introduction to Tribal Government (3 credits)

HPS 275 - Introduction to Tribal Law (3 credits)

BUS 214 – Macroeconomics (3 credits)

BUS 217 – Microeconomics (3 credits)

* Or any HPS Course from approved Social Science List.

Dakota Studies 6 credits

SWO members

DKT 110 - Dakota Language I (3 credits)

AND Select one of the following

DKT 120 - Introduction to Dakota Studies (3 credits)

DKT 140 - Dakota Culture (3 credits)

Non - SWO members

Select one of the following

DKT 120 - Introduction to Dakota Studies (3 credits)

DKT 140 - Dakota Culture (3 credits)

AND Select one of the following

DKT 110 - Dakota Language I (3 credits)

DKT 112 - Dakota Language II (3 credits)

DKT 130 - Dakota History (3 credits)

DKT 210 - Native American Literature

DKT 250 - Introduction to Tribal Government (3 credits)

DKT 260 - Contemporary Issues in Indian Life (3 credits)

DKT 275 - Introduction to Indian Law (3 credits)

General Electives 4 credits

Students choose classes of their choice. It is suggested to select ones required by the school to which they are transferring.

Complete 1 Laboratory Natural Science (4 credits)

Additional suggested classes from SWC

ENG 212 - English Composition II to meet SGR1 at SDSU (3 credits)

APPENDIX B**Course by course equivalencies**

SWC COURSE	SWC COURSE NAME	CR	SDSU COURSE	SDSU COURSE NAME	CR	Comments
BUS 214	MACROECONOMICS	3	ECON 202	MACROECONOMICS	3	
BUS 217	MICROECONOMICS	3	ECON 201	MICROECONOMICS	3	
CST 141	MICROCOMPUTER APPLIC.	3	CSC 105	INTRO TO COMPUTER	3	
DKT 110	DAKOTA LANGUAGE I	3	LAKL 101	INTRODUCTORY LAKOTA I	4	
DKT 112	DAKOTA LANGUAGE II	3	LAKL 102	INTRODUCTORY TO LAKOTA II	4	
DKT 120	INTRO TO DAKOTA STUDIES	3	AI 100	INTRO TO AMERICAN INDIAN STUDIES	3	
DKT125	INTRO TO ARCHAEOLOGICAL FIELDWORK	3	AI/ANTH 100T	ELECTIVE	3	
DKT 130	DAKOTA HISTORY	3	LAKL100T/HIST 100T	ELECTIVE	3	
DKT 131	AMERICAN INDIAN WOMEN	3	AI/HIST 100T	ELECTIVE	3	
DKT 135	DAKOTA SONG & DANCE	3	LAKL 100T	ELECTIVE	3	
DKT 136	DAKOTA BEADWORK	3	AI/ART 100T	ELECTIVE	3	
DKT 137	DAKOTA QUILLWORK	3	AI/ART 100T	ELECTIVE	3	
DKT 138	DAKOTA DESIGN & PAINTING	3	AI/ART 100T	ELECTIVE	3	
DKT 140	DAKOTA CULTURE	3	AI 100T	ELECTIVE	3	
DKT 146	DAKOTA REGALIA MAKING	3	AI 100T	ELECTIVE	3	
DKT 160	DAKOTA ORAL TRADITION	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
DKT 170	TRAD PLANTS & HERBS	3	BOT 127	ETHNOBOTANY	3	
DKT 180	SPECIAL TOPICS	1 - 3	AI 100T	ELECTIVE	1 - 3	
DKT 189D	DAKOTA BOW MAKING	3	AI 100T	ELECTIVE	3	
DKT 190	INDEPENDENT STUDY	1 - 3	AI 100T	ELECTIVE	1 - 3	
DKT 205	DAKOTA LANGUAGE III	3	AI 201	INTERMEDIATE LAKOTA I	3	
DKT 210	NATIVE AMERICAN LITERATURE	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
DKT 212	DAKOTA LANG VOCABULARY REVIEW	3	AI 100T	ELECTIVE	3	
DKT 216	IMAGES OF IND IN ART & FILM	3	ART 122	DESIGN II COLOR	3	
DKT 220	DAKOTA LANGUAGE ORAL COMM	3	AI/LAKL 100T	ELECTIVE	3	Will allow for AI/LAKL 202 for BA degrees
DKT 225	DAKOTA LANG LITERATURE & COMP	3	AI/LAKL 100T	ELECTIVE	3	
DKT 240	DAK REL TRAD & MOVEMENTS	3	REL 238	NATIVE AMERICAN RELIGIONS	3	
DKT 250	INTRO TO TRIBAL GOVERNMENT	3	POLS 100T	ELECTIVE	3	
DKT 255	HISTORY OF AMERICAN INDIAN ED	3	AI 211	SD AMERICAN INDIAN CULTURE & ED	3	

DKT 260	CONT. ISS. IN INDIAN LIFE	3	AIS 100	INTRO TO AM INDIAN STUDIES	3	
DKT 265	AMERICAN INDIAN SOVEREIGNTY	3	AIS 100T	ELECTIVE	3	
DKT 275	INTRO TO TRIBAL LAW	3	AIS/POLS 100T	ELECTIVE	3	
DKT 278	DAKOTA LANG TEACHING METH	3	AIS/MFL 100T	ELECTIVE	3	
DKT 279	TEACHING NATIVE AMER STUDENTS	3	AIS 211	SD AMERICAN INDIAN CULTURE & ED	3	
ENG 102	ESSENTIALS OF COLLEGE ENGLISH	3	NC	NC - REMEDIAL	0	
ENG 110	SPEECH COMMUNICATIONS	3	SPCM 101	FUNDAMENTALS OF SPEECH	3	
ENG 112	ENGLISH COMPOSITION I	3	ENGL 101	COMPOSITION I	3	
ENG 114	INTRO TO LITERATURE	3	ENGL 210	INTRODUCTION TO LITERATURE	3	
ENG 160	DAKOTA ORAL TRADITION	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
ENG 210	NATIVE AMERICAN LITERATURE	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
ENG 212	ENGLISH COMPOSITION II	3	ENGL 201	COMPOSITION II	3	
GEN 101	PATHWAYS TO SUCCESS *	3	UC 143	MASTERING LIFETIME LEARNING SKILLS	2	
GEN 111	INTRO TO COMPUTER SKILLS *	3	CSC 105	INTRODUCTION TO COMPUTERS	3	
GEN 270	CAPSTONE COURSE *	1	IDL 262	FOUNDATIONS OF INTERDISCIPLINARY STUDIES	3	
GEO 120	WORLD GEOGRAPHY	3	GEOG 210	WORLD REGIONAL GEOGRAPHY	3	
HPS 120	US GOVERNMENT	3	POLS 100	AMERICAN GOVERNMENT	3	
HPS 131	AMERICAN INDIAN WOMEN	3	HIST 100T	ELECTIVE	3	
HPS 150	CURRENT EVENTS	3	POLS 253	CURRENT WORLD PROBLEMS	3	
HPS 160	WESTERN CIVILIZATION I	3	HIST 121	WESTERN CIVILIZATION I	3	
HPS 165	WESTERN CIVILIZATION II	3	HIST 122	WESTERN CIVILIZATION II	3	
HPS 210	STATE & LOCAL GOVERNMENT	3	POLS 210	STATE & LOCAL GOVERNMENT	3	
HPS 230	AMERICAN HISTORY I	3	HIST 151	US HISTORY I	3	
HPS 232	AMERICAN HISTORY II	3	HIST 152	US HISTORY II	3	
HPS 250	INTRO TO TRIBAL GOVERNMENT	3	POLS 100T	ELECTIVE	3	
HPS 275	INTRO TO TRIBAL LAW	3	POLS 100T	ELECTIVE	3	
MATH130	COLLEGE ALGEBRA	3	MATH 102	COLLEGE ALGEBRA	3	
MATH210	INTRO TO STATISTICS	3	STAT 281	INTRO TO STATISTICS	3	
NS 115	GENERAL ZOOLOGY	4	NRM 200/200L	ANIMAL DIVERSITY & LAB	4	
NS 130	GENERAL BOTANY	4	BOT 201/201L	GENERAL BOTANY & LAB	3	

NS 140	PRINCIPLES OF CHEMISTRY I	4	CHEM 106/106L	CHEMISTRY SURVEY & LAB	4	
NS 170	TRADITIONAL PLANTS & HERBS	3	BOT 127	ETHNOBOTANY	3	
NS 176	PRINCIPLES OF PHYSICS I	4	PHYS 111/111L	INTRO TO PHYSICS I AND LAB	4	
NS 195	PRINCIPLES OF PHYSICS II	4	PHYS 113/113L	INTRO TO PHYSICS II AND LAB	4	
NS 212	GENERAL BIOLOGY	4	BIOL 151/BIOL 151L	GENERAL BIOLOGY I/LAB	4	
NS 215	GEOLOGY	4	GEOG 132-132L	PHYSICAL GEOGRAPHY - NAT'L LANDSCAPES	4	
NS 225	ENVIROMENTAL SCIENCE	4	WL 110	ENVIRONMENTAL CONSER.	3	
NS 226	LANDSCAPE ECONOLOGY	4	LA 100T	ELECTIVE	4	
NS 231	ANATOMY	4	BIOL 142	ANATOMY	4	
NS 241	PHYSIOLOGY	4	BIOL 210/210L	HUMAN PHYSIOLOGY FOR ALLIED HLTH PROF/LAB	4	
NS 245	ORGANIC CHEMISTRY	4	CHEM 120	ELEMENTARY ORGANIC CHEM	3	
NS 250	MICROBIOLOGY	4	MICR 231/231L	GENERAL MICROBIOLOGY/AND LAB	4	
NS 260	ORNITHOLOGY	4	WL 100T	ELECTIVE	4	
NS 280	SPECIAL TOPICS	1 - 4	BIOL 292	TOPICS	1 -3	
NS 290	INDEPENDENT STUDY	1 - 4	BIOL 291	INDEPENDENT STUDY	1 -3	
PSY 110	GENERAL PSYCHOLOGY	3	PSYC 101	GENERAL PSYCHOLOGY	3	
PSY 125	SOCIAL THEORIES OF POLICING	3	CJUS 203	POLICING IN A FREE SOCIETY	3	
PSY 130	HUMAN DEVELOPMENT I	3	HDFS 227	HUM DEV. I: CHILDHOOD	3	
PSY 204	PSYCHOLOGICAL ASPECTS OF DRUG USE	3	PSYC 414	DRUGS AND BEHAVIOR	3	
PSY 205	LIFE SPAN DEVELOPMENT	3	HDFS 210	LIFESPAN DEVELOPMENT	3	
PSY 230	PSEUDOSCIENCE & CONTROVERSY	3	PSYC 389	PSEUDOSCIENCE AND PSYCHOLOGY	3	
PSY 240	ABNORMAL PSYCHOLOGY	3	PSYC 451	ABNORMAL PSYCHOLOGY	3	
SS 110	INTRODUCTION TO SOCIOLOGY	3	SOC 100	INTRODUCTION TO SOCIOLOGY	3	
SS 120	INTRO TO CRIMINAL JUSTICE	3	CJUS 201	INTRO TO CRIMINAL JUSTICE	3	
SS 125	SOCIAL THEORIES OF POLICING	3	CJUS 203	POLICING IN A FREE SOCIETY	3	
SS 135	SOCIAL PROBLEMS	3	SOC 150	SOCIAL PROBLEMS	3	
SS 210	THE FAMILY IN SOCIETY	3	SOC 382	THE FAMILY	3	
SS 241	INTRO TO CRIMINOLOGY	3	SOC 351	INTRODUCTION TO CRIMINOLOGY	3	

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

with Respect to Applying the **BEHAVIORAL SCIENCE
Sociology Concentration, Associate of Science Degree Program**

Towards the
**SOCIOLOGY MAJOR
Bachelor of Science Degree Program**

Between
Sisseton Wahpeton College (SWC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Sisseton Wahpeton College, Agency Village, SD.

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students; and
- D. provide SWC students who have completed a Behavioral Science Sociology Concentration, Associate of Science degree an opportunity to earn a Bachelor of Sciences degree with a major in Sociology.

III. Academic Program

- A. SDSU will accept up to 66 course credits from SWC's Associate of Science degree in Behavioral Science with a concentration in Sociology for students majoring in Sociology. (See Appendix A for course information on the AS degree in Behavioral Science at SWC). Students must successfully complete the A.S. degree Behavioral Science from SWC prior to transferring to SDSU for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree. See Appendix B for course equivalencies.
- B. Requirements to be completed at SDSU to earn a Bachelor of Sciences degree with a major in Sociology are outlined below.

System General Education Graduation Requirements (SGRs): (3 credits)

- 1. ENLG 201, Composition II (3 credits)

Major and Support Course Requirements: (21credits)

1. SOC 284, Investigating the Social World (3 credits)
2. SOC 308, Research Methods II (3 credits)
3. SOC 403, Sociological Theory (3 credits)
4. SOC 489, Capstone (3 credits)
5. SOC/ANTH Electives (9 credits)

College of Arts, Humanities and Social Sciences Requirements (15-24 credits)

1. AHSS 111, Introduction to Global Citizenship and Diversity (3 credits)
2. Minor outside of the student's major (9-18 credits)
3. One Science course from the College's Natural Science list (3 credits)

Program or General Electives: (6-15 credits) if/as needed to reach 120 credit hours total required for graduation.

Total number of credits completed with SDSU: 54

Total maximum number of credits from SWC: 66

Total credits required: 120

Additional requirements:

- a. Students transferring from SWC must have a cumulative GPA of "C" (2.0 on a 4.0 scale).
- b. A minimum GPA of 2.2 and at least a C in all major courses is required.
- c. No SOC class may be used for the major AND the CJUS minor.
- d. At least 33 credits must be from upper-division (300 or higher) courses.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Sisseton Wahpeton College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2018 semester term at SWC and SDSU.

VII. Acceptance of Agreement

For South Dakota State University:

Dean, College of Arts, Humanities and Social Sciences

Date: _____

Provost and Vice President for Academic Affairs

Date: _____

SDBOR Executive Director

Date: _____

For Sisseton Wahpeton College:

President

Date: _____

Vice President for Academic Affairs

Date: _____

APPENDIX A

PLAN OF STUDY FOR Associate of Science in Behavioral Science Sociology Concentration preparation to enroll in SDSU's Bachelor of Sciences in Sociology program.

Credit Hours Required: 66

Behavioral Science Major 25 credits

Required Professional Core 13 credits

SS 110 - Introduction to Sociology (3 credits)

PSY/SS 230 – Pseudoscience (3 credits)

SS 220 - Research Methods (4 credits) [SOC 307 - Research Methods I at SDSU]

MATH 210 - Introduction to Statistics (3 credits)

Professional Electives 12 credits

Complete the following 3 classes.

SS 135 - Social Problems (3 credits)

SS 210 - The Family in Society (3 credits)

SS 241 - Introduction to Criminology (3 credits)

Select 1 class from the following, based on interest in a minor.

SS 125 - Social Theories of Policing (3 credits)

SS 120 - Introduction to Criminal Justice (3 credits)

HPS 120 - United States Government (3 credits)

HPS 250 - Introduction to Tribal Government (3 credits)

PSY 204 - Psychological Aspects of Drug Use (3 credits)

PSY 240 - Abnormal Psychology (3 credits)

PSY 205 - Life Span Development (3 credits)

BUS 217 - Microeconomics (3 credits)

General Education Requirements 41 credits

Computer Science 3 credits

CST 141 - Microcomputer Applications (3 credits)

General Education 4 hours

GEN 101 - Pathways to Success (3 credits)

GEN 270 - Capstone Course (1 credit)

English/Communications 6 credits

ENG 110 - Speech Communications (3 credits)

ENG 112 - English Composition I (3 credits)

Math/Science 7 credits

MATH 130 - College Algebra (3 credits)

Science - Students are required to complete 4 credit hours selected from:

NS 140 - Principles of Chemistry I (4 credits)

NS 212 - General Biology (4 credits)

NS 245 - Organic Chemistry (4 credits)

NS 250 – Microbiology (4 credits)

Or any Natural Science (NS) course with lab listed in catalog course descriptions that are 4 credit hours.

Humanities 3 credits

DKT 112 - Dakota Language II (in sequence) (3 credits)

Social Sciences 6 credits

PSY 110 - General Psychology

Select one of the following based on interest in a minor at SDSU.

DKT 265 - American Indian Sovereignty (3 credits)

GEO 120 - World Geography (3 credits)

HPS 120 - United States Government

HPS ISO - Current Events (3 credits)

HPS 160 - Western Civilization I (3 credits)

HPS 165 - Western Civilization II (3 credits)

HPS 210 - State and Local Government (3 credits)

HPS 230 - American History I (3 credits)

HPS 232 - American History II (3 credits)

HPS 250 - Introduction to Tribal Government (3 credits)

HPS 275 - Introduction to Tribal Law (3 credits)

BUS 214 - Macroeconomics (3 credits)

BUS 217 - Microeconomics (3 credits)

* Or any HPS Course from approved Social Science List.

Dakota Studies 6 credits

DKT 110 - Dakota Language I (3 credits)

AND Select one of the following

DKT 120 - Introduction to Dakota Studies (3 credits)

DKT 140 - Dakota Culture (3 credits)

General Electives 4 credits

Students choose classes of their choice. It is suggested to select ones required by the school to which they are transferring.

Complete 1 Laboratory Natural Science (4 credits)

Additional suggested classes from SWC

ENG 212 - English Composition II to meet SGR1 at SDSU (3 credits)

One additional Sociology and Anthropology course (3 credits) - Up to 15 credits of Sociology and Anthropology classes may be transferred from SWC to SDSU.

APPENDIX B**Course by course equivalencies**

SWC COURSE	SWC COURSE NAME	CR	SDSU COURSE	SDSU COURSE NAME	CR	Comments
BUS 214	MACROECONOMICS	3	ECON 202	MACROECONOMICS	3	
BUS 217	MICROECONOMICS	3	ECON 201	MICROECONOMICS	3	
CST 141	MICROCOMPUTER APPLIC.	3	CSC 105	INTRO TO COMPUTER	3	
DKT 110	DAKOTA LANGUAGE I	3	LAKL 101	INTRODUCTORY LAKOTA I	4	
DKT 112	DAKOTA LANGUAGE II	3	LAKL 102	INTRODUCTORY TO LAKOTA II	4	
DKT 120	INTRO TO DAKOTA STUDIES	3	AI 100	INTRO TO AMERICAN INDIAN STUDIES	3	
DKT125	INTRO TO ARCHAEOLOGICAL FIELDWORK	3	AI/ANTH 100T	ELECTIVE	3	
DKT 130	DAKOTA HISTORY	3	LAKL100T/HIST 100T	ELECTIVE	3	
DKT 131	AMERICAN INDIAN WOMEN	3	AI/HIST 100T	ELECTIVE	3	
DKT 135	DAKOTA SONG & DANCE	3	LAKL 100T	ELECTIVE	3	
DKT 136	DAKOTA BEADWORK	3	AI/ART 100T	ELECTIVE	3	
DKT 137	DAKOTA QUILLWORK	3	AI/ART 100T	ELECTIVE	3	
DKT 138	DAKOTA DESIGN & PAINTING	3	AI/ART 100T	ELECTIVE	3	
DKT 140	DAKOTA CULTURE	3	AI 100T	ELECTIVE	3	
DKT 146	DAKOTA REGALIA MAKING	3	AI 100T	ELECTIVE	3	
DKT 160	DAKOTA ORAL TRADITION	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
DKT 170	TRAD PLANTS & HERBS	3	BOT 127	ETHNOBOTANY	3	
DKT 180	SPECIAL TOPICS	1 - 3	AI 100T	ELECTIVE	1 - 3	
DKT 189D	DAKOTA BOW MAKING	3	AI 100T	ELECTIVE	3	
DKT 190	INDEPENDENT STUDY	1 - 3	AI 100T	ELECTIVE	1 - 3	
DKT 205	DAKOTA LANGUAGE III	3	AI 201	INTERMEDIATE LAKOTA I	3	
DKT 210	NATIVE AMERICAN LITERATURE	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
DKT 212	DAKOTA LANG VOCABULARY REVIEW	3	AI 100T	ELECTIVE	3	
DKT 216	IMAGES OF IND IN ART & FILM	3	ART 122	DESIGN II COLOR	3	
DKT 220	DAKOTA LANGUAGE ORAL COMM	3	AI/LAKL 100T	ELECTIVE	3	Will allow for AI/LAKL 202 for BA degrees
DKT 225	DAKOTA LANG LITERATURE & COMP	3	AI/LAKL 100T	ELECTIVE	3	
DKT 240	DAK REL TRAD & MOVEMENTS	3	REL 238	NATIVE AMERICAN RELIGIONS	3	
DKT 250	INTRO TO TRIBAL GOVERNMENT	3	POLS 100T	ELECTIVE	3	
DKT 255	HISTORY OF AMERICAN INDIAN ED	3	AI 211	SD AMERICAN INDIAN CULTURE & ED	3	

DKT 260	CONT. ISS. IN INDIAN LIFE	3	AIS 100	INTRO TO AM INDIAN STUDIES	3	
DKT 265	AMERICAN INDIAN SOVEREIGNTY	3	AIS 100T	ELECTIVE	3	
DKT 275	INTRO TO TRIBAL LAW	3	AIS/POLS 100T	ELECTIVE	3	
DKT 278	DAKOTA LANG TEACHING METH	3	AIS/MFL 100T	ELECTIVE	3	
DKT 279	TEACHING NATIVE AMER STUDENTS	3	AIS 211	SD AMERICAN INDIAN CULTURE & ED	3	
ENG 102	ESSENTIALS OF COLLEGE ENGLISH	3	NC	NC - REMEDIAL	0	
ENG 110	SPEECH COMMUNICATIONS	3	SPCM 101	FUNDAMENTALS OF SPEECH	3	
ENG 112	ENGLISH COMPOSITION I	3	ENGL 101	COMPOSITION I	3	
ENG 114	INTRO TO LITERATURE	3	ENGL 210	INTRODUCTION TO LITERATURE	3	
ENG 160	DAKOTA ORAL TRADITION	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
ENG 210	NATIVE AMERICAN LITERATURE	3	ENGL 249	LITERATURE OF DIVERSE CULTURES	3	
ENG 212	ENGLISH COMPOSITION II	3	ENGL 201	COMPOSITION II	3	
GEN 101	PATHWAYS TO SUCCESS *	3	UC 143	MASTERING LIFETIME LEARNING SKILLS	2	
GEN 111	INTRO TO COMPUTER SKILLS *	3	CSC 105	INTRODUCTION TO COMPUTERS	3	
GEN 270	CAPSTONE COURSE *	1	IDL 262	FOUNDATIONS OF INTERDISCIPLINARY STUDIES	3	
GEO 120	WORLD GEOGRAPHY	3	GEOG 210	WORLD REGIONAL GEOGRAPHY	3	
HPS 120	US GOVERNMENT	3	POLS 100	AMERICAN GOVERNMENT	3	
HPS 131	AMERICAN INDIAN WOMEN	3	HIST 100T	ELECTIVE	3	
HPS 150	CURRENT EVENTS	3	POLS 253	CURRENT WORLD PROBLEMS	3	
HPS 160	WESTERN CIVILIZATION I	3	HIST 121	WESTERN CIVILIZATION I	3	
HPS 165	WESTERN CIVILIZATION II	3	HIST 122	WESTERN CIVILIZATION II	3	
HPS 210	STATE & LOCAL GOVERNMENT	3	POLS 210	STATE & LOCAL GOVERNMENT	3	
HPS 230	AMERICAN HISTORY I	3	HIST 151	US HISTORY I	3	
HPS 232	AMERICAN HISTORY II	3	HIST 152	US HISTORY II	3	
HPS 250	INTRO TO TRIBAL GOVERNMENT	3	POLS 100T	ELECTIVE	3	
HPS 275	INTRO TO TRIBAL LAW	3	POLS 100T	ELECTIVE	3	
MATH130	COLLEGE ALGEBRA	3	MATH 102	COLLEGE ALGEBRA	3	
MATH210	INTRO TO STATISTICS	3	STAT 281	INTRO TO STATISTICS	3	
NS 115	GENERAL ZOOLOGY	4	NRM 200/200L	ANIMAL DIVERSITY & LAB	4	
NS 130	GENERAL BOTANY	4	BOT 201/201L	GENERAL BOTANY & LAB	3	

NS 140	PRINCIPLES OF CHEMISTRY I	4	CHEM 106/106L	CHEMISTRY SURVEY & LAB	4	
NS 170	TRADITIONAL PLANTS & HERBS	3	BOT 127	ETHNOBOTANY	3	
NS 176	PRINCIPLES OF PHYSICS I	4	PHYS 111/111L	INTRO TO PHYSICS I AND LAB	4	
NS 195	PRINCIPLES OF PHYSICS II	4	PHYS 113/113L	INTRO TO PHYSICS II AND LAB	4	
NS 212	GENERAL BIOLOGY	4	BIOL 151/BIOL 151L	GENERAL BIOLOGY I/LAB	4	
NS 215	GEOLOGY	4	GEOG 132-132L	PHYSICAL GEOGRAPHY - NAT'L LANDSCAPES	4	
NS 225	ENVIROMENTAL SCIENCE	4	WL 110	ENVIRONMENTAL CONSER.	3	
NS 226	LANDSCAPE ECONOLOGY	4	LA 100T	ELECTIVE	4	
NS 231	ANATOMY	4	BIOL 142	ANATOMY	4	
NS 241	PHYSIOLOGY	4	BIOL 210/210L	HUMAN PHYSIOLOGY FOR ALLIED HLTH PROF/LAB	4	
NS 245	ORGANIC CHEMISTRY	4	CHEM 120	ELEMENTARY ORGANIC CHEM	3	
NS 250	MICROBIOLOGY	4	MICR 231/231L	GENERAL MICROBIOLOGY/AND LAB	4	
NS 260	ORNITHOLOGY	4	WL 100T	ELECTIVE	4	
NS 280	SPECIAL TOPICS	1 - 4	BIOL 292	TOPICS	1 -3	
NS 290	INDEPENDENT STUDY	1 - 4	BIOL 291	INDEPENDENT STUDY	1 -3	
PSY 110	GENERAL PSYCHOLOGY	3	PSYC 101	GENERAL PSYCHOLOGY	3	
PSY 125	SOCIAL THEORIES OF POLICING	3	CJUS 203	POLICING IN A FREE SOCIETY	3	
PSY 130	HUMAN DEVELOPMENT I	3	HDFS 227	HUM DEV. I: CHILDHOOD	3	
PSY 204	PSYCHOLOGICAL ASPECTS OF DRUG USE	3	PSYC 414	DRUGS AND BEHAVIOR	3	
PSY 205	LIFE SPAN DEVELOPMENT	3	HDFS 210	LIFESPAN DEVELOPMENT	3	
PSY 230	PSEUDOSCIENCE & CONTROVERSY	3	PSYC 389	PSEUDOSCIENCE AND PSYCHOLOGY	3	
PSY 240	ABNORMAL PSYCHOLOGY	3	PSYC 451	ABNORMAL PSYCHOLOGY	3	
SS 110	INTRODUCTION TO SOCIOLOGY	3	SOC 100	INTRODUCTION TO SOCIOLOGY	3	
SS 120	INTRO TO CRIMINAL JUSTICE	3	CJUS 201	INTRO TO CRIMINAL JUSTICE	3	
SS 125	SOCIAL THEORIES OF POLICING	3	CJUS 203	POLICING IN A FREE SOCIETY	3	
SS 135	SOCIAL PROBLEMS	3	SOC 150	SOCIAL PROBLEMS	3	
SS 210	THE FAMILY IN SOCIETY	3	SOC 382	THE FAMILY	3	
SS 241	INTRO TO CRIMINOLOGY	3	SOC 351	INTRODUCTION TO CRIMINOLOGY	3	

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
 WESTERN DAKOTA TECHNICAL INSTITUTE
 and
 SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Electrical Trades
Associate of Applied Sciences Degree Program
 Towards the
Electronics Engineering Technology Program
Bachelor of Science Degree Program

I. Parties

The parties to this agreement are Western Dakota Technical Institute (WDTI) and South Dakota State University (SDSU).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide WDTI students who have completed the A.A.S. degree in Electrical Trades an opportunity to earn a B.S. degree with a major in Electronics Engineering Technology at SDSU.

III. Academic Program

Graduation Requirements for the B.S. EET degree at SDSU:

Electronics Engineering Technology requirements:	64
General Education (SGR) credits:	30
<u>Block Transfer credits from WDTI ET:</u>	<u>26</u>
Total Credits Required:	120

- A. Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **26 technical course credits** from the A.A.S. degree in Electrical Trades for students majoring in Electronics Engineering Technology. Students must successfully complete the A.A.S. degree prior to transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 26 technical course credits.* Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Electronics Engineering Technology are outlined below.

Major Requirements: 29 credits

1. ET 220/L, Analog Electronics & Lab (4 credits)
2. ET 232/L, Digital Electronics and Microprocessors & Lab (3 credits)
3. ET 325/L, Advanced Analog Devices & Lab (4 credits)
4. ET 330/L, Microcontrollers and Networks & Lab (3 credits)
5. ET 332/L, Advanced Digital Devices & Lab (3 credits)
6. ET 380/L, Circuit Boards and Design & Lab (3 credits)
7. ET 426/L, Communication Systems & Lab (3 credits)
8. OM 469, Project Management (2 credits)
9. ET 471, Capstone Experience (2 credits)
10. OM 494, Internship (2 credits)

Required Support Courses: 35 credits

1. ACCT 210, Principles of Accounting I (3 credits)
2. ACCT 211, Principles of Accounting II (3 credits)
3. BADM 360, Organization & Management (3 credits)
4. CSC 325, Management Information Systems (3 credits)
5. FIN 310, Business Finance (3 credits)
6. GE 231, Technology Society & Ethics (3 credits)
7. HRM 460, Human Resource Management OR
LEAD 435 Organizational Leadership & Team Development (3 credits)
8. MATH 121/L, Survey of Calculus & Lab (5 credits)
9. MNET 367/L, Production Strategy & Lab (3 credits)
10. OM 462, Quality Management (3 credits)
11. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. ***This coursework may be taken at WDTI if equivalent courses are available.*** Please note that BOR Policy 2.5.12 states: “Total transfer credit for work at a junior, community college (2 year), and/or two-year technical college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution.” *For the BSEET program, that number is 60 credits.*

General Education (SGR) Courses: 30 credits

1. Must include ENGL 101, Composition I, (SGR 1) (3 credits)
2. Must include ENGL 277, Technical Writing in Engineering (SGR 1) (3 credits)
3. Must include SPCM 101, Fundamentals of Speech, (SGR 2) (3 credits)
4. Must include ECON 201, Principles of Microeconomics (SGR 3) (3 credits)
5. Must include MATH 102, College Algebra (SGR 5) (3 credits)
6. Must include PHYS 111/L, Introduction to Physics I & Lab (SGR 6) (4 credits)
7. Must include PHYS 113/L, Introduction to Physics II & Lab (SGR 6) (4 credits)
[2 credits count toward EET major – applied to the block transfer]
8. The remaining nine (9) credits must meet SGR 3 Social Sciences/Diversity (3 credits) and SGR 4 Humanities and Arts/Diversity (6 credits) requirements and be selected from the approved list of courses specified in BOR policy 2:7.

Total number of credits at SDSU: 94

Transfer credits from WDTI: 26*

Total credits required: 120

**Transferable general education courses can be completed at WDTI to a maximum of 60 transferrable credits.*

Additional requirements:

1. Students transferring from Western Dakota Technical Institute must have a cumulative GPA of “C” (2.0 on a 4.0 scale) and no course grade below a “C” (2.0 on a 4.0 scale).
2. In accordance with BOR policy 2:28, students must demonstrate satisfactory performance in writing, mathematics, reading and science reasoning as evidenced by receiving a passing score on all sections of the Collegiate Assessment of Academic Proficiency (CAAP) exam. The exam must be taken during the first semester of enrollment at SDSU.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Dakota Technical Institute with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2018 semester term at WDTI and SDSU. The agreement applies to students who graduated from WDTI 2010 and subsequent years.

VII. Acceptance of Agreement

For South Dakota State University:

Dean, Jerome J. Lohr College of Engineering

Date: _____

Provost and Vice President for Academic Affairs

Date: _____

Executive Director, South Dakota Board of Regents

Date: _____

For Western Dakota Technical Institute:

President

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Science in Program

Towards the
RN Upward Mobility (RN-BS) Option
Bachelor of Science, major in Nursing

Between
Western Iowa Tech Community College
and
South Dakota State University

I. **Parties**

Parties to this agreement are Western Iowa Tech Community College (WITCC) and South Dakota State University (SDSU)

II. **Purpose**

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complimentary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region.
- C. extend and clarify educational opportunities for students; and
- D. provide WITCC graduates of the A.A.S. degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing.

III. **Academic Program**

- A. Upon successful completion of the major requirements specified in III.B. SDSU will accept 20 technical course credits from the A.A.S. nursing degree. These technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Transferable general education and nursing prerequisite credits may be earned at WITCC and are in addition to the 20 technical nursing credits. No more than a total of 70 credits may be transferred from WITCC to SDSU. Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements to earn a degree.
- B. **Pre-requisite requirements completed in the WITCC A.A.S. nursing curriculum 11 credits**
 - 1. BIOL 221/221L Human Anat & Lab (4 credits) *BIO 169 Human Anat and Phys IA w/lab (4cr)*
 - 2. BIOL 325/325L Physiology & Lab (4 credits) *BIO 174 Human Anat and Phys IIA w/Lab (4 cr)*
 - 3. NUTR 315 Human Nutrition (3 credits) *BIO 151 Human Nutrition (3 cr)*

- C. **General Education Requirements (SGRs) 32 credits** (Transferrable general education requirements, 13 credits, required in the WITCC A.A.S nursing curriculum are *Italicized* and listed next to the SDSU requirement) Remaining general education requirements may be completed at WITCC.
1. **SGR Goal #1 Written Communication** 6 credits
 - a. ENGL 101 Composition I (3cr) *ENG 105 Composition I (3cr)*
 - b. ENGL 201 Composition II (3cr)
 2. **SGR Goal #2 Oral Communication** 3 credits
 - a. SPCM 101 Fundamentals of Speech (3cr) *SPC 112 Public Speaking (3 cr)*
 3. **SGR Goal #3 Social Sciences** 6 credits
 - a. HDFS 210 Lifespan Development (3cr) *PSY 121 Developmental Psychology (3cr)*
 - b. PSYC 101 General Psychology (3cr)
 4. **SGR Goal #4 Humanities and Arts/Diversity** 6 credits
 - a. 6 credits in 2 disciplines or a sequence of foreign language courses from SDSU approved SGR #4 courses at <https://www.sdstate.edu/academic-catalog>
 5. **SGR Goal #5 Mathematics** 3 credits
 - a. MATH 102 College Algebra (4cr) OR MAT 103 Quantitative Literacy (3 cr)
 6. **SGR #6 Natural Sciences** 8 credits
 - a. CHEM 106/106L Chemistry Survey and Lab (4 cr)
 - b. MICR 231/231L Microbiology and Lab (4 cr) *BIO 186 Microbiology (4cr)*
- D. **Elective Requirements 7 credits**
SDSU, WITCC or other college credits fulfill the elective requirement
- E. **Additional Requirements to be completed at SDSU 11 cr**
1. HSC 443 Public Health Science (3 cr)
 2. NURS 119 First Year Seminar (2 cr)
 3. NURS 321 Pharmacology (3 cr)
 4. One three credit (3 cr) general education course not included in the A.A.S. curriculum
- F. **Major Requirements 39 credits**
The *earned courses** are listed below the RN-BS course.
1. NURS 222 Transition to BS (1 cr)
 2. NURS 381 Family and Communication (3 cr)
 - i. *NURS 234* earned by validation (2 cr)*
 - ii. *NURS 334* earned by validation (5 cr)*
 3. NURS 385 Health Assessment, Clinical Decision-Making and Nurs Intervention (5 cr)
 - i. *NURS 258* earned by validation (3 cr)*
 - ii. *NURS 358* earned by validation (3 cr)*
 4. NURS 454 Leadership and Management (3 cr)
 - i. *HSC 452* earned by validation (2 cr)*
 5. NURS 416 Community Health (5 cr)
 - i. *NURS 434* earned by validation (4 cr)*
 6. NURS 474 Nursing Research and Nursing Theory (3 cr)

TOTAL WITCC CREDITS 70

TOTAL SDSU CREDITS 50

(The student completes 11 SDSU general education or prerequisite credits, completes 20 SDSU nursing credits and earns 19 required SDSU nursing credits by successful completion of validation modules in the RN-BS curriculum)

TOTAL CREDITS REQUIRED 120

Additional Requirements:

1. Students transferring from Western Iowa Tech Community College must have a cumulative GPA of 2.5.
2. No course grade below a "C" meets the College of Nursing requirement.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN Upward Mobility option.

IV. Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Iowa Tech Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV. Effective Date of Agreement

Start Date of fall 2018 Terms at Western Iowa Tech Community College and South Dakota State University.

VII. Acceptance of Agreement

For South Dakota State University

Dean of Nursing

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

SDBOR Executive Director

Date: _____

For Western Iowa Tech Community College

Date: _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – J

DATE: May 8-10, 2018

SUBJECT

Affiliation Agreement – NSU & UND

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Northern State University is requesting to renew a preexisting affiliation agreement with the University of North Dakota (UND), School of Medicine and Health Sciences, Department of Medical Laboratory Science.

The original agreement was signed in May 2010 (effective dates: March 1, 2010 – August 31, 2015) and formally approved during the [June 2010](#) BOR meeting. The agreement was renewed in May 2012 with new effective dates of January 1, 2012 – December 31, 2017.

IMPACT AND RECOMMENDATION

This agreement allows Medical Lab Science students at NSU to complete required internship opportunities at UND. This agreement requires that the student register for courses NSU and at UND; however, the student will only be responsible for paying tuition and fees to their home institution. UND will charge NSU each semester the MLS flat-rate tuition set by the ND State Board of Higher Education with existing NDUS and Technology fees (the rate will be evaluated annually).

If approved, this agreement will be effective for a period of five years, commencing on January 1, 2018 and terminating on December 31, 2023.

ATTACHMENTS

Attachment I – Affiliation Agreement: NSU & UND

DRAFT MOTION 20180508_4-J:

I move to approve the affiliation agreement between Northern State University and the University of North Dakota.

**Department of
Medical Laboratory Science**
School of Medicine & Health Sciences
Room E370
1301 N Columbia Rd Stop 9037
Grand Forks, ND 58202-9037
Phone: 701.777.2634
Fax: 701.777.2404
med.UND.edu/mls

AFFILIATION AGREEMENT

This AFFILIATION AGREEMENT, made and entered into this 1st day of December, 2017, by and between **THE UNIVERSITY OF NORTH DAKOTA, SCHOOL OF MEDICINE AND HEALTH SCIENCES, DEPARTMENT OF MEDICAL LABORATORY SCIENCE** (herein after referred to as the **DEPARTMENT**) and **NORTHERN STATE UNIVERSITY** (herein after referred to as the **INSTITUTION**) will be effective beginning January 1, 2018.

Witnesseth:

WHEREAS, the DEPARTMENT and the INSTITUTION acknowledge an obligation to contribute to education for the benefit of students and for the community needs; and

WHEREAS, the fundamental responsibility of the DEPARTMENT and the INSTITUTION in making the association successful is that of maintaining harmonious, cooperative relationships with the understanding of the other's primary obligation to education, and agree on the common purpose of both, namely the provision of the best possible medical laboratory science (clinical laboratory science or medical technology) education; and

WHEREAS, both parties desire to reach an agreement of their separate and mutual responsibility:

THEREFORE, in conclusion of their mutual interests, the parties, each in independent status from the other, hereby agree:

1. Both the DEPARTMENT and the INSTITUTION shall comply with the accreditation policies as established for their academic institution.
2. Both parties shall meet as necessary for discussion of the educational needs of the students.
3. The DEPARTMENT, through its DEPARTMENT chair, shall assume responsibility for:

- A. Maintaining an accredited medical laboratory science program by adhering to the requirements established by the National Accrediting Agency for Clinical Laboratory Sciences as outlined in the Essentials and Guidelines of Accredited Education Departments at a Baccalaureate Medical Laboratory Science level.
- B. Providing a Medical Laboratory Science education program. This program includes instruction in theory and laboratory methods, the direct supervision of student laboratory activities, medical laboratory practica and evaluation of such, issuing of grades and approving of graduates from the program for national certification examinations. The courses in the senior year education program are described in Exhibit A.
- C. Planning and coordinating the courses from the curriculum that are offered on the University of North Dakota campus, online, or at the program clinical sites (Exhibit A). Credit hours for courses shall be in accordance with the policies of the INSTITUTION.
- D. Providing to the INSTITUTION course outlines, including lecture topics, objectives, class schedules, books required by students, evaluation results, instructor's names and other such information as required for the courses in the senior year of the medical laboratory science option.
- E. Providing to the INSTITUTION information on how students apply to the medical laboratory science program.
- F. Communicating with students from the INSTITUTION concerning the medical laboratory science program.
- G. Communicating with the INSTITUTION concerning minimum admission standards for students from the INSTITUTION planning on participating in the program (i.e., completed pre-clinical curriculum with a G.P.A. of 2.8).
- H. Meeting, as necessary, with the INSTITUTION'S medical (clinical) laboratory science advisor to discuss student's progress in the program.
- I. Sending to the INSTITUTION a report of grades for courses taken while the student is participating in the DEPARTMENT'S senior year medical laboratory science education program. (Exhibit A). The report of grades will be sent in a timely manner to allow for the reporting of grades at the INSTITUTION.
- J. Permitting the INSTITUTION'S medical (clinical) laboratory science advisor access to the DEPARTMENT'S facility.
- K. Terminating a student from the program when, in the judgment of the MLS Department chair, program director, and faculty, the activities of the student are detrimental to that of other students, instructors, clinical or laboratory facilities, clinical or laboratory patients, or the profession at large.
- L. Providing professional liability insurance coverage for the students, in the amount of \$1,000,000 per occurrence and \$5,000,000 annual aggregate, while the students are enrolled in the medical laboratory science senior year education and acting in a professional capacity.

4. The INSTITUTION'S students attending the senior year medical laboratory science education program at the School of Medicine and Health Sciences/University of North Dakota will be enrolled at the DEPARTMENT and the INSTITUTION in 13 credits summer semester, 12 credits fall semester and 12 credits spring semesters. The total of 37 credits will encompass the course work offered as part of the School of Medicine and Health Sciences/University of North Dakota medical laboratory science program (Exhibit A). The medical laboratory science student must be admissible as a regular student according to policy as stated in the University of North Dakota academic catalogue.
5. The student will be enrolled at the University of North Dakota but will not be charged any tuition or fees by the DEPARTMENT. The DEPARTMENT will charge the INSTITUTION each semester (summer, fall, spring) the MLS flat-rate tuition, NDUS, and Technology fees. (See Exhibit D for explanation). This will be evaluated annually and a percentage increase will be made not to exceed the percentage increase for North Dakota resident student tuition.
6. The INSTITUTION, through its academic departments, its faculty and staff shall:
 - A. Assume responsibility for overall curriculum planning that leads to a Bachelor of Science degree in Medical (Clinical) Laboratory Science, Medical Technology, or an equivalent degree.
 - B. Offer the courses necessary to maintain accreditation of the DEPARTMENT and assure consistency with the DEPARTMENT. The courses that will be offered by the INSTITUTION, which meets these requirements, are listed in Exhibit B.
 - C. Meet with the program director, as necessary (at least annually), to assure courses meet credit requirements for the INSTITUTION, to assist with the planning, and to work on other relevant issues to ensure success of the program.
 - D. Accept the courses in the senior year medical laboratory science program from the School of Medicine and Health Sciences/University of North Dakota for the baccalaureate degree offered at the INSTITUTION.
 - E. Permit access to an area at the INSTITUTION for the program director or faculty's use in counseling and advising the INSTITUTION's students.
 - F. Recognize the School of Medicine and Health Sciences/University of North Dakota's medical laboratory science program as an acceptable training program in medical laboratory science for the INSTITUTION'S students and include such in the INSTITUTION'S publication and/or advisement to students about the profession.
 - G. Upon request, the DEPARTMENT will send a report of grades for courses taken while the student is participating in the DEPARTMENT's senior year medical laboratory science education program to the INSTITUTION to be recorded at the INSTITUTION. (Exhibit A). The grades will also be recorded at the Office of the Registrar at the University of North Dakota. Both the DEPARTMENT and the INSTITUTION will use the recorded

transcripts to serve as the official record for inquiries concerning student performance and participation in the medical laboratory science program. At the completion of the program the student will receive their degree from the home INSTITUTION and a certificate in MLS from the DEPARTMENT.

- H. Informing the student that they must provide documentation of current health care coverage.
- I. Informing the student that they must provide the DEPARTMENT proof of the following requirements:

Varicella Immunity

- Receive 2 doses of the Varicella – Zoster vaccine (with verified date) or
- Documentation of the Varicella titer

Hepatitis B Vaccination

Proof of immunity using one of the three options below:

- 1) Verified dates of Hepatitis B series vaccination or
- 2) Documentation of Hepatitis B titer or
- 3) Signed declination

MMR

Proof of immunity using one of the two options below:

- 1) Verified date of 2 immunizations after 12 months of age or
- 2) Titer results indicating immunity

Tetanus (Including Pertusses)

- Date of last vaccination

Tuberculin PPD Test

A TB series consisting of 2 step tuberculin skin test will be completed during the on campus summer session. The TB PPD testing should not be completed prior to arriving to the on-campus summer session.

- If a positive TB series occurs, a chest x-ray will be required
- If the student has had the BCG vaccination further testing may be required.

- J. Criminal Background Check: Prospective students need to be aware that they must pass a criminal background check before acceptance into the professional curriculum with an update completed before entrance into the final clinical year. Failure to pass the background check may deny the student entrance into the summer practicum and completion of the required curriculum. The background check will only be accepted from a UND School of Medicine and Health Sciences approved company or by a company approved by the clinical affiliate. The student is responsible for the fee of the criminal background check(s).

7. Any liabilities under this Agreement shall be determined as follows:
 - A. Each party shall be responsible for claims, losses, damages, and expenses proximately caused by the negligent or wrongful acts or omissions of its employees acting within the scope of their employment.
 - B. The tort liability of the DEPARTMENT shall be determined pursuant to chapter 32-12.2 of the North Dakota Century Code and is subject to the conditions and limitations contained therein. The tort liability of the INSTITUTION shall be determined in accordance with its state's torts claims act, if applicable. Nothing herein shall preclude either party from asserting against third parties any defenses to liability it may have under the law or be construed to create a basis for a claim or suit when none would otherwise exist.
 - C. Each party agrees to inform the other in the event either an investigation or claim arises out of patient or client care services performed pursuant to this Agreement, and shall provide reasonable access to information involving such investigation or claim.
8. The DEPARTMENT and INSTITUTION agree that there will be no discrimination based on race, religion, creed, sex, sexual orientation, gender identity, genetic information, disability, veteran status, marital status, political affiliation, age, or national origin in any of their policies, practices or procedures.
9. At any time, with the mutual consent of each party, this agreement may be amended during the period of agreement. Upon 120 days' notice, either party may terminate this agreement by giving written notice to the other party. Students from the INSTITUTION currently in the medical laboratory science program will be allowed to complete their final year with the DEPARTMENT if termination of the agreement should occur.
10. Except as otherwise specified, this Agreement shall be in effect for a period of five (5) years commencing on January 1, 2018 and terminating on December 31, 2023.
11. This Agreement shall be governed, interpreted and construed in accordance with the laws of the State of North Dakota.

APPROVED:
SCHOOL OF MEDICINE & HEALTH
SCIENCES
UNIVERSITY OF NORTH DAKOTA
GRAND FORKS, ND

BY: Brookelyn

TITLE: Chair, Department of Medical
Laboratory Science

DATE: 2-1-18

BY: Thomas Mon

TITLE: UND Associate Dean for the
Health Sciences

DATE: 2/1/18

APPROVED:
NORTHERN STATE UNIVERSITY
ABERDEEN, SD

BY: Timothy M. Jourd

TITLE: President

DATE: January 26, 2018

BY: Alan D. DeFave

TITLE: Provost

DATE: 1-28-18

EXHIBIT A

UNIVERSITY OF NORTH DAKOTA
 MEDICAL LABORATORY SCIENCE DEPARTMENT
 SENIOR YEAR PROFESSIONAL CURRICULUM
 2018-2019

REPORT OF GRADES

STUDENT: _____
 COLLEGE/UNIVERSITY: _____

<u>Summer Semester Courses</u>		<u>Credits</u>	<u>Grade</u>
MLS 471	Clinical Chemistry I	2	_____
MLS 472	Preanalytical Skills	1	_____
MLS 473	Clinical Hemostasis I	2	_____
MLS 474	Clinical Urinalysis I	2	_____
MLS 477	Clinical Immunohematology I	1	_____
MLS 477L	Clinical Immunohematology I Laboratory	1	_____
MLS 478	Clinical Microbiology I	2	_____
MLS 479	Clinical Hematology I	2	_____
<u>Fall Semester Courses</u>			
MLS 480	Clinical Immunohematology II	2	_____
MLS 481	Clinical Chemistry II	2	_____
MLS 483	Clinical Hemostasis II	1	_____
MLS 484	Clinical Microbiology II	2	_____
MLS 485	Clinical Urinalysis II	1	_____
MLS 488	Clinical Hematology II	2	_____
MLS 487	Medical Mycology	1	_____
MLS 489	Clinical Body Fluids II	1	_____
<u>Spring Semester Courses</u>			
MLS 490	Financial and Quality Management of the Clinical Laboratory	3	_____
MLS 491	Clinical Chemistry III	2	_____
MLS 492	Clinical Immunohematology III	2	_____
MLS 494	Clinical Immunology	1	_____
MLS 495	Clinical Microbiology III	2	_____
MLS 498	Clinical Hematology III	2	_____

 Chair, Department of Medical Laboratory Science

 Date

EXHIBIT B

As a requirement into the clinical year, the student needs to have courses equivalent to the following:

<u>Chemistry:</u>	General Chemistry	Two semesters
	Organic Chemistry	One semester
	Biochemistry	One semester
<u>Biology:</u>	General Biology	Two semesters
	Anatomy	One semester
	Physiology	One semester
	General Microbiology	One semester
<u>Molecular Diagnostics:</u>	Minimum of one course that includes molecular diagnostics	
<u>Math:</u>	Minimum College Algebra Level	
<u>Medical Laboratory Science:</u>	Parasitology (MLS 234)	One semester
	Immunology (MLS 301)	One semester
	Hematology (MLS 325)	One semester
	Hematology Lab (MLS 325L)	One semester
	Medical Microbiology (MLS 394)	One semester

EXHIBIT C

CRITERIA (STANDARDS) FOR SELECTION TO THE FINAL CLINICAL YEAR

Selection/Advancement to the professional final clinical year is on a competitive basis with a limited number of positions available annually. Admission to UND does NOT guarantee admission to the UND MLS professional program.

Admission criteria are:

1. Minimum overall GPA of 2.80.
2. Minimum of 60 credits completed.
3. Sufficient sciences (required and electives) to insure completion of the pre-clinical program in the following academic year. Must have only 35 credits or less left to complete in the fall and spring semesters before the summer semester begins. If more than 35 credits are left to complete in these semesters a petition to the Department of Medical Laboratory Science Professional and Academic Standards Committee is required by completing a program petition form.
4. A single "D" grade in a required course (science or math) is allowed prior to the senior year. If a student has more than a single "D" grade, progression to the senior year is not allowed until the course is repeated and a grade of "C" or better is earned. A letter grade of "C" or higher must be earned in all MLS coursework.
5. No more than two (2) courses with repeats of "D" or "F" grades.
6. Students must complete a criminal background check at time of application to the program. The background check company that is used by the UND School of Medicine is Verified Credentials, Inc. Proof must be submitted of the background check (receipt of payment) with the completed application. It is the responsibility of the applicant to pay for the cost of the background check.
7. If a student is accepted with full admission status, the above criteria will remain in effect throughout.

EXHIBIT D

As of Class of 2018-2019

WCAMLS students are admitted to the University of North Dakota (UND).

WCAMLS students register for courses at their home college/university **and** at the University of North Dakota.

WCAMLS students pay tuition to their home college/university and UND Student Account Services bills the student's home college/university for their tuition.

The WCAMLS student's financial aid is from their home college/university.

At the completion of the program the student will receive their degree from the home INSTITUTION and a certificate in MLS from the University of North Dakota.

This is a flat rate MLS tuition set by the North Dakota State Board of Higher Education with existing NDUS and Technology fees. This amount will be evaluated annually and a percentage increase will be made not to exceed the percentage increase of a North Dakota resident student.

State Board policy requires a charge of at least the same amount as North Dakota residents pay for contracted teaching arrangements. In addition, a cost analysis determined this to be close to the cost per student to provide this education experience.

BREAKDOWN:

*Summer Semester (13 Cr).....\$4330.10

Fall Semester (12 Cr).....\$4330.10

Spring Semester (12 Cr).....\$4330.10

TOTAL SUMMER, FALL, AND SPRING SEMESTERS.....\$12,990.30

*It should be noted that the North Dakota State Board of Higher Education has at times not determined the rate of tuition increase (if one is approved) by the time the summer session begins in May. When this occurs the previous fall and spring semester's tuition amount is assessed for the summer semester.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – K
DATE: May 8-10, 2018

SUBJECT

Inactive Status and Program Termination Requests – USD

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The University of South Dakota has submitted a request asking that the following degree program be terminated (see Attachment I).

- School District Superintendent (MA) – Terminate
No student has enrolled in the MA level of School District Superintendent Program in the last five years. Most potential students in School District Administration-Superintendent Program first earn a Master's degree in PreK-12 Principal Leadership and then pursue an Ed.S. in School District Administration-Superintendent.

IMPACT AND RECOMMENDATION

USD does not anticipate any cost savings, employee terminations or any other potential implications associated with terminating the programs.

Board staff recommend approval.

ATTACHMENTS

Attachment I – USD Program Termination Request

DRAFT MOTION 20180508_4-K:

I move to approve USD's request to terminate their MA in School District Superintendent program.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
 Program Termination or
 Placement on Inactive Status

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	MA Degree in School District Superintendent
CIP CODE:	13.0401
UNIVERSITY DEPARTMENT:	Educational Leadership
UNIVERSITY DIVISION:	School of Education

University Approval

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

_____ President of the University	_____ Date
--------------------------------------	---------------

1. Program Degree Level:

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

2. Category:¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☐

3. The program action proposed is:²

Inactive Status ☐ Termination ☒
See question 4 *See questions 5 and 6*

6. TERMINATION WITHOUT ENROLLED STUDENTS

a. Provide a justification for terminating the program:

No student has enrolled in the MA level of School District Superintendent Program in the last five years. Most potential students in School District Administration-Superintendent Program first earn a Master's degree in PreK-12 Principle Leadership and then pursue Ed.S. in School District Administration-Superintendent.

b. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

May 23, 2018 is the proposed date to terminate the Master's degree in School District Administration-Superintendent.

c. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

The coursework will still be offered at Ed.S. and Ed.D. level so there would not be any potential cost savings.

d. What are the resulting employee terminations and other possible implications including impact on other programs?

There would be no employee terminated or other possible implications for terminating the MA level of this program.

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 5 – B

DATE: May 8-10, 2018

SUBJECT

USD Student Organization Awards

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March 2018 Board of Regents meeting, the Board approved the recommendations offered by each institution for the 2017 student organization awards winners. The winners of these awards are announced at Board meetings throughout 2018.

The USD Student Organization Awards will be presented at the May BOR meeting in Vermillion. Information about the USD student organization award winners can be found below:

USD Award for Academic Excellence: Sigma Alpha Epsilon

The mission of Sigma Alpha Epsilon is to promote the highest standards of friendship, scholarship, and service for its members based upon the ideals set forth by its founders and as specifically enunciated in “The True Gentleman.” To be considered for membership, an individual must be a man with a minimum 2.5 GPA, and show without question the qualities of a true gentleman, demonstrating humility and kindness to all no matter the situation. To demonstrate its academic excellence in 2017, the group did the following: held Study Tables every week for members with a GPA under 2.5, organized group study sessions for members in the same courses, had a much higher rate of member participation in Supplemental Instruction, and conducted membership reviews each semester to hold members accountable for their academic achievements.

USD Award for Community Service: Student Occupational Therapy Association (SOTA)

The purpose of the Student Occupational Therapy Association (SOTA) is to enhance the program by promoting unity among students through common interests. The profession is promoted through education, awareness, and affecting change throughout the community. Membership is open to any student attending the university. Active membership is contingent upon absence at no more than two SOTA meetings, participation in one committee, and participating in at least two activities sponsored by SOTA. In 2017, the

(Continued)

INFORMATIONAL ITEM

group participated in the following community service events: delivering Meals on Wheels to those in the community of Vermillion, participating in bingo and enjoying the residents' company at Dakota Square Gardens, filling backpacks for Vermillion students in the Backpack Program, participating in annual highway cleanup events, weekly volunteer sessions with a community member to complete standing exercises to promote activity, assisting with the Annual Holiday Welcome Table, playing Wii with residents at Town Square, participation in Relay for Life, and organizing a school supplies drive.

USD Award for Organizational Leadership: Pi Beta Phi

The mission of Pi Beta Phi Fraternity for Women is to promote friendship, develop women of intellect and integrity, cultivate leadership potential, and enrich lives through community service. In 2017, members of the organization demonstrated leadership in the following ways: represented Pi Beta Phi at USD's Reverse Career Fair; coordinated multiple "Leading with Values" seminars for Member Development, coordinated a Resume Building Workshop, participated in the Emerging Leaders Institute, attended the 150th Leadership Convention and College Weekend, participated in the Organization Fair, attended leadership weekend for USD SFL, and provided leadership to other USD student organizations.

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering students practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 5 – F

DATE: May 8-10, 2018

SUBJECT

Report of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:5](#) – Executive Director

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

[BOR Policy 5:4](#) – Purchasing

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS OF THE EXECUTIVE DIRECTOR

Maintenance and Repair Projects

(\$50,000 - \$250,000)

South Dakota State University

Bailey Rotunda – Replace Entry Heaters: At the June 2017 Board meeting, the Board approved the maintenance and repair project for Berg Ag Hall. SDSU is requesting to transfer \$50,000 of the general funds approved for Berg Ag Hall to the maintenance of Bailey Rotunda. The Bailey Rotunda project involves the design and construction to replace three (3) vestibule entry heaters that froze during a cold snap this past winter. Glycol will be added to the loop to help prevent future freeze ups. SDSU Facilities and Services will perform the construction repairs.

Capital Asset Purchase

(greater than \$250,000)

University of South Dakota (University Center – Sioux Falls)

Nexus 7706 & Optics – Replace Data Center Switches: This new piece of equipment will replace the core and edge data center switches which will provide a level of redundancy for both core and edge switching at the University Center in Sioux Falls. University Center technology funds will be used to pay for this \$256,950 piece of equipment. We have not had the redundancy features for both core and edge switching. This equipment is also 40G and 100G capable. Five (5) years of support is included in the base price and ongoing support will likely be \$12,440/year.

Leave Without Pay in Excess of Three Months

South Dakota State University

- Sarah Michna (Approved): 08/22/2018 – 05/21/2019
Instructor, Mechanical Engineering

New Prefix Approvals

South Dakota State University

- ACS – Academic and Career Success
- AHSS – Arts, Humanities and Social Sciences

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 For May 2018 Board of Regents						
Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
USD	SPED 593: Serving as a Team Member of a District or Co-Op Behavior Support Team	2	3/1/18-6/9/18	Online	SDDOE	3/20/2018
USD	ELED/SEED 592: TIE Conference 2018	1	4/15/18-4/17/18	Rapid City, SD	SDDOE	3/20/2018
USD	SPED 493: Effective Supervision of Positive Behavior Support Services	2	3/1/18-7/9/18	Online	SDDOE	3/20/2018
USD	SPED 493: Functional Sign Language	1	3/13/18-5/28/18	Online	USDOE - OSEP	3/20/2018
USD	SPCM 754: Managerial Communication	3	3/19/18-3/23/18	Rapid City, SD	BankWest	3/20/2018
BHSU	ED 629: Life Science for K-12 Teachers	2	6/17/18-6/22/18	BHSU	Title IIA	4/11/2018
BHSU	ED 592: Extending Computer Science Knowledge	2	7/9/18-7/13/18	BHSU	Expanding Pathways in Computer Science	4/11/2018
NSU	ECE 492/592: Sharing Our Gifts with Children	1	4/12/18-4/14/18	Spearfish, SD	South Dakota State Early Childhood Conference	4/11/2018
NSU	MUS 592: Instrumental Techniques	1	3/22/18-4/30/18	Rapid City, SD	South Dakota Band Association	4/11/2018

Institution	Course Number and Title	Credit	Dates Offered	Location	Funding Source	Date Approved
NSU	SEED 760: Math & Engineering Applications in the Classroom	2	6/11/18-6/18/18	Aberdeen Catholic School System	Aberdeen Catholic School System	4/11/2018
SDSU	SEED 492: Public Library Institute	2	6/3/18-6/8/18	SDSU	South Dakota State Library	4/11/2018
USD	ELED/SEED 592 & SPED 593: 2018 MTSS Summer Education Conference	1	6/20/18-6/29/18	Oacoma, SD	SDDOE	4/11/2018
USD	AHED 790: Certificate in Data Analysis	3	4/2/18-7/2/18	Online	LERN	4/11/2018
USD	AHED 790: Certified Faculty Developer Online	2	2/12/18-4/15/18	Online	LERN	4/11/2018
USD	EDAD 790: Seminar: Teaching as Leadership Framework	5	3/1/18-5/15/18	Arizona State University	Teach for America	4/11/2018
USD	EDAD 792: Special Topics: School Climate and Culture	3	3/1/18-5/15/18	Arizona State University	Teach for America	4/11/2018
BHSU	ED 692: Developing Number Knowledge in Elementary Students	1	6/19/18-6/21/18	Rapid City Area Schools	SD Counts	4/18/2018
BHSU	ED 592: Prosocial Discipline	2	6/10/18-6/13/18	Rapid City Area Schools	SD Counts	4/18/2018
BHSU	ED 592: Classroom Management	2	6/19/18-6/22/18	Rapid City Area Schools	SD Counts	4/18/2018
USD	SEED 492/592: GIS/GPS Training for CTE/HS Teachers	1	6/25/18-6/28/18	Mitchell Technical Institute	Mitchell Technical Institute	4/18/2018
USD	SEED 492/592: GIS/GPS Training for CTE/HS Teachers	1	7/9/18-7/12/18	Mitchell Technical Institute	Mitchell Technical Institute	4/18/2018
USD	EDFN 101: Exploring the Teaching Profession	1	8/23/18-12/12/18	Online	Department of Human Services, SDDOE	4/18/2018
USD	EDFN 592: Advanced Data Use Skills for Educators	1	6/25/18-8/12/18	Online	SDDOE	4/18/2018
USD	EDFN 592: Fundamentals of Using Data for Educators	1	6/11/18-6/18/18	Aberdeen, SD	SDDOE	4/18/2018
USD	EDFN 592: Fundamentals of Using Data for Educators	1	6/13/18-6/20/18	Rapid City, SD	SDDOE	4/18/2018
USD	EDFN 592: Fundamentals of Using Data for Educators	1	6/18/18-6/25/18	Yankton, SD	SDDOE	4/18/2018

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 5 – G

DATE: May 8-10, 2018

SUBJECT

USD Foundation Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:9](#) – Foundations

BACKGROUND / DISCUSSION

The institutional foundation reports have been regularly presented to the Board since October 2016. In these reports, foundations are asked to describe their structure, overview their finances, explain what they are doing to support the university, and consider things the Board can do to make the relationship with the Foundations more effective.

Steve Brown, President and Chief Executive Officer of the USD Foundation, will present the USD Foundation Report at the May 2018 BOR meeting in Vermillion.

IMPACT AND RECOMMENDATIONS

The information in the foundation reports provides the Board opportunity to better understand the important role of the institutional foundations.

ATTACHMENTS

Attachment I – USD Foundation PowerPoint Presentation

INFORMATIONAL ITEM

Board Leadership



**USD Foundation
Board of Directors
*Chair***

Robert Hollingsworth

USDF Board of Directors

- 23 Directors
- 5 Officers
- 5 Ex-officio



**USD Alumni Association
Board of Directors
*Chair***

Torrey Sundall

**USD Alumni
Association
Board of Directors**

- 18 Directors
- 4 Ex-officio



ORGANIZATIONAL CHART

Pooled Investments

Financial Profile as of December 31, 2017

Total assets \$274 MILLION
Total pooled investments \$247 MILLION

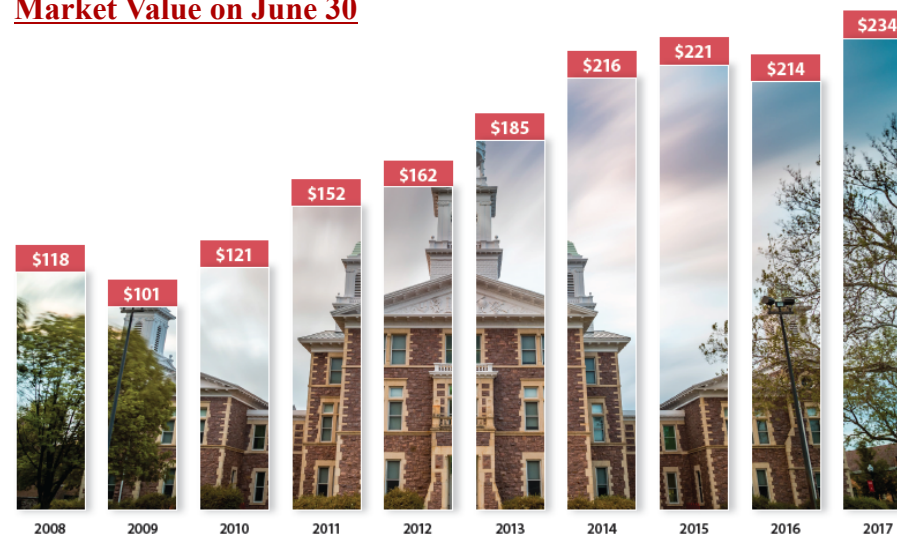
Annualized Return as of December 31, 2017

One-year 14.1%
Five-year 9.3%
Ten-year 7.1%

Endowment Spend Rate

To preserve the intergenerational equity of the endowment, 4.0% of the preceding thirty-six month rolling average was distributed for spending during the 2017-18 academic year. Nearly 1,300 funds comprise the University's endowment. An annual fee of 1.5% is assessed on the market value of the endowed funds.

Market Value on June 30







**DIGITAL
OUTREACH
PROJECTS**



National, Regional, Local Events

24 Cities | 134 Events | 12,108 Alumni & Friends

**ALUMNI
CHAPTER
PROGRAM**



SIoux FALLS



RAPID CITY



ABERDEEN * *COMING SOON!*

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance and Resource Development

REVISED

AGENDA ITEM: 5 – H

DATE: May 8-10, 2018

SUBJECT:

BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents, and BOR Policy 1:5 – Executive Director Revisions (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:5](#) – Executive Director

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

BACKGROUND / DISCUSSION

BOR Policy 1:6 outlines the provisions relating to the authority, responsibilities and appointments of the presidents and superintendent, and BOR Policy 1:5 addresses the same items for the executive director of the Board office. BOR personnel policies currently require Board approval for the appointment, contract renewal (institutions only), and any changes to salary (permanent or temporary) for all employees, including temporary and student employees. Due to the size of the Regental system and number of employees, this becomes a report that is so large that it does not provide meaningful employment related data for the Board.

To develop a more useful management report for the Board, and to expedite employment actions at an institutional level, Dr. Rush and the Regents have requested that policy be updated to delegate authority on most employment actions to the presidents, superintendent and executive director. The revisions were discussed at the April Council of Presidents and Superintendent (COPS) meeting.

IMPACT AND RECOMMENDATIONS

The recommended changes to BOR policies 1:5 and 1:6 can be found in Attachments I and II. The substantive changes include delegation of most employment actions to the presidents, superintendent or executive director, but outlines specific employment related

(Continued)

DRAFT MOTION 20180508_5-H:

I move to approve the first reading of BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents, and BOR Policy 1:5 – Executive Director.

actions that still require Board approval. The revised policies also include language that the new provisions will supersede any other inconsistent policy requirements in the BOR policy manual relating to employment actions. This will allow the changes in delegation to occur without being inconsistent with other BOR policies, and then the intent is to do a review and restructuring of Section 4 (Personnel) of the BOR policy manual to clarify and organize in a more effective way.

BOR Policy 1:5 Recommended Changes

Proposed changes to BOR Policy 1:5 can be found in Attachment I. The substantive changes to the policy would delegate all employment related actions to the executive director, with the exception of the following items:

1. The initial appointment of any employee who reports directly to the Executive Director;
2. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the Executive Director;
3. Any mid-year, permanent compensation adjustments, outside of salary policy, that are five percent (5%), or greater, for benefit eligible non-faculty exempt employees in the Office of the Executive Director;
4. Annual salary policy increases that are five percent (5%) or greater than the Board approved salary policy pool; and
5. The granting of professional development leave for non-faculty employees.

In addition, there are currently policy requirements that are now addressed in [BOR Policy 5:3](#) and [BOR Policy 5:4](#), and are inconsistent with the provisions in this policy currently, so those sections have been removed. Lastly, language regarding an employment contract for the Executive Director was also added to make it consistent with BOR Policy 1:6.

BOR Policy 1:6 Recommended Changes

Proposed changes to BOR Policy 1:6 can be found in Attachment II. The substantive changes would delegate all employment related actions to the institutional president or superintendent, with the exception of the following items:

1. The initial appointment of any employee who reports directly to the president or superintendent;
2. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable president or superintendent;
3. The appointment of any coach or athletic director that has a term greater than one year;
4. Any mid-year, permanent compensation adjustments that are five percent (5%), or greater, for benefit eligible non-faculty exempt employees and faculty members;

5. Annual salary policy increases that are five percent (5%), or greater, than the Board approved salary policy pool;
6. Any employment action that requires Board action or approval pursuant to a collective bargaining agreement;
7. The awarding of promotion and tenure, prior service credit, sabbatical, faculty member improvement and career redirection leave; and
8. The granting of professional development leave for non-faculty exempt employees.

In addition, there are changes to clarify the provisional delegation of authority relating to governance, discipline and grievances in Section 5 of the policy. There was also a definitions section added, and a provision added in relation to the attendance at COPS meetings.

ATTACHMENTS

Attachment I – BOR Policy 1:5 Proposed Revisions

Attachment II – BOR Policy 1:6 Proposed Revisions

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Executive Director

NUMBER: 1:5

A. PURPOSE

To address the appointment of the Executive Director and designate the duties, responsibilities, and authority of the position of Executive Director of the Board of Regents.

B. DEFINITIONS

None

C. POLICY

1. Appointment, Term and Qualifications

The Board of Regents shall appoint an Executive Director of the Board of Regents, who shall be a full-time employee of the Board and maintain his or her principal office in Pierre. The Executive Director shall be responsible to the Board and removable at the pleasure of the Board, shall have a post-graduate degree from a recognized college or university and shall by training and experience be familiar with the operations and problems of institutions of higher education. The Executive Director shall serve on the basis of an employment contract.

2. Authority and Responsibility

The Executive Director shall carry out the directives of the Board of Regents and shall be under the Board's general jurisdiction and supervision. He or she shall administer the policies of the Board, secure compliance with Board regulations, and advise the Board of problems affecting higher education. The Executive Director may act for the Board to the extent authorized by the Board and shall at all times report such action to the Board.

Any requests or directives by the Executive Director for information or action shall be directed to the president or superintendent of the university or special school who shall receive such request or directive as if it were received directly from the Board of Regents. While the presidents and superintendents report to the Board of Regents, they ~~normally~~ are expected to communicate to the Board through the Executive Director.

The responsibilities of the Executive Director shall include the following:

- 2.1. Administer the Board Office of the Board of Regents; recruit and select the ~~top level~~ staff; conduct professional development programs for the staff, evaluate their performance, and maintain an organizational structure in the Office that serves the needs of the System and the Board of Regents.

2.2. Preside at meetings of the Council of Presidents and Superintendents.

~~2.3. Serve as a member of the State Board of Directors for Educational Telecommunications and as a member of the State Library Board.~~

~~2.4.2.3.~~ Coordinate the collective bargaining process for the System.

~~2.5.2.4.~~ Serve as arbitrator in COHE grievances for the System prior to the final stage of submitting a grievance to a hearing officer.

~~2.6.2.5.~~ Maintain the Policy Manual for the Board and the Fact Book for the System for the Regents, presidents and superintendents.

~~2.7.2.6.~~ Authorize correction of clerical errors in the Policy Manual and updating cross references and references to external authorities; provided that such changes do not effect a substantive change in Board policy.

~~2.8.2.7.~~ Compile, distribute and maintain regular and special reports as directed by the Regents.

~~2.9.2.8.~~ Review and monitor institutional personnel action requests for compliance with Board policies.

~~2.10.2.9.~~ Coordinate the preparation and submission of legislative bills authorized by the Board; monitor the progress of legislation affecting higher education and provide timely reports to the Board and the presidents and superintendents; and present testimony - as authorized by the Board - on legislation that affects the System.

~~2.11.2.10.~~ Coordinate the orientation program for new members of the Board.

~~2.12.2.11.~~ Coordinate and monitor reciprocity agreements with contiguous states.

~~2.13.2.12.~~ Serve as a spokesperson for the accomplishments and needs of public higher education in South Dakota.

~~2.14.2.13.~~ Convene System-wide standing committees on behalf of the Board.

~~2.15.2.14.~~ In the recruitment and appointment of presidents and superintendents, coordinate the appointment of a search committee, arrange for staffing, and serve as an ex officio member of the committee.

~~2.16.2.15.~~ Direct – as required by the Board – and coordinate planning for the System, including the regular review of the missions and programs of the institutions.

~~2.17.2.16.~~ Conduct system-wide studies to guide policy decisions of the Board.

~~2.18.2.17.~~ Keep the Board informed of developments in the state, the nation, and internationally that could affect the System.

~~2.19.2.18.~~ Coordinate the preparation, presentation and accounting of the budget for the System.

~~2.20.2.19.~~ Coordinate the activities of the Regents, the presidents and superintendents, and Board staff in relations with state officials.

~~2.21.2.20.~~ Receive personnel recommendations from the presidents and superintendents, and place these on the agenda of the Board if they are consistent with Board policy.

~~2.22.2.21.~~ Transmit campus operating budgets and appropriation requests to the Board with independent, written recommendations.

~~2.23.2.22.~~ Approve and Ssubmit to the Board, with recommendations, significant contracts for goods and services, subject to the limits specified in Board policy.

Additional responsibilities may be assigned to the Executive Director by the Board of Regents as required.

~~3. Emergency Contract Approval~~

~~Where immediate action is necessary in order to preserve state property or to continue operations and programs of an institution, and where it is impractical to postpone the issuance of a contract for review and formal action by the Board, the Executive Director shall be authorized on behalf of the Board to approve any needed contractual arrangements. The contracts that are above \$50,000 shall be approved with the concurrence of the President of the Board.~~

~~4. Emergency Purchasing Approval~~

~~Where immediate action is necessary to obtain substantial cost savings, the Executive Director shall be authorized on behalf of the Board to approve any needed purchase. The requesting institution must demonstrate why this cost savings could not be realized if approval were delayed until the next Board meeting. Purchases that are above \$50,000 shall be approved with the concurrence of the President of the Board.~~

~~5.3. Curricular Requests~~

The Executive Director or his/her designee as the System Chief Academic Officer is authorized to approve new courses and substantive course and program modifications subject to Board Policy 2:23. Experimental courses may be offered on campus twice before obtaining Executive Director approval.

~~6. Grant Requests and Acceptances~~

~~The Executive Director is authorized to approve institutional submission of grant requests and the acceptance of grant awards. A summary of grant requests and acceptances approved by the Executive Director shall be provided to the Board at each regularly scheduled Board meeting. Supplements to existing approved grants that provide resources to continue previously approved grant activities may be approved by the institutional president or superintendent if the value of the supplement does not exceed \$10,000. Under Board Policy 1:6, the president shall notify the Executive Director when this approval authority is exercised.~~

~~4. Delegation of Authority in Employment Actions~~

Except where exclusively reserved, the Board delegates authority for personnel appointments, terminations, and compensation management to the Executive Director as described below. In fulfilling this responsibility, the Executive Director shall exercise their authority consistent with Board policies and procedures, the South Dakota Civil Service Act and its implementing regulations, or the collective bargaining agreement between the Board and the Council of Higher Education.. Notwithstanding this delegation, the Board retains full authority regarding personnel appointments, terminations, and compensation management consistent with the Board's constitutional duty to control the institutions under its governance. The provisions of

Section C(4) of this policy will supersede any other inconsistent policy requirements in the Board of Regents policy manual relating to employment actions.

4.1. Delegation to the Executive Director

Except as provided in Section C (4.2), the Executive Director shall have the authority subject to this section to appoint, terminate, manage, supervise, control and determine compensation for the personnel of the Office of the Executive Director.

4.2. Authority Exclusively Reserved to the Board

Board approval is required for:

4.2.1. The initial appointment of any employee who reports directly to the Executive Director;

4.2.2. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable Executive Director;

4.2.3. Any mid-year, permanent compensation adjustments, outside of salary policy, that are five percent (5%), or greater, for benefit eligible non-faculty exempt employees in the Office of the Executive Director;

4.2.4. Annual salary policy increases that are greater than the Board approved salary policy pool by five percent (5%), or more; and

4.2.5. The granting of professional development leave for non-faculty employees.

FORMS / APPENDICES:

None

SOURCE:

SDCL 13-49-10; BOR April 1981; BOR February; BOR March 1989; BOR June 1991; BOR January 1996; BOR December 1996; BOR December 1997; BOR August 2014; BOR March 2018; BOR June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Appointment, Authority, and Responsibilities of Presidents and Superintendents

NUMBER: 1.6

A. PURPOSE

To ~~determine~~ address the appointment of how a president or superintendent ~~is appointed~~, and to define the primary responsibilities and the authority granted to a President or Superintendent by the Board of Regents.

B. DEFINITIONS

1. Executive Director: The chief executive officer of the SD Board of Regents.

1.2. Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind ~~& and the~~ Visually Impaired, ~~South Dakota State~~ School for the Deaf, and the University of South Dakota.

2.3. President: The chief executive officer of a SD Board of Regents ~~university~~ higher education institution.

3.4. Superintendent: The chief executive officer of a SD Board of Regents Special School.

C. POLICY

1. **Appointment**

The presidents and superintendents shall be appointed by the Board of Regents. The Board may conduct a nation-wide search by utilizing a search and screen committee consistent with Board bylaws. The president or superintendent shall serve on the basis of an contracts subject to renewal based on the terms of the employment contract, and BOR Policy. The presidents and superintendent shall report to the Board of Regents through the Executive Director.

2. **Responsibilities**

The president or superintendent of each institution shall be responsible for the administration of the institution and the respective component entities. He or she shall have the following specific responsibilities:

- 2.1. Maintain an effective communications link between the institution and the Board, the Executive Director, other System institutions, and all constituencies at the institutional level, including faculty, students, administrators, employees, alumni, and community.

- 2.2. Provide academic leadership and promote academic excellence at the institution and formulate educational policies and academic standards consistent with Board policy.
- 2.3. Maintain institutional expenditures within the budgetary authorizations and limitations of the Board of Regents and the Legislature.
- 2.4. Recommend budget allocation and apportion funds within allocations.
- 2.5. Assign specific responsibility for coordinating institutional oversight of compliance with pertinent federal, state and Board constitutional rights and limitations, statutes, regulations and policies, including development of implementing institutional policy statements and practices, and including routine training and periodic compliance audits, and generally assure enforcement of policies of the Board of Regents, and the constitutions, statutes and regulations of the State of South Dakota and the United States of America.

~~2.6. Present all official business of the institution to the Board of Regents.~~

~~2.7.2.6.~~ Recommend for appointment, tenure, and dismissal all members of academic and non-academic staff in accordance with Board policy and procedures.

~~2.7.~~ Determine the overall administrative organization of the institution and annually present to the Board an outline of the structure noting any recommended changes.

2.8. ~~Attend all Council of Presidents and Superintendents meetings unless excused by the Executive Director. of the SD Board of Regents.~~

2.9. Attend all regular meetings of the Board unless excused by the Executive Director ~~of the SD Board of Regents.~~

2.10. Perform such other duties as the Board may from time to time specify.

3. Executive Powers

The executive powers delegated through this section remain subject to such substantive or procedural limitations as may otherwise be established by law or policy. The presidents and superintendents shall have all powers necessary to carry out their executive responsibilities, including, but not limited to, the following:

- 3.1. Organize a structure of academic governance and provide for the establishment, review and assessment of curricula and instruction, of research and scholarly programs and of public service activities.
- 3.2. Provide for the governance of students and for the establishment of programs to address their educational, social, cultural and ethical development within available resources.
- 3.3. Establish regular or special consultative bodies as deemed useful or necessary.
- 3.4. Determine and manage institutional budgets.
- 3.5. Expend monies and enter into contracts.
- 3.6. Acquire, preserve, register, manage, lease, license or assign institutional properties, including intellectual properties, within the limits of state law and Board policy; and

provide assurance of right or of title or make such similar undertakings as may be customarily incidental to the diligent management of such properties.

- 3.7. Recommend the hiring, promotion and termination of employees- to the Board, pursuant to Section C(4) of this policy.
- 3.8. Assign, transfer, evaluate and discipline employees and investigate and adjust grievances.
- 3.9. Participate on behalf of the institution in the activities of affiliated organizations.
- 3.10. Determine and present official institutional positions, policies and practices.
- 3.11. Preside at all general faculty meetings or delegate that function to another member of the administration or faculty.

4. Delegation of Authority in Employment Actions

Except where exclusively reserved, the Board delegates authority for personnel appointments, terminations, and compensation management to the presidents and superintendent as described below. In fulfilling this responsibility, the presidents and superintendents shall exercise their authority consistent with Board policies and procedures, the South Dakota Civil Service Act and its implementing regulations, and the collective bargaining agreement between the Board and the Council of Higher Education. Notwithstanding this delegation, the Board retains full authority regarding personnel appointments, terminations, and compensation management consistent with the Board's constitutional duty to control the institutions under its governance. The provisions of Section C(4) of this policy will supersede any other inconsistent policy requirements in the Board of Regents policy manual relating to employment actions.

4.1. Delegation to Presidents and Superintendents

Except as provided in Section C (4.2), the president or superintendent shall have the authority, subject to this section, to appoint, terminate, manage, supervise, control and determine compensation for the personnel of the institution.

4.2. Authority Exclusively Reserved to the Board

Board approval is required for:

- 4.2.1. The initial appointment of any employee who reports directly to the president or superintendent;
- 4.2.2. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable president or superintendent;
- 4.2.3. The appointment of any coach or athletic director that has a term greater than one year;
- 4.2.4. Any mid-year, permanent compensation adjustments that are five percent (5%), or greater, for benefit eligible non-faculty exempt employees and faculty members;

- 4.2.5. Annual salary policy increases that are greater than the Board approved salary policy pool by five percent (5%), or more; and
- 4.2.6. Any employment action that requires Board action or approval pursuant to a collective bargaining agreement;
- 4.2.7. The awarding of promotion and tenure, prior service credit, sabbatical, faculty member improvement and career redirection leave; and
- 4.2.8. The granting of professional development leave for non-faculty exempt employees.

4.5. Provisional Delegation of Authority in Matters Relating to Governance, Discipline and Grievances

The South Dakota Supreme Court, in *Worzella v. Board of Regents of Education*, 77 S.D. 447, 93 N.W.2d 411 (S.D. 1958), held that the South Dakota Constitution limits the Board's power of delegation. The Board may only delegate provisional authority to its subordinates. The court has decided that the Board can neither authorize nor adopt policies that create procedural bars to Board consideration of a matter. Nor can the Board vest a delegatee with the power to prevent the Board from taking up a matter that it deems of public interest.

The court has also held that the legislature may limit the Board's power over certain aspects of certain employment relations. It upheld the Civil Service Act and the Public Employees' Unions Act as legitimate exercises of legislative power, notwithstanding the fact that the acts remove certain employment decisions from final Board action. *South Dakota Board of Regents v. Meister*, 309 N.W.2d 121 (S.D. 1981); *South Dakota Board of Regents v. Meierhenry*, 351 N.W.2d 450 (S.D. 1984).

4.1.5.1. In order to give effect to the constitutional limitations described in *Worzella*, the delegation of authority provided in this policy shall be understood to be provisional in the following sense.

4.1.1.5.1.1. The authority vested in chief executive officers must, at all times, be exercised in a manner that is consistent with Board policy.

4.1.2.5.1.2. Except as provided in section 4.5.1.3 below, the authority to take binding action without specific prior Board approval is subject to the condition that the Board may require that a matter be forwarded to it for review.

4.1.2.1.5.1.2.1. Such a review shall not ordinarily result in a modification of an action that has created third party rights, but the Board may direct that such responsive measures be taken as it deems necessary.

4.1.2.2. Where the action in question relates to the implementation of Board policy involving governance, discipline or grievances, the Board may reconsider the matter. Ordinarily, the Board's review of the final decision reached by the president or superintendent pursuant to this policy will be limited to determining whether (i) any material decisions lack substantial support in the record, and (ii) any procedural errors materially impact the integrity of the decision.

4.1.2.3.5.1.2.2. In the context of a disciplinary action or a grievance, the Board may:

5.1.2.2.1. Accept the factual findings that were reached below and accept the conclusions drawn from those facts and the action taken on their basis; or

4.1.2.3.1.5.1.2.2.2. Accept the factual findings that were reached below, but modify the conclusions drawn from those facts or the action taken on their basis; or

4.1.2.3.2.5.1.2.2.3. Reject the factual findings that were reached below and hold new hearings, upon due notice, to reconsider the matter in its entirety.

4.1.3.5.1.3. Nothing herein shall be interpreted to modify the procedural requirements of regulations or agreements duly adopted pursuant to the Civil Service Act or the Public Employees' Unions Act.

4.2.5.2. Presidents or superintendents may delegate provisionally to their subordinates or to such administrative or consultative bodies as they may establish from time to time the authority that the Board has delegated to them.

4.2.1.5.2.1. A provisional delegation of authority by a president or superintendent shall be understood to authorize only actions that are consistent with Board policy and with institutional policies previously approved by the ~~chief executive officer~~president or superintendent.

4.2.2.5.2.2. The authority to take binding action without specific prior approval by the president or superintendent approval is subject to the condition that the president or superintendent may require that a matter be forwarded for his/her review.

4.2.3.5.2.3. Where the action undertaken with delegated authority involves the implementation of Board or institutional policy involving governance, discipline or grievances, the president or superintendent may reconsider the matter anew.

4.2.3.1.5.2.3.1. In the context of a disciplinary action or a grievance, the president or superintendent may:

5.2.3.1.1. Accept the factual findings that were reached below and accept the conclusions drawn from those facts and the action taken on their basis; or

4.2.3.1.1.5.2.3.1.2. Accept the factual findings that were reached below, but modify the conclusions drawn from those facts or the action taken on their basis; or

4.2.3.1.2.5.2.3.1.3. Reject the factual findings that were reached below, and hold new hearings, upon due notice, to re-examine the matter in its entirety.

~~4.2.4.~~5.2.4. Nothing herein shall be interpreted to modify the procedural requirements of regulations or agreements duly adopted pursuant to the Civil Service Act or the Public Employees' Unions Act.

5.6. Acting President or Superintendent

Each president and superintendent shall designate a staff member to act in his or her place when he or she is outside the state, otherwise not reasonably accessible or subject to temporary illness or disability. Each president and superintendent shall provide the Executive Director an updated succession plan on an annual basis.

6.7. Evaluation

Presidents and superintendents shall be evaluated at least annually by the Board in a format and setting determined by the Board.

SOURCE:

BOR June 1974; BOR August 1979; BOR April 1992; BOR March 1993; BOR January 1996; BOR June 2015, BOR March 2018; BOR June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 5 – I (REVISED)

DATE: May 8-10, 2018

SUBJECT

USD Discovery District Annual Meeting

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The Board's May meeting will serve as the time and place for the USD Research Park, Inc. (dba USD Discovery District) annual meeting. Rich Naser, President of the USD Discovery District, will provide a brief update on the current status of operations at the park.

The annual meeting is also the time and place for the Board to appoint directors to the Board of Directors of the USD Discovery District. The current makeup of the Board of Directors is set forth in Attachment I. There are two terms set to expire in 2018, the first is occupied by Daren Ketcham and the second is open as a result of Christine Hamilton's resignation from the Board of Directors on December 5, 2017. There is also a vacancy that resulted from Eddie Sullivan's resignation on December 5, 2017, which term expires in 2020. As such, there are three appointments pending before the Board at its meeting, which would become effective upon approval.

IMPACT AND RECOMMENDATION

The Board of Directors passed the resolution set forth in Attachment II at a special meeting on May 7, 2018, which recommends and requests the Member (BOR) take the following action:

Appoint Daren Ketcham and Ryan Pidde to serve three years terms on the Board of Directors of the USD Discovery District and appoint Deb Peters to serve the remainder of the vacant 2020 term.

The aforementioned resolution was needed to supplement the resolution passed by the Board of Directors at its annual meeting on March 20, 2018 (Attachment III), as one of the initial nominees subsequently indicated he was unable to serve on the Board of Directors. As such, the May 7th resolution was passed to provide a full slate of nominations to fill the Board of Directors.

DRAFT MOTION 20180508_5-I:

I move to appoint Daren Ketcham and Ryan Pidde to serve three year terms on the Board of Directors of the USD Discovery District and Deb Peters to serve the remainder of the vacant 2020 term.

Staff recommends approval.

ATTACHMENTS

Attachment I – USD Discovery District Board of Directors

Attachment II – May 7, 2018 USD Discovery District Resolution

Attachment III – March 20, 2018 USD Discovery District Resolution



2018 Board of Directors

3 Year Term – Expires 2020

Bob Sutton, Vice President

Dave Kapaska

Open

3 Year Term – Expires 2018

Open

Daren Ketcham

3 Year Term – Expires 2019

Russell Olson, Sec./Treas.

Michael Rush

Paul Hanson

Ex-Officio, Voting

James Abbott, Chairman

Ex-Officio, Non-Voting

USD Vice President for Research, currently Mary Berry

USD Dean of Beacom School of Business, currently Venky Venkatachalam

USD GEAR Center Director, currently Dan Engebretson

University Center Executive Dean, currently Craig Johnson

South Dakota Board of Regents Chief Research Officer, currently Nathan Lukkes,

Governor's Office of Economic Development - Open

**RESOLUTION OF THE
UNIVERSITY OF SOUTH DAKOTA RESEARCH PARK, INC.
BOARD OF DIRECTORS**

WHEREAS, the Board of Directors (the "Board") of the University of South Dakota Research Park, Inc. (the "Company") convened a special meeting on May 7, 2018;

WHEREAS, the Board previously approved a Resolution on March 20, 2018, in which it approved and recommended Scott Sletten to fill one of the two expiring 3-year terms on the Board of Directors;

WHEREAS, Scott Sletten is no longer able to serve in that capacity;

WHEREAS, this Resolution shall have the effect of removing Scott Sletten from consideration and recommending an alternate appointment to the Member;

WHEREAS, pursuant to the authority granted in the Bylaws, the Board must submit recommendations to the Member for the appointment of directors to staggered terms;

WHEREAS, the 1st 3-year term of director Daren Ketcham will expire in 2018;

WHEREAS, Christine Hamilton resigned as a director on December 5, 2017 and her term would expire in 2018;

WHEREAS, the Board approves and nominates the following directors for submission to the Member for final approval to fill the 2 3-year term vacancies:

1. Daren Ketcham to serve a 2nd 3-year term; and
2. Ryan Pidde to serve a 1st 3- year term; and

WHEREAS, having received notice that Eddie Sullivan will be unable to continue on the Board for the remainder of his term, the Board approves and nominates Deb Peters for submission to the Member for final approval to replace Eddie Sullivan a director for the remainder of his existing term;

WHEREAS, the Board reaffirms and ratifies all other decisions and actions of the Board contained in its Resolution dated March 20, 2018.

NOW, THEREFORE, the foregoing resolution was adopted by the Board of Directors on May 7, 2018 by a vote of 5-0.

Date:

5/7/2018

ATTEST:



UNIVERSITY OF SOUTH DAKOTA RESEARCH PARK, INC., Secretary

**RESOLUTION OF THE
UNIVERSITY OF SOUTH DAKOTA RESEARCH PARK, INC.
BOARD OF DIRECTORS**

WHEREAS, the annual meeting of the Board of Directors (the "Board") of the University of South Dakota Research Park, Inc. (the "Company") was convened on March 20, 2018

WHEREAS, all members of the Board, entitled to notice of an annual meeting under the Company Bylaws, have waived all requirements of notice of the annual meeting reconvened on March 21, 2017;

WHEREAS, pursuant to the authority granted in the Bylaws, the Board must submit recommendations to the Member for the appointment of directors to staggered terms;

WHEREAS, the 1st 3-year term of director Daren Ketcham will expire in 2018;

WHEREAS, Christine Hamilton resigned as a director on December 5, 2017 and her term would expire in 2018;

WHEREAS, the Board approves and nominates the following directors for submission to the Member for final approval to fill the 2 vacancies:

1. Daren Ketcham to serve a 2nd 3-year term; and
2. Scott Sletten to serve a 1st 3- year term; and

WHEREAS, having received notice that Eddie Sullivan will be unable to continue on the Board for the remainder of his term, the Board approves and nominates Deb Peters for submission to the Member for final approval to replace Eddie Sullivan a director for the remainder of his existing term;

WHEREAS, Article III of the Bylaws states that the Board of Directors may designate additional ex officio members to the Board without vote as needed and the Board hereby reappoints or appointments the following:

1. USD VP for Research—currently Mary Berry,
2. Deputy Director of Governor's Office of Economic Development—currently Aaron Scheibe,
3. Director of the USD GEAR Center—Currently Dan Engebretson, and
4. Chief Research Officer for the South Dakota Board of Regents—currently Nathan Lukkes.
5. Dean of the University of South Dakota School of Business—currently Dr. Venky Venkatachalam, and
6. Executive Dean of the University Center Sioux Falls—currently Craig Johnson.

WHEREAS, the Board appoints the following directors to the Executive Committee for the subsequent year;

1. James Abbott,
2. Bob Sutton,
3. Russell Olson, and
4. Daren Ketcham.

AND

WHEREAS, the Board reaffirms and reappoints the following officers of the Corporation for the subsequent year:

1. Rich Naser – President,
2. Bob Sutton – Vice President, and
3. Russell Olson – Secretary/Treasurer

WHEREAS, the Board reaffirms and ratifies all other decisions and actions of the Board for the preceding year.

NOW, THEREFORE, the foregoing resolution was adopted by the Board of Directors on March 20, 2018 by a vote of 7-0.

Date:

March 20, 2018

ATTEST:



UNIVERSITY OF SOUTH DAKOTA RESEARCH PARK, INC., Secretary

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

REVISED

AGENDA ITEM: 6 – B

DATE: May 8-10, 2018

SUBJECT

BOR Policy 2:10 – Grades and Use of Grade Point Averages Revisions (Second Reading) and BOR Policy 2:3 – System Undergraduate Admissions Revisions (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:10](#) – Grades and Use of Grade Point Averages (GPA)

[BOR Policy 2:3](#) – System Undergraduate Admissions

BACKGROUND / DISCUSSION

At the [August AAC Retreat](#), an item was brought forward to consider whether or not High School Dual Credit (HSDC) students with GPAs below 2.0 should be placed on probation when they first enter the system as degree-seeking students. This led to a broader discussion on the impact of academic probation, especially for those students with a limited number of credit hours within the System. Initially, one low grade has the potential to significantly impact a student's cumulative GPA, and the premise of a graduated scale based on class rank was identified as a potential solution by AAC members. Such an approach would allow for students who have taken fewer credit hours to meet a slightly lower GPA threshold, which would then increase along with their class level. A similar system is in place with the NCAA and a number of institutions in the region.

The version being proposed in BOR Policy 2:10 would require freshmen and sophomores to have a cumulative GPA of 1.8. Juniors and seniors would be required to then retain the current threshold of a 2.0 GPA. In addition, language was added that gives students with prior credit a one-term grace period in which they will not be placed on probation. This would apply to traditional transfer students from outside the system, as well as high school dual credit students. If the students still could not meet the threshold required after one term in the Regental system, they would be placed on probation at that time.

(Continued)

DRAFT MOTION 20180508_6-B:

I move to (1) approve the second and final reading of BOR Policy 2:10 with the revisions provided in Attachment I; (2) waive the two-reading requirement of By-Laws Section 5.5.1; and (3) approve the first and final reading of BOR Policy 2:3 with the revisions as shown in Attachment II.

Since the first reading of these revisions at the March 2018 Board meeting, a contradiction between BOR Policy 2:10 and BOR Policy 2:3 – System Undergraduate Admissions was brought to our attention. In the revisions to 2:10, Section C.4.2. states, “Students enrolling in the Regental system of 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.” This was determined to be contradictory with Section 9.7.1 of BOR Policy 2.3, which states, “A transfer student or former student is admitted on probation if they do not have a minimum cumulative GPA of 2.0.” These two sections of policy will need to be brought into alignment to avoid confusion, and to ensure that campuses are giving proper advice to students looking to transfer to their institutions.

Other changes to the policy include the new BOR Policy format, and the removal of a reference to BOR Policy 2:28 (which has been repealed).

IMPACT AND RECOMMENDATIONS

Placing a student immediately on academic probation can be discouraging for students entering postsecondary for the first time whether it occurs after the initial freshmen semester, or due to poor performances in a dual credit course(s). Campuses believe that the current approach sends the wrong message, which can potentially deter further enrollment and retention efforts. Adopting a graduated GPA threshold for academic probation allows students the opportunity to demonstrate their capacity during their first semester in the Regental system.

After the proposed policy changes to BOR Policy 2:10 were discussed at the March 2018 BOR meeting, a corresponding policy reference was also identified for BOR Policy 2:3 System Undergraduate Admission. Currently, Section 9.7.1 of this policy specifies that “A transfer student or former student is admitted on probation if they do not have a minimum GPA of 2.0.” To ensure that the policy language in 2:3 align with the new framework for Good Academic Standing outlined in Policy 2:10, the following revisions was made to the Admission’s policy which is reflected in Attachment II.

9.7.1 ~~A Transfer student or former student is admitted on probation if they do not have a minimum cumulative GPA of 2.0.~~ Students enrolling in the Regental system for the first time with prior credit, including internal and external transfer students and dual credit students, shall not be placed on probation by their designated home institution until they have been enrolled at a Regental university for one (1) academic term. Once one (1) academic term has been completed, students are expected to meet the GPA requirements outlined in BOR Policy 2:10 for establishing Good Academic Standing.

A number of minor style and form changes have been made to both policy 2:10 and 2:3 which are highlighted in green in Attachments I and II. All other revisions are consistent with those outlined to the Board during their March 2018 meeting.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:10 – Grades and Use of Grade Point Averages (GPA)

Attachment II – Proposed Revisions to BOR Policy 2:3 – System Undergraduate Admissions

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Grades and Use of Grade Point Averages (GPA)

NUMBER: 2:10

A. PURPOSE

To define undergraduate and graduate level grades to be used at Board of Regents institutions, and to describe the use of grade point averages for the purposes of minimum progression, graduation standards, academic amnesty, and various academic honors.

B. DEFINITIONS

1. **External Transfer Student:** A degree or non-degree seeking student who transfers from a non-Regental institution.
2. **Internal Transfer Student:** A degree or non-degree seeking student who transfers among one of the six Regental institutions which results in the change to the students “home” designation.
3. **Dual Credit Student:** A student who has earned college credit prior to their high school graduation, where the credit is included on both the official high school and postsecondary institution transcript.

C. POLICY

1. Undergraduate Grades

Undergraduate Grades will be assigned to the undergraduate academic level and to all courses and sections with course numbers ranging from 001 to 499. Plus and minus grades are not used.

A	Exceptional	4.00 grade points per semester hour
B	Above Average	3.00 grade points per semester hour
C	Average	2.00 grade points per semester hour
D	Lowest Passing Grade	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
RI	Incomplete (Remedial)	Does not calculate into any GPA
RS	Satisfactory (Remedial)	Does not calculate into any GPA
RU	Unsatisfactory (Remedial)	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit granted
WD	Withdrawal (First 6 Courses)	Does not calculate into any GPA, no credit granted

WW	Withdrawal (All Courses <u>in a term</u>)	Does not calculate into any GPA, no credit granted
WFL	Withdrawal (7 th Course or higher)	0.0 grade points per semester hour
AU	Audit	Does not calculate into any GPA
I	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
SP	Satisfactory Progress	Does not calculate into any GPA
EX	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit granted
LR	Lab grade linked to Recitation Grade	0 credit course
NG	No Grade	0 credit tracking course
NR	Grade not Reported by Instructor	Does not calculate into any GPA
Grade*	Academic Amnesty	Does not calculate into any GPA, no credit given

2. Undergraduate Grade Descriptions, Uses, and Restrictions

- 2.1. AU: An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term.
- 2.2. CR: A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.
- 2.3. EX: An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.
- 2.4. I: An incomplete (I) grade may be granted only when all of the following conditions apply:
 - A student has encountered extenuating circumstances that do not permit him/her to complete the course.
 - The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.
 - The student does not have to repeat the course to meet the requirements.
 - The instructor must agree to grant an incomplete grade.
 - The instructor and student must agree on a plan to complete the coursework.
 - The coursework must be completed within one semester; extensions may be granted by the Vice President for 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 2:6-9, section 9.
- 2.5. IP: An in progress (IP) grade may be granted only when all of the following conditions apply:
- The requirements for the course (for every student enrolled in the course) extend beyond the current term.
 - The extension beyond the current term must be defined before the class begins.
 - The instructor must request permission to award IP grades for a course from their Department Head and Dean, and then approval must be obtained from the Vice President for Chief Academic Affairs Officer.
 - A definite date for completion of the course must be established in the course syllabus.
- 2.6. NG: A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).
- 2.7. RI, RS, RU: Remedial grades (RI, RS, RU) may be granted only for courses numbered 001 to 099.
- 2.8. S/U: A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.
- 2.9. SP: A satisfactory progress (SP) grade may be granted only for students enrolled in MATH 095. If the grade of SP is awarded the following conditions apply:
- The grade is an alternative to RS and RU.
 - The student must have made satisfactory progress during the course but the student did not develop mastery of all the required content. If the student successfully mastered the materials, the grade of RS should be assigned. If satisfactory progress was not made, the grade of RU should be assigned.
- 2.10. WD: Beginning with the Fall 2015 term, a grade of withdrawal (WD) may be assigned only six times during a student's undergraduate career. If the student drops additional classes, a grade of WFL will be assigned. Withdrawal grades assigned to continuously enrolled students prior to this term will not count against the limit. Additionally, those withdrawal grades assigned at a non-Regental institution prior to entry as a transfer student will not be counted against the six course limits. This limit does not include W grades assigned if a student withdraws from all classes in a given term, which will be assigned a WW grade. The campus Chief Academic Affairs Officer may make exceptions to this requirement in those cases where there are unique factors.

3. Definition and Calculation of Grade Point Averages

The following grade point averages are calculated each academic term (Fall, Spring, Summer):

- 3.1. Institutional GPA: based on credits earned at a specific Regental university. Utilized to determine if degree requirements have been met and to determine Honors Designation at graduation.
- 3.2. System Term GPA: based on credits earned at any of the six Regental universities within a given academic term (Fall, Spring, Summer). Utilized to determine minimum progression status.
- 3.3. Transfer GPA: based on credits earned and officially transferred from an accredited college or university outside the Regental system. When a letter grade that normally calculates into the grade point average exists for a non-academic course (e.g., credit earned via examination), it will be included in the transfer GPA.
- 3.4. Cumulative GPA: based on all credits earned by the student (transfer credit plus system credit). Utilized to determine minimum progression status and to determine if degree requirements have been met and to determine Honors Designation at graduation.
 - 3.4.1. When a course has been repeated for credit, all attempts will be entered on the transcript, but the last grade earned will be used in the calculation of the cumulative grade point average (See also 2:5, [section B.7-11](#)).

4. Minimum Progression Standards

- 4.1. Minimum progression standards and related actions are based on the student's cumulative grade point average and system term grade point average.

- 4.1.1. Good Academic Standing: A student who meets or exceeds the cumulative grade point average requirements listed below is considered to be in good academic standing. The 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	GPA Standard
Freshman	0-29.99	2.0 1.8
Sophomore	30-59.99	2.0 1.8
Junior	60-89.99	2.0
Senior	90+	2.0

- 4.1.2. Academic Probation: If a student's cumulative grade point average falls below the GPA standard for his/her designated class rank as listed in Section 4.1.1 in any academic term (i.e. fall, spring, summer), the student is placed on academic probation for the following term.

- 4.1.2.1. While on academic probation the student must earn a system term grade point average that meets or exceeds the GPA standard required for their class level.

4.1.2.2. When a student on academic probation achieves a cumulative grade point average that meets or exceeds the GPA standard for his/her class level, the student is returned to good academic standing.

4.1.3. Academic Suspension: A student on academic probation who fails to maintain a ~~system~~-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 Sstudents~~ 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 pPolicy 2:3, Section C.9.7. Students on Probation/Suspension.)~~3.G Probation/Suspension of Students.~~

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. Progression and graduation are contingent on satisfactory performance on the Proficiency Examination. Refer to policy 2:28.~~

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. A Minimum Progression Standard Report will be submitted to the Board of Regents each October. It will contain information on the number of all undergraduate students in Regental universities in Good Standing, Returned to Good Standing, Placed on Probation, and Suspended during the previous Summer, Fall, and Spring terms. Subdivisions of this report will provide information on non-traditional students who did not meet baccalaureate admissions requirements, students admitted as exceptions to baccalaureate programs, and students admitted to associate degree programs.~~

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 ~~Vice President for~~ Chief Academic Affairs Officer;
- 7.2.3. 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;
- 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 ~~their~~ his/her home university following the procedures established by that university.

7.3. Conditions of Academic Amnesty:

- 7.3.1. Academic amnesty does not apply to individual courses.
- 7.3.2. Academic amnesty may be requested for:
 - 7.3.2.1. All previous postsecondary education courses, or
 - 7.3.2.2. All previous postsecondary education courses at a specific postsecondary institution, or
 - 7.3.2.3. A specified time period not to exceed one academic year (Fall/Spring) completed at any postsecondary institution(s).
- 7.3.3. Academic amnesty, if granted, shall not be rescinded.
- 7.3.4. Courses for which academic amnesty is granted will:
 - 7.3.4.1. Remain on the student's permanent record;
 - 7.3.4.2. Be recorded on the student's undergraduate transcript with the original grade followed by an asterisk (*);
 - 7.3.4.3. Not be included in the calculation of the student's grade point average because no credit is given;
 - 7.3.4.4. Not be used to satisfy any of the graduation requirements of the current degree program.

7.4. Academic amnesty decisions will be made by the student's home institution, will be honored by all undergraduate programs within the home institution, and will be

honored by all **undergraduate programs at** other institutions within the South Dakota Regental system.

- 7.5. Universities outside of the South Dakota Regental system are not bound by the academic amnesty decisions made by the South Dakota Regental system.
- 7.6. Regental graduate programs and graduate professional schools may consider all previous undergraduate course work when making admission decisions.

8. Dean's List Designation

- 8.1. Undergraduate, full-time students may be designated for the Dean's List at the end of the fall and spring terms. The Dean's List designation is determined by the home university and is based on a student's total course registrations for academic credit for the term from any Regental university. The Dean's List designation does not appear on the transcript.
- 8.2. To be awarded Dean's List designation, students must meet the following guidelines.
 - 8.2.1. Students must have earned a minimum of twelve (12) credit hours in courses numbered 100-699 during the term.
 - 8.2.2. Students must achieve a System Term GPA of at least 3.50.
 - 8.2.3. Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

9. Academic Recognition for Undergraduate, Part-Time Students

- 9.1. Undergraduate, part-time students taking fewer than twelve (12) credits per term may be designated for Academic Recognition for Part-Time Students at the end of the fall and spring terms. The Academic Recognition for Part-Time Students designation is determined by the home university. The Academic Recognition for Part-Time Students designation does not appear on the transcript. To be awarded the Academic Recognition for Part-Time Students designation, students must meet the following guidelines:
 - 9.1.1. Students must have completed at least twelve (12) credit hours prior to the current semester at one or more Regental institutions.
 - 9.1.2. The student must have earned at least three (3) and up to eleven (11) credit hours of 100-699 level courses during the term.
 - 9.1.3. Students must achieve a System Term GPA of at least 3.50.
 - 9.1.4. Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

10. Honors Designation at Graduation

- 10.1. Post-baccalaureate Degree: The institution granting the degree determines the Honors Designation for its post-baccalaureate graduates. Common practices of the academy and of the specific discipline shall be followed.

- 10.2. Baccalaureate Degree: The institution granting the degree determines the Honors Designation for its graduates. To earn an Honors Designation at graduation the undergraduate student must meet both the following cumulative and institutional grade point averages:

Summa Cum Laude	equal to or greater than 3.9
Magna Cum Laude	equal to or greater than 3.7 and less than 3.9
Cum Laude	equal to or greater than 3.5 and less than 3.7

- 10.2.1. The undergraduate student must have completed a minimum of sixty (60) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2:29.)

- 10.3. Associate Degree: The institution granting the degree determines the Honors Designation for its associate-level graduates. To earn an Honors Designation at graduation, an associate-level graduate must meet both the following cumulative and institutional grade point averages:

With highest honor	equal to or greater than 3.9
With high honor	equal to or greater than 3.7 and less than 3.9
With honor	equal to or greater than 3.5 and less than 3.7

- 10.3.1. An associate-level graduate must have completed a minimum of thirty (30) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2:29.)

11. Graduate Grades

Graduate Grades will be assigned to the Graduate Academic Level and to all Courses and Sections with course numbers of 500 or greater. Plus and minus grades are not used.

A	Exceptional	4.00 grade points per semester hour
B	Good	3.00 grade points per semester hour
C	Average	2.00 grade points per semester hour
D	Unsatisfactory	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit granted
AU	Audit	Does not calculate into any GPA
I	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
NG	No Grade	0 credit tracking course
NP	Normal Progress	Does not calculate into any GPA

NR	Grade not Reported by instructor	Does not calculate into any GPA
EX	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit granted
LR	Lab grade linked to Recitation Grade	0 credit course

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 **Vice President for Chief Academic Affairs Officer**.
 - A definite date for completion of the course must be established in the course syllabus.
- 12.6. **NG:** A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).
- 12.7. **NP:** A normal progress (NP) grade may be granted by an instructor when the instructor determines that a graduate student is making normal progress in a graduate Thesis/Dissertation course. If a graduate student does not enroll for a period of one calendar year, the NP grade may change to I (Incomplete) upon approval by the Graduate Dean. The NP grade calculates into attempted credits but does not calculate into completed credits or grade point averages.
- 12.8. **S/U:** A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.

13. Last Date of Academic Activity

Each university must have in place a practice for determining and recording the Last Date of Academic Activity, whenever reporting a final grade of F, U, or RU.

FORMS / APPENDICES:

None

SOURCE:

BOR May 1996; BOR December 1998; BOR March 2002; BOR June 2002; BOR August 2002; BOR October 2002; BOR June 2003; BOR October 2003; BOR March 2004; BOR May 2004; BOR October 2004; BOR March 2005; BOR May 2005; BOR June 2005; BOR August 2005; BOR October 2005; BOR August 2006; BOR October 2006; BOR June 2009; BOR August 2009; BOR March-April 2011; BOR December 2011; BOR December 2013; BOR December 2014; BOR June 2015; BOR August 2015.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Undergraduate Admissions

NUMBER: 2:3

A. PURPOSE

To establish the various options available for potential students to meet the undergraduate admission requirements within the Regental System.

B. DEFINITIONS

None

C. POLICY

1. Authorization for Individual Institutional Policies

- 1.1. Each university may adopt specific admission regulations, consistent with law and the requirements set by the Board of Regents, as may be required for each school or program to assure acceptable student preparation and enrollment levels.
- 1.2. A copy of such regulations and any subsequent amendments shall be filed with the Executive Director and shall be subject to review by the Board of Regents.

2. Baccalaureate Degree Admissions for High School Graduates

For admission to baccalaureate degree programs, high school graduates must either meet the Smarter Balanced or Curriculum requirements outlined below:

2.1. Smarter Balanced

- 2.1.1. Achieve a Level 3 or higher on the English Language Arts and Mathematics Smarter Balanced Assessments;

2.2. Curriculum

- 2.2.1. Meet the minimum course requirements with an average grade of C (2.0 on a 4.0 scale);

OR

~~2.2.2.~~ Demonstrate appropriate competencies in discipline areas where course requirements have not been met; **AND**

~~2.2.3, 2.2.2.~~ Rank in the top sixty (60) percent of their high school graduating class;

OR

~~2.2.4.2.2.3.~~ Obtain an ACT composite score of 18 (Redesigned SAT score of 950, or concorded equivalent for older SAT scores) or above;

OR

~~2.2.5.2.2.4.~~ Obtain a high school GPA of at least 2.6 on a 4.0 scale.

2.3. Minimum Course Requirements

All baccalaureate or general studies students under twenty-four (24) years of age, including students transferring with fewer than twenty-four (24) credit hours, must meet the following minimum high school course requirements.

- 2.3.1. Four (4) Years of English: Courses with major emphasis upon grammar, composition, or literary analysis. One (1) year of debate instruction may be included to meet this requirement.
- 2.3.2. Three (3) Years of Advanced Mathematics: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- 2.3.3. Three (3) Years of Laboratory Science: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case-by-case basis.
- 2.3.4. Three (3) Years of Social Studies: History, economics, sociology, geography, government, including United States and South Dakota, American Problems, etc.
- 2.3.5. One (1) Year of Fine Arts: Art, theatre or music (appreciation, analysis, or performance). Documented evidence of high school level non-credit fine arts activity will be accepted for students graduating from high schools in states that do not require completion of courses in fine arts for graduation.

2.4. Alternate Criteria for Minimum Course Requirements

- 2.4.1. Students who do not successfully complete four (4) years of English may meet minimum course requirements through one of the following:
 - 2.4.1.1. An ACT English subtest score of 18 or above.
 - 2.4.1.2. An Advanced Placement Language and Composition or Literature and Composition score of 3 or above.
- 2.4.2. Students who do not successfully complete three (3) years of advanced mathematics may meet minimum course requirements through one of the following:
 - 2.4.2.1. An ACT mathematics subtest score of 20 or above.
 - 2.4.2.2. An Advanced Placement Calculus AB or Calculus BC score of 3 or above.

2.4.3. Students who do not successfully complete three years of laboratory science may meet minimum course requirements through one of the following:

2.4.3.1. An ACT science reasoning subtest score of 17 or above.

2.4.3.2. An Advanced Placement Biology, Chemistry, or Physics B score of 3 or above.

2.4.4. Students who do not successfully complete three (3) years of social studies may meet minimum course requirements through one of the following:

2.4.4.1. An ACT social studies/reading subtest score of 17 or above.

2.4.4.2. An Advanced Placement Microeconomics, Macroeconomics, Comparative or United States Government and Policies, European or United States History, or Psychology score of 3 or above.

2.4.5. Students who do not successfully complete one (1) year of fine arts may need minimum course requirements through:

2.4.5.1. An Advanced Placement History of Art, Studio Art drawing or general portfolio or Music Theory score of 3 or above.

3. Associate Degree Admissions for High School Graduates

3.1. A student who seeks admission to an associate degree program may gain acceptance by meeting any one of the following criteria.

3.1.1. Baccalaureate admissions requirements;

OR

3.1.2. Ranking in the top sixty (60) percent of their graduating class;

OR

3.1.3. A composite score of 18 or above on the enhanced ACT;

OR

3.1.4. A cumulative GPA of 2.6 while in high school.

3.2. Individual degree programs may have additional admissions requirements.

3.3. Associate Degree students who did not meet the baccalaureate degree admission requirements and who want to enter a baccalaureate degree program must:

3.3.1. Complete at least 15 credit hours of the system general education requirement with a 2.0 GPA; **AND**

3.3.2. Meet university minimum progression standards.

3.3.3. Exception Group: Each university may admit a group of students to associate programs, limited in size to ten (10) percent of the previous year's freshman class, at the discretion of the university.

4. Non-High School Graduates

An applicant for baccalaureate or associate admissions who is not a high school graduate must:

- 4.1. Be 18 years or older to meet the compulsory school attendance requirement in South Dakota; **AND**
- 4.2. Complete the General Educational Development (GED) test credential with the following minimum test scores:
 - 4.2.1. Scores earned since January 1, 2014: Reach a score of at least 145 on each subject and a total score of 580 or higher across all four subjects;
 - 4.2.2. Scores earned before January 1, 2014: Reach a score of at least 150 on each subject and a total score of 600 or higher across all four subjects;

OR

- 4.3. Complete the High School Equivalency Test (HiSET) and obtain a minimum score of 15 on each of the five subsections;

OR

- 4.4. Complete the Test Assessing Secondary Completion (TASC) and obtained a minimum score of 500 on each of the five subtest categories.

5. Home Schooled or Non-Accredited High School Students

Students who are home-schooled or who attend a non-accredited high school must submit an official transcript (in a semester format) for review from either an accredited regional authority or home school provider in conjunction with state requirements:

- 5.1. Baccalaureate Degree Program: For admission to baccalaureate degree programs, home school graduates must:
 - 5.1.1. Meet the minimum course requirements established in Section 2.3 of this policy with an average grade of C (2.0 on a 4.0 scale);

OR

 - 5.1.2. Demonstrate appropriate competencies in discipline areas consistent with Section 2.4 of this policy where course requirements have not been met; **AND**
 - 5.1.3. Obtain an ACT composite score of 18 (Redesigned SAT score of 950, or **concorded**-equivalent for older SAT scores) or above.
- 5.2. Associate Degree Program: For admission to associate degree programs, home school graduates must:
 - 5.2.1. Meet Baccalaureate admissions requirements depicted in Section 5.1;

OR

 - 5.2.2. Complete at least 15 credit hours of the system general education requirement with a 2.0 GPA; **AND**
 - 5.2.3. Meet university minimum progression standards.

6. Non-Traditional Students

Applicants who are at least twenty-four (24) years of age or older and who have not previously attended college will be admitted in good standing if they have graduated from high school or have completed the GED with scores as indicated in section 4.2 above.

7. Exception Group

Each university may admit a group of high school graduates who do not meet the requirements outlined in this policy to baccalaureate programs, at the university's discretion. However, such group may not be larger than limited in size to three (3) percent of the previous year's freshman class at the discretion of the university.

8. Regents Scholars

South Dakota high school graduates completing the following high school courses with no final grade below a "C" (2.0 on a 4.0 scale) and an average grade of "B" (3.0 on a 4.0 scale) shall be designated as Regents Scholars and shall be eligible to receive a Regents Scholar Diploma upon request by a high school administrator to the Department of Education and Cultural Affairs. High school graduates designated as Regents Scholars automatically are admitted to all six public universities.

- 8.1. Four (4) Units of English: Courses with major emphasis upon grammar, composition, or literary analysis; one year of debate instruction may be included to meet this requirement.
- 8.2. Four (4) Units of Algebra or Higher Mathematics: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- 8.3. Four (4) Units of Science Including 3 Units of Approved Laboratory Science: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case by case basis.
- 8.4. Three (3) Units of Social Studies: History, economics, sociology, geography, government--including U.S. and South Dakota, American Problems, etc.
- 8.5. Two (2) Units of a Modern (including American Sign Language) or Classical Language: The two units must be in the same language.
- 8.6. One (1) Unit of Fine Arts*: Art, theatre or music--appreciation, analysis, or performance.

9. Transfer Students

9.1. Students Who Transfer to Baccalaureate Programs

- 9.1.1. Students who are under the age of twenty-four (24) at the start of the term and who are transferring into baccalaureate degree programs with fewer than twenty-four (24) transfer credit hours must meet the baccalaureate degree admission requirements.

- 9.1.2. Students with twenty-four (24) or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into baccalaureate degree programs and do not have to meet the baccalaureate degree admission requirements.
- 9.1.3. Specific degree programs may include additional admissions requirements.
- 9.2. Students Who Transfer to Associate Programs
 - 9.2.1. Students who are under the age of twenty-four (24) at the start of the term and who are transferring into associate degree programs with fewer than twelve (12) transfer credit hours must meet the associate degree admission requirements.
 - 9.2.2. Students with twelve (12) or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into associate degree programs and do not have to meet the associate degree admission requirements.
 - 9.2.3. Specific degree programs may include additional admissions requirements.
- 9.3. Students from Non-Regental Accredited Colleges or Universities
 - 9.3.1. Students may be accepted by transfer from other non Regental universities outside of the SD system. Preferential consideration shall be given to applicants from institutions which are accredited by their respective regional accrediting association. Advanced standing shall be allowed within the framework of existing rules in each college. (Refer to BOR policy 2:5, Transfer of Credit).
- 9.4. Students from Non-Accredited Colleges
 - 9.4.1. A university is not required to accept credits from a non-accredited college or university. The university may admit the applicant on a provisional basis and provide a means for the evaluation of some or all of the credits.
 - 9.4.2. Credits from colleges or universities which are not accredited by a regional accrediting association may be considered for transfer, subject to all other provisions in BOR Policy 2:5 and any conditions for validation which may be prescribed by the accepting institution.
 - 9.4.2.1. The validation period for credit from a non-accredited institution shall be no less than one (1) semester and no longer than one (1) academic year.
- 9.5. Former Students
 - 9.5.1. A student returning to the institution at the same academic level or a student who has attended another higher education institution in the Board of Regents system at the same academic level is not required to pay the application fee but he or she must submit an application for readmission and other required documents if he or she has interrupted attendance by one or more regular semesters (Fall or Spring).
 - 9.5.2. A former student shall be considered as a transfer student if he or she has attended a non-Regental university during the period of interruption of attendance.
- 9.6. Students Transferring Within the Regental System

- 9.6.1. Students transferring from a degree seeking program at one Regental university to a degree seeking program at another Regental university will be required to apply for admissions. (Refer to BOR policy 2:5, Transfer of Credit).
 - 9.6.2. Students who have been admitted to a degree seeking or special program at one Regental university may register for courses at any Regental university without submitting another application.
- 9.7. Students on Probation/Suspension

9.7.1. A transfer student or former student is admitted on probation if they do not have a minimum cumulative GPA of 2.0. Students enrolling in the Regental system for the first time with prior credit, including internal and external transfer students and dual credit students, shall not be placed on probation by their designated home institution until they have been enrolled at a Regental university for one (1) academic term. Once one (1) academic term has been completed, students are expected to meet the GPA requirements outlined in BOR Policy 2:10 for establishing Good Academic Standing.

- 9.7.2. If the last institution attended was outside the Regental system, and the transfer applicant left under academic suspension, the applicant shall not be considered for admission during the period of suspension or, if suspended for an indefinite period, until one (1) semester has passed since the last date of attendance at the previous school.
- 9.7.3. Students on academic suspension from a Regental university will not be allowed to register for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursuing a degree. An approved appeal granted by one Regental university will be honored by all Regental universities. (Refer to BOR Policy 2:10).

9.8. Disciplined Students

- 9.8.1. A transfer applicant under disciplinary suspension shall not be considered for admission until a clearance and a statement of the reason for suspension is filed from the previous institution. The university shall take into account the fact of the previous suspension in considering the application.

10. Non-degree Seeking

- 10.1. Undergraduate students not admitted to a degree program are admitted with non-degree seeking student status.
- 10.2. A degree-seeking undergraduate student admitted at one Regental institution may apply to take classes under non-degree seeking admission status at any other Regental institution.

11. Applications and Procedures

- 11.1. Application for Tuition and Fee Reductions and Scholarships Established by the Legislature

- 11.1.1. Students should contact the Admissions Office at each university for information on eligibility for tuition and fee reductions and scholarships established by the Legislature.

11.2. Application Submission

- 11.2.1. An applicant for admission must submit the required application for admission and the necessary official transcript or transcripts and other required documents to the Enrollment Services Center.

11.3. Records Required

- 11.3.1. Applicants who are twenty-one (21) years of age or younger must submit: ACT (or SAT) results, an official high school transcript (if a high school graduate), or proof of GED and an official transcript for all previous college work as part of their application.

- 11.3.1.1. In those cases where an admission decision can be made based on the student's academic record, the requirement to submit ACT/SAT results may be waived.

- 11.3.2. Applicants who are older than twenty-one (21) years of age and who have valid ACT/SAT exam results (taken within the last five (5) years) must submit those scores, along with an official high school transcript or proof of GED/HiSet/TASC and an official transcript for all previous college work.

- 11.3.3. Applicants who are older than twenty-one (21) years of age and who do not have valid ACT/SAT exam results or who have not taken the exams are not expected to take the exam. However, they are required to submit an official high school transcript, if a high school graduate, and an official transcript for all previous college work. Applicants should also submit any other records, data or letters required to support eligibility for admission, including competency test scores.

- 11.3.4. SAT scores will be converted to ACT equivalences according to a concordance table approved by the Board of Regents.

- 11.3.5. In rare cases, the requirement to submit ACT/SAT or GED/HiSet/TASC results may be waived for transfer students who have completed more than twenty-four (24) credit hours of transfer work since these scores are not required in the admission decision process.

- 11.3.6. The requirement to submit high school transcripts as well as ACT/SAT or GED/HiSet/TASC results may be waived for transfer students who have earned an associate or baccalaureate degree, regardless of the age of the student since these are not required in the admission decision process.

- 11.3.7. Transcripts: A paper official transcript must bear the original seal and signature of the official in charge of records at the institution and is transmitted directly between institutions. An electronic official transcript must be transmitted directly between institutions using the electronic transcript service authorized by the sending institution and acceptable to the receiving institution.

11.4. Preadmission Immunization Requirements

11.4.1. Terms in this section of the Policy mean:

11.4.1.1. "Public or private postsecondary educational institution" or "institution": Any entity permitted to offer postsecondary education credits or degrees in South Dakota under § 13-49-27.1.

11.4.1.2. "Student": any person born after 1956 who is registering for more than one class during an academic term, such as a quarter or a semester. The term includes any person who meets face-to-face at least once per week to receive instruction. The term does not include any person who receives non-credit-bearing or on-the-job training services.

11.4.2. Any student entering a public or private postsecondary education institution in this state for the first time after July 1, 2008, shall, within forty-five (45) days after the start of classes, present to the appropriate institution certification from a licensed physician that the student has received or is in the process of receiving the required two doses of immunization against measles, rubella, and mumps. As an alternative to the requirement for a physician's certification, the student may present:

11.4.2.1. Certification from a licensed physician stating the physical condition of the student would be such that immunization would endanger the student's life or health;

11.4.2.2. Certification from a licensed physician stating the student has experienced the natural disease against which the immunization protects;

11.4.2.3. Confirmation from a laboratory of the presence of adequate immunity; or

11.4.2.4. A written statement signed by the student that the student is an adherent to a religious doctrine whose teachings are opposed to such immunizations. If the student is under the age of eighteen, the written statement shall be signed by one parent or guardian.

11.4.3. The institution shall require that the documentation from the student, provided for by section 11.4.2 of this policy, be submitted within forty-five (45) days after the start of classes.

11.4.4. A student allowed to register while completing the round of required vaccinations who fails to provide satisfactory documentation of his or her immune status or of a medical excuse under section 11.4.2 of this policy shall not be permitted to attend classes after the forty-fifth (45th) day or, in the case of classes delivered in less than forty-five (45) days, to register for or to attend classes beginning in a subsequent term. Every attempt should be made to collect this information at the time of admission.

11.4.4.1. Students who are unable to ascertain their immunization status may obtain, at their own expense, the necessary tests and vaccination from the Student Health Service of their university.

- 11.4.5. In the event the South Dakota State Department of Health declares an epidemic of measles, mumps or rubella, the institution involved shall provide to the State Department of Health a list of students who have not submitted immunization documentation. Subsequent campus actions shall consider the advice and authority of the South Dakota State Department of Health. Students who have no vaccination or immunity against the required preventable infectious diseases may be dismissed from the campus.
- 11.4.6. Vaccination for hepatitis B is required for students before they can be admitted to certain health profession programs. Each institution will compile information about current program-related vaccination requirements and make this information available to students along with other curricular and registration materials. It will be the responsibility of the department of the specific health profession program to ensure that the vaccination requirement has been met.
- 11.4.7. Immunization for tetanus, diphtheria, poliomyelitis, varicella and meningitis is recommended, as is a tuberculin test. Vaccination for hepatitis B is also recommended, and an annual influenza vaccination is recommended for students living in residence halls to minimize disruption of routine activities during influenza outbreaks.

FORMS / APPENDICES:

None

SOURCE:

BOR April 1987; BOR October 1991; BOR June 1991; BOR August 1992; BOR December 1992; BOR June 1994; BOR March 1995; BOR March 1996; BOR May 1996; BOR October 1996; BOR December 1996; BOR March 1998; BOR December 1998; BOR January 1999; BOR March 1999; BOR August 1999; BOR December 1999; BOR March 2000; BOR January 2001; BOR March 2001; BOR June 2001; BOR October 2001; BOR March 2002; BOR May 2002; BOR June 2002; BOR March 2003; BOR October 2003; BOR August 2004; BOR May 2005; BOR August 2006; BOR October 2006; BOR May 2008; BOR June 2008; BOR December 2011; BOR December 2013; BOR August 2015; BOR December 2016; BOR August 2017; December 2017 (Clerical).

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – C

DATE: May 8-10, 2018

SUBJECT

BOR Policy 5:5:4 Revisions – Tuition & Fees: Fees (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.5.4](#) – Tuition & Fees: Fees

[AAC Guideline 10.3](#) – Exchange Program Operational Guidelines

BACKGROUND / DISCUSSION

Board of Regents Policy 5.5.4 currently establishes the tuition and fees assessed to students participating in approved international exchange agreements. Additionally, the guidelines used for managing the various exchange agreements seeks to present parameters that “balance incoming and outgoing students at abroad exchange partners for the duration of the agreements.” However, the current Board policy related to tuition and fees does not speak specifically to distinctions for exchange agreements that may not be in parity, resulting in an imbalance of inbound students at one of the Regental institutions.

IMPACT AND RECOMMENDATION

The International Student Advisor Committee has been discussing a recommended change to the current approach for assessing different tuition and fees to students from non-reciprocal and reciprocal exchange agreements. The committee is proposing the following revisions to Section 3.2 of the current BOR Policy 5.5.4 (see Attachment I)

- 3.2. Inbound students on non-reciprocal exchange agreements will pay all applicable program fees, incidental charges, the International Student Fee, appropriate room and board fees, and will not be charged the system mandatory fees. Inbound students on balanced, reciprocal exchange agreements will pay all applicable incidental charges, the International Student Fee, appropriate room and board fees, and will not be charged the system mandatory fees or discipline fees, provided the exchange is in balance and the outgoing BOR student receives a similar waiver of all academic fees. An international students that enrolls in a self-support course will pay all self-support tuition and program delivery fees associated with the course.

(Continued)

DRAFT MOTION 20180508_6-C:

I move to approve the first reading of the proposed revisions to BOR Policy 5:5:4 as presented.

AAC members discussed the proposed policy language during their [April 2018](#) meeting and were supportive of the revisions.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 5.5.4 Tuition & Fees: Fees

SOUTH DAKOTA BOARD OF REGENTS

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 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 Delivery Fees.

C. POLICY

1. Fees Retained by the Universities

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 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. The general activity fee shall be assessed on all on-campus credit hours.

- 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; and
- An explanation of student reaction and level of support for the fee increase.
- Representatives from Student Government will be asked to provide information to the Board.

1.1.3. Authorization to Waive General Activity Fee: Universities are authorized to waive the general activity fee for anyone enrolled in a workshop.

1.2. Discipline Fees

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 the discipline.

1.2.1. 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.

1.3. Application Fee

1.3.1. Undergraduate Application Fee: Students will be assessed the application fee for each university to which they apply as a degree-seeking student. Any student that attended a Regental institution in the three terms prior to the term of the application is eligible for a fee waiver. Military personnel that have dropped out due to a call to active duty for a period exceeding the three previous terms are also eligible for a waiver. Students taking courses as a "special" student will not be assessed the application fee until they are accepted as a degree seeking student.

1.3.2. 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 they switch institutions and/or they dropped out for more than three terms and have to reapply. Students attending as "special" students will not be assessed the application fee until accepted as a degree seeking student.

1.4. 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.

1.5. Program Delivery Fees

Universities may assess approved program 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 in an off-campus location.

1.6. 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. An F1 or J1 visa student cannot take all of their courses via distance except for the summer term – and there is no tracking required in that event. If the summer term is their first term, they 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

1.7. 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).

1.8. Housing and Food Service

The Board shall approve all food service plans and housing plans for standard semesters and the weekly summer room rates.

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 disciplines will be covered by the students taking the exams.

3. Fees to be Charged to Students Participating in Board Approved International Exchange Agreements

Students participating under Board approved international exchange agreements pay tuition and mandatory fees to their home campus.

- 3.1. Outbound students from South Dakota Regental institutions on exchange agreements will pay tuition, the university support fee, and 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 non-reciprocal exchange agreements will pay all applicable program fees, incidental charges, the International Student Fee, appropriate room and board fees, and will not be charged the system mandatory fees. Inbound students on balanced, reciprocal exchange agreements will pay all applicable incidental charges, the International Student Fee, appropriate room and board fees, and will not be charged the system mandatory fees or discipline fees, provided the exchange is in balance and the outgoing BOR student receives a similar waiver of all academic fees. An international S~~students~~tudents that enrolls in a self-support course will pay all self-support tuition and program delivery fees associated with the course.
- 3.3. All new, revised, or renewals of agreements with foreign universities that include provisions for student exchanges submitted for Board approval are to require that students from the foreign university are to pay all applicable program fees, incidental

charges, the International Student Fee, appropriate room and board fees, and will not be charged the system mandatory fees.

FORMS / APPENDICES:

None

SOURCE:

BOR, October 2004; BOR June 2007; BOR October 2008; BOR June 2009; BOR December 2009; BOR May 2010; BOR June 2011; BOR August 2012; BOR April 2016; BOR October 2017.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D

DATE: May 8-10, 2018

SUBJECT

BOR Policy 3:4 – Student Code of Conduct Revisions (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 3:4](#) – Student Code of Conduct

BACKGROUND / DISCUSSION

As part of an ongoing review of policies that have free speech implications, Board Policy 3:4 contains a provision that contains ambiguous language that could be misinterpreted to restrict protected expression. This revision is intended to eliminate the ambiguity to ensure that the policy continues to fully comply with free speech protections, both as written and as applied.

Current Language – Section 3.C.7.e.

3. Prohibited Conduct

...

C. Misuse of Institutional resources or Property, or Personal Property of Others

...

7. Unauthorized use or abuse of technology, including but not limited to:

...

e. Use of technology to send Harassing or abusive messages;

Language Being Proposed in this Board Item – Section 3.C.7.e.

...

e. Use of an Institution's technology to engage in Harassment;

IMPACT AND RECOMMENDATIONS

The Foundation for Individual Rights in Education (FIRE) has indicated that this revision addresses its concern with this policy. As a result, once the policy revisions are finalized, FIRE will change its assessment of the policy from a Yellow rating to a Green rating.

The Board staff recommendation is to approve this item.

ATTACHMENTS

Attachment I – Page 9 of BOR Policy 3:4 showing the proposed revisions

DRAFT MOTION 20180508_6-D:

I move to approve the first reading of the revisions to BOR Policy 3:4, as shown in Attachment I.

- b. Making false allegations;
- c. Attempting to discourage an individual's proper participation in, or use of, the Student conduct process;
- d. Harassment (verbal or physical) or intimidation of any person participating in the Student conduct process;
- e. Failure to comply with any conduct sanctions imposed pursuant to this Student Code.

C. Misuse of Institutional Resources or Property, or Personal Property of Others

- 1. Tampering with fire and life safety equipment including, without limitation, fire alarms, sprinkler systems, first aid equipment, and laboratory safety apparatus.
- 2. Unauthorized taking of, damage to, or possession of property belonging to the Institution, another Member of the Institutional Community, or another person.
- 3. Unauthorized possession, duplication, or use of keys, access cards, or access codes to any Institutional Premises.
- 4. Unauthorized entry into, or use of, Institutional Premises.
- 5. Unauthorized possession, entry into, or use of Institutional equipment, software systems, or information.
- 6. Possession of firearms, stun guns, tasers, BB guns, switchblade knives, fixed-blade knives with a blade length of five (5) inches or greater, or any item that is designed or used to injure or harm another person, fireworks, explosives, or dangerous chemicals on Institutional Premises or at Institutional events, except as explicitly permitted by a Board Policy or an Institutional Policy;
- 7. Unauthorized use or abuse of technology, including, but not limited to:
 - a. Unauthorized entry into a file or program to use, copy, read, delete, or change the contents, or for any other purpose;
 - b. Unauthorized transfer of a file;
 - c. Unauthorized use of another individual's identification or account;
 - d. Use of technology to interfere with the work of another Student, Faculty Member, or Institutional Official;
 - e. Use of an Institution's technology to ~~send-engage in~~ Harassment or abusive messages;
 - f. Use of technology to engage in unlawful activities, including those involving uses that infringe intellectual property rights;
 - g. Use of technology to interfere with normal operation of an Institution's technology or other system;
 - h. Making, acquiring, or using unauthorized copies of computer files, violating terms of applicable software license agreements, or using the

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – E

DATE: May 8-10, 2018

SUBJECT

Selective Service Statement of Registration Compliance

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-53-1.1](#)

No male person born after December 31, 1959, may enroll at any state-supported college or university until such person has filed with the institution a statement of registration compliance. In such a statement of registration compliance, the person shall certify, under oath, either that he is registered with the selective service pursuant to the Military Selective Service Act, 50 U.S.C. § 453, as amended and in effect on January 1, 1988, or that, for any reason specified in 50 U.S.C. § 453, he is not required to be registered.

[SDCL § 13-53-1.2](#)

The Board of Regents shall prescribe the form for the statement of registration compliance provided by § 13-53-1.1 and shall insure that the statement of registration compliance be included in applications for all new and transfer students.

BACKGROUND / DISCUSSION

SDCL § 13-53-1.1 prohibits any male person born after December 31, 1959, from enrolling at any state-supported college or university until such person files with the institution a statement of compliance with the Military Selective Service Act.

SDCL § 13-53-1.2 requires the Board to create the statement of registration compliance and ensure that such statement is included in the applications for all new and transfer students.

In the spring of 2017, through the process of responding to questions raised by a state legislator, Board staff discovered that the then-current applications for admission did not

(Continued)

DRAFT MOTION 20180508_6-E:

I move to approve the proposed language contained in the matrix included in this Board item to the admissions and enrollment process for new and transfer students to obtain the statement of registration compliance from students prior to enrollment within the Regental system.

contain the statement of registration compliance. Board staff addressed that oversight by adding a statement of registration compliance to the applications for admission, which language tracked the language in SDCL § 13-53-1.1.

When SDCL §§ 13-53-1.1 and 13-53-1.2 became law in 1988, the individual admission applications at the six Regental institutions required students to indicate their compliance with the Military Selective Service Act. However, when the common application was developed (around the year 2000), the question was subsequently removed. Board staff was not able to find any documentation that would indicate why it was removed.

Additionally, a review of Board minutes from 1988, 1989, 1999, 2000, and 2001 did not turn up any information at the Board level regarding selective service, likely indicating that this topic was addressed through Academic Affairs using the statutory language.

Rather than continuing to utilize the statutory language in the application, which a number of campus constituencies believe to be confusing to applicants, Board staff and campus representatives believe that a more user-friendly statement and process is desirable and would fulfill the legal requirements contained in state law. The proposed language below has been vetted with representatives from admissions and the Academic Affairs Council.

Proposed Language for Statement of Registration Compliance

Prior to the point of registration, all students will be required to electronically respond to the following prompt outlined in the matrix below. The system will use stored data (previously provided as part of an earlier step in the admissions process) to determine whether the student is male or female, and whether the student is born before or after December 31, 1959.

MALE born after Dec 31, 1959	MALE born before Dec 31, 1959	FEMALE
Get Question: “Do you certify that you are registered with the Selective Service? (For a list of who has to register, see link)” -YES – I am registered -NO – But I am required to register -NO – I am exempt from the registration requirement	Behind the scenes, the system enters a YES for compliance with Selective Service registration requirements	Behind the scenes, the system enters a YES for compliance with Selective Service registration requirements

IMPACT AND RECOMMENDATION

With the Board's approval, the admissions and enrollment process will be revised as described, such that it will continue to comply with state law but that will also provide applicants with a more user-friendly statement of registration compliance and process.

Board staff recommend approval.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – F

DATE: May 8-10, 2018

SUBJECT

Program Productivity Review

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 4.1](#) – Program Productivity Review Guidelines

BACKGROUND / DISCUSSION

Data from the program productivity review process were evaluated during the [November 2017](#) AAC meeting, and a formal item outlining underperforming programs as defined by the Program Productivity Guidelines were reviewed by the Board of Regents at their [December 2017](#) meeting.

The Board of Regents approved a set of common thresholds based on the major degree level including: 1) five associate's degrees/year or 25 during the five-year period reported; 2) five bachelor's degrees/year or 25 during the five-year period reported; 3) three master's degrees/year or 15 during the five-year period reported; and 4) one first professional and doctor's degrees/year or 5 during the five-year period reported. Excluded 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). Institutions were informed that those programs depicted in Attachment I must be assign one of the five designation types noted below to the programs identified in this year's review:

1. Retain due to critical need;
2. Retain with further review required;
3. Consolidate with another program on campus;
4. Consolidate with another program(s) within the system;
5. Terminate.

IMPACT AND RECOMMENDATIONS

Attachment I provides the list of those programs for FY17 that have fallen below the program productivity review thresholds that were set by the Board. The institutional

(Continued)

DRAFT MOTION 20180508_6-F:

I move to approve the recommended actions from the campuses regarding the programs flagged in the program productivity review as presented in Attachment I.

responses to the complete list of identified programs were reviewed at the [January 2018](#) AAC meeting. Following discussion, the final set of recommendations and designations were developed and reviewed at the [April 2018](#) AAC meeting which can be found in Attachment I. In total, eighteen programs are slated for termination or have recently been terminated as a result of the program productivity review process that occurs every two years.

When the Board reviewed the current list of targeted programs at the December 2017 Board of Regents meeting, questions arose as to whether the current benchmarks were appropriate for managing this process going forward. The board inquired whether a threshold set at 7 graduates per year would be more appropriate compared to the current benchmark of 5 graduates for undergraduate programs. A similar process for identifying underperforming programs was re-run for the same five-year window. As an alternative, seven undergraduates per year was used rather than the current average of five, and then an average of four master's degree graduates per year was used rather than the three outlined in the current guidelines. The data identified an additional 28 degree programs that would be flagged and require rationales be provided by campus personnel to justify retaining at the institutional level (see Attachment II).

Board staff recommends that the Board approve the final set of recommendations provided in Attachment I.

Additionally, board members should provide guidance as to whether the new benchmarks of 7 or 5 should be used going forward. If the change is approved, updates will be made to the set of Academic Affairs Guidelines which are used to manage the program productivity review process.

ATTACHMENTS

Attachment I – Campus Recommendations for Programs Falling Below the Program Productivity Review Thresholds for FY17

Attachment II – Flagged Degree Programs Under Alternative Program Productivity Thresholds

Table 1
Programs Falling Below the Program Productivity Review Thresholds for FY17

<i>Degree Type</i>	<i>Major</i>	<i>FY13-FY17</i>	<i>Recommended Action</i>
BLACK HILLS STATE UNIVERSITY			
<i>Assoc</i>	Tourism	12	<i>Retain/further review:</i> This program stacks into the BS program, incurs no additional cost. Currently this is the only active program of this type in state.
<i>Bach</i>	American Indian Studies	22	<i>Retain/critical need:</i> Critical to BHSU mission, and the state of South Dakota.
<i>Bach</i>	Business Education	3	<i>Terminate.</i>
<i>Bach</i>	Chemistry Education	2	<i>Terminate.</i>
<i>Bach</i>	Communication Studies/Theatre	1	<i>Retain/critical need:</i> Program meets critical need for students dedicated to performance, but who do not wish to go into education. Courses overlap with speech and theater education programs which produced 25 graduates during this time frame.
<i>Bach</i>	Composite Communication/Engl	9	<i>Terminate.</i>
<i>Bach</i>	Composite Math/Science	11	<i>Retain/critical need:</i> Developed in response to shortage of rural math/science teachers. Currently 12 students enrolled.
<i>Bach</i>	Composite Music	6	<i>Retain/critical need:</i> Courses overlap with music education, no additional cost to program; Provides a program for musicians who are interested in non-educational music careers. Recruitment process is ongoing.
<i>Bach</i>	Composite Social Science	18	<i>Retain/critical need:</i> Designed to meet the needs of secondary education students at rural South Dakota schools where multiple social science disciplines may be required for teachers.
<i>Bach</i>	Composite Speech/Comm.	0	<i>Terminate.</i>
<i>Bach</i>	Physical Science	0	<i>Retain/further review:</i> 12 currently enrolled, interest growing due to SURF.
<i>Bach</i>	Social Science	15	<i>Terminate.</i>
<i>Bach</i>	Spanish	9	<i>Retain/critical need:</i> Only BH foreign language major for non-teachers; courses overlap with Spanish Education, no additional cost. BOR staff recommends discussion with other Regental institutions to explore options for collaborative program.

Table 1 Continued
Programs Falling Below the Program Productivity Review Thresholds for FY17

Degree Type	Major	FY13- FY17	Recommended Action
DAKOTA STATE UNIVERSITY			
<i>Bach</i>	Biology	5	<i>Retain/critical need:</i> Program addresses shortage of biology teachers in SD.
<i>Bach</i>	English	10	<i>Retain/critical need:</i> Program addresses shortage of English teachers in SD.
<i>Bach</i>	English Information Systems	2	<i>Terminate.</i> Recommended for termination in 2016; The name of the program changed to English for New Media
<i>Bach</i>	English for New Media	22	<i>Retain/further review:</i> Combined with the formerly named program, there are 24 graduates. Therefore, DSU asks to keep this program as they continue the transition.
<i>Bach</i>	Management Information Systems	8	<i>Terminate:</i> Program name changed in 2012 to “Business Technology.” Institution plans to request formal termination when current enrollees graduate.
<i>Bach</i>	Mathematics	14	<i>Retain/critical need:</i> Program addresses shortage of math teachers in SD.
<i>Bach</i>	Physical Science	3	<i>Terminate.</i> Program name changed to XXXX in 2015. Former program to terminate after enrollees graduate.
<i>Bach</i>	Professional Accountancy	14	<i>Retain/further review:</i> Program is undergoing some curricular changes and additional emphasis is being placed on recruitment.
NORTHERN STATE UNIVERSITY			
<i>Assoc</i>	Banking & Financial Services	6	<i>Terminate.</i>
<i>Assoc</i>	Biotechnology	16	<i>Retain/critical need:</i> This program fills a critical need, and most courses in the program are taken by students in other majors or by students in the 4-year program.
<i>Assoc</i>	Business	20	<i>Terminate.</i>
<i>Assoc</i>	Digital Design	2	<i>Retain/critical need:</i> This program fills a critical need, and the courses do not add additional cost as they closely align with the B.A. in Graphic Design.
<i>Bach</i>	Chemistry	21	<i>Retain/critical need:</i> Program addresses critical need, and new Science facility is expected to increase the number of enrollments and graduates in the future.
<i>Bach</i>	Economics	9	<i>Terminate.</i>

Table 1 Continued
Programs Falling Below the Program Productivity Review Thresholds for FY17

Degree Type	Major	FY13-FY17	Recommended Action
<i>Bach</i>	French Studies	2	<i>Terminate.</i>
<i>Bach</i>	German	3	<i>Retain/critical need:</i> This Collaborative Program with SDSU and USD fills a critical need, and the combined graduates meet threshold.
<i>Bach</i>	Management Information Systems	16	<i>Retain/critical need:</i> This program fills a critical need. MIS is a major that is increasing in demand each year, and the degree serves as a stacking option for students.
<i>Bach</i>	Mathematics	18	<i>Retain/critical need:</i> This program fills a critical need, as Math Education students also will take every course in this major, but are not counted in the total.
<i>Bach</i>	Medical Laboratory Science	16	<i>Retain/critical need:</i> Program addresses rural health care shortages, and has a 100% job placement, with 50% of those being placed in South Dakota after graduation. MLS graduates are in high demand in South Dakota and the region.
<i>Bach</i>	Musical Theatre	9	<i>Retain/critical need:</i> The program is also critical to the artistic fabric of the university, community, and region. Additionally, required courses overlap with other productive programs at the institutions resulting in no cost savings from termination.
<i>Mast/Spec</i>	Instructional Design in E-Learning	2	<i>Regain/further review:</i> This program is currently undergoing a feasibility study, and a recommendation will move forward by Summer 2018. The institution will evaluate future plans after study has been completed.
<i>Mast/Spec</i>	Train & Develop in E-Learning	2	<i>Terminate.</i>
SD SCHOOL OF MINES & TECHNOLOGY			
<i>Mast/Spec</i>	Physics	11	<i>Retain/critical need:</i> Mines expects few students to graduate with an MS in Physics. Producing Ph.D. graduates is emphasized and the department does not provide financial support for M.S. students. Those interested in the MS are self-supporting and occasionally continue on to the Ph.D. Retaining the M.S. program has no cost, and it offers this alternative degree pathway for some students.

Table 1 Continued
Programs Falling Below the Program Productivity Review Thresholds for FY17

Degree Type	Major	FY13-FY17	Recommended Action
<i>Mast/Spec</i>	Biomedical Engineering	1	<i>Regain/further review:</i> The program began in 2006, and in 2012 new administrative oversight of the program was established. From 2012 to 2016, headcount went from 3 to 10 students. Furthermore, work is underway to create a joint undergraduate program in biomedical engineering (joint between SDSMT and USD). With good management, students enrolled in 2014 are beginning to graduate. One graduated in December 2017. We anticipate 4 Ph.D. graduates in 2018, three in 2019, and two in 2020 for our current students. At the current level of funding, the program can maintain approximately 4 MS and 8-10 Ph.D. students. As faculty get grant support the program will grow. A reasonable projection is graduation of 2-3 Ph.D. students a year from 2018 forward. Post-baccalaureate study in this field is common, so the undergraduate program is predicted to further support enrollment at the graduate level.
<i>SOUTH DAKOTA STATE UNIVERSITY</i>			
<i>Bach</i>	Agriculture/Resource Economics	18	<i>Retain/Critical Need:</i> As land-grant institution, this major focuses on sustainability of the agricultural industry and the stewardship of natural resources. Strategic Enrollment Management Plan will be developed.
<i>Bach</i>	Art Education	15	<i>Terminated:</i> Program is being phased out. Was replaced with the Art Education Specialization within the B.F.A. in Studio Art
<i>Bach</i>	Chemistry	7	<i>Terminated:</i> Program code was terminated in 2012 due to a consolidation of chemistry programs. 26 students were enrolled in the ACS Certified Chemistry program in FA17.
<i>Bach</i>	French Studies	13	<i>Retain/Critical Need:</i> Essential for comprehensive university to offer languages other than Spanish. Collaborative program with NSU & USD. Strategic Enrollment Management Plan will be developed.
<i>Bach</i>	German	13	<i>Retain/further review:</i> Collaborative program with NSU & USD, combined graduates meet threshold.
<i>Bach</i>	Physics	19	<i>Consolidate:</i> New program code was created in FA11 with 25 students enrolled FA17.
<i>Mast/Spec</i>	Agronomy	4	<i>Terminated:</i> Replaced by Ph.D. in Plant Science, with 16 students enrolled in FA17.

Table 1 Continued
Programs Falling Below the Program Productivity Review Thresholds for FY17

Degree Type	Major	FY13- FY17	Recommended Action
UNIVERSITY OF SOUTH DAKOTA			
<i>Bach</i>	Earth Sciences	18	<i>Terminate.</i>
<i>Bach</i>	French & Francophone Studies	4	<i>Retain/further review:</i> Redesigned with emphasis on culture & history. USD to evaluate as part of program review process in 2018-19.
<i>Bach</i>	German	10	<i>Retain/further review:</i> This Collaborative Program with NSU.
<i>Bach</i>	Native American Studies	10	<i>Retain/further review:</i> Redesigned in 2015, new program leadership with enrollments expected to increase. Program will be reviewed in 2018.
<i>Bach</i>	Philosophy	20	<i>Retain/further review:</i> Program will be reviewed in 2018.
<i>Bach</i>	Physics	16	<i>Retain/further review:</i> Program will be reviewed in 2018.
<i>Mast/Spec</i>	Curriculum and Instruction	2	<i>Terminated:</i> Program terminated in 2016.

**Additional Programs Flagged for the Program Productivity Review Process with 7
Undergraduate and 4 Master's Degree Graduates Required Per Year**

Inst	Level	MName	Grads FY13	Grads FY14	Grads FY15	Grads FY16	Grads FY17	Grads All
BHSU	2.Bach	Composite Science Education -- SC	3	2	2	6	5	18
BHSU	2.Bach	Speech/Speech Communications -- SPCM	8	8	5	3	1	25
BHSU	3.Mast/Spec	Integrative Genomics -- IG	5	0	5	2	3	15
DSU	1.Assoc	General Studies -- GENS	3	10	4	5	4	26
DSU	2.Bach	Accounting -- ACCT	3	5	4	2	5	19
DSU	2.Bach	Business Technology -- BTEC	0	1	1	2	5	9
DSU	2.Bach	Math Information Systems -- MTIS	7	6	0	4	6	23
NSU	2.Bach	Environmental Science -- ENSC	5	9	7	9	4	34
NSU	2.Bach	Finance -- FIN	11	9	4	5	4	33
NSU	2.Bach	International Business -- INBU	3	4	13	4	2	26
NSU	2.Bach	Music -- MUS	3	5	1	9	5	23
SDSMT	1.Assoc	General -- GENS	4	7	1	6	6	24
SDSMT	2.Bach	Applied & Computational Math -- ACMA	7	5	5	6	3	26
SDSMT	3.Mast/Spec	Paleontology -- PALE	2	4	3	6	1	16
SDSU	2.Bach	ACS Certified Chemistry -- CHAC	6	0	3	4	6	19
SDSU	2.Bach	Family & Consumer Sci Ed -- FCSE	5	4	6	3	6	24
SDSU	2.Bach	Horticulture -- HO	5	7	7	9	5	33
SDSU	2.Bach	Music -- MUS	6	4	4	6	5	25
SDSU	2.Bach	Rangeland Ecology & Management -- REMG	3	4	7	6	6	26
SDSU	2.Bach	Studio Art -- SART	9	6	5	10	4	34
SDSU	2.Bach	Theatre -- THEA	4	1	5	3	6	19
USD	1.Assoc	Dental Hygiene -- DHYG	30	0	0	0	0	30
USD	2.Bach	Human Resource Management -- HRMG	10	4	5	6	5	30
USD	2.Bach	Mathematics Education -- MTED	4	2	2	1	5	14
USD	2.Bach	Medical Laboratory Science -- MLS	5	9	6	5	6	31
USD	2.Bach	Musical Arts -- MUSA	5	0	2	1	5	13
USD	2.Bach	Physical Education -- PE	11	5	4	7	3	30
USD	3.Mast/Spec	Theatre -- THEA	6	3	1	3	2	15

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – G

DATE: May 8-10, 2018

SUBJECT

System Math Pathway Proposal

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[AAC Guideline 7.6](#) – English and Mathematics Placement Guidelines

BACKGROUND / DISCUSSION

During their [August 2017](#) retreat, the Board received an update on the various strategies/initiatives underway during the past five to seven years to advance the systems completion agenda. One particular area of focus, was on efforts to improve student success in math, including our efforts to increase success for remedial coursework. Using data available in the SDBOR Grades Dashboard, the slate of remedial courses were evaluated from FY07 to FY16. Table 1 depicts the overall success rates for Math courses (remedial and non-remedial) at each institution during this time frame.

Table 1
English and Math Success Rates for Regental Institution FY07 through FY16

Courses	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
<i>Remedial Math Success Rate¹</i>	65.3%	56.6%	67.3%	77.8%	42.1%	45.8%	56.1%
<i>MATH 102 Success Rate²</i>	70.8%	75.1%	81.0%	62.6%	59.8%	58.5%	66.4%
<i>Math Success Rate - All Non-Remedial Courses</i>	72.0%	73.9%	84.1%	69.1%	70.8%	67.4%	71.2%

¹ *These numbers do not include corequisite remedial courses, which enroll students in sections of MATH 102, as provide the student with additional help through addition remedial hours. There is no way in our Dashboard to distinguish these students, as they are integrated with regular students in traditional MATH 102 sections.

²² This number includes MATH 102 Corequisite courses. Therefore, some of these students are remedial students.

(Continued)

DRAFT MOTION 20180508_6-G:

I move to approve the recommendation for the system math pathway model submitted by the Math Discipline Council.

Improving math outcomes has been an important priority for the Board during the budget setting process the past three years. South Dakota School of Mines & Technology was successful in obtaining one-time funding during the 2015 Legislative session. The following year the Board prioritized two math initiatives from SDSU and SDSM&T in their budget request to the Governor for FY17. For FY18, a comprehensive system proposal was advanced to address developmental math needs at each campus. These subsequent requests were not advanced as a part of the Governor's formal budget request to the legislature. As these budget requests have been advanced, questions about comprehensive strategies underway in the system have been raised. Over the past decade, four interventions have been implemented with a goal of improving student success in their primary math gateway courses.

Quantitative Literacy Course Development: Conversation around math redesign in the Regental system have been unfolding over the past decade beginning with a USD task force intent on reviewing mathematics instruction in Spring 2005. A focus of the initial review was to improve quantitative literacy of the general student population, and the taskforce concluded that a course specifically designed to put math in a real-world context would be more effective in developing quantitative literacy skills for students and increase student success in general education mathematics courses. Consistent with the Mathematical Association of America standards for quantitative literacy, a pilot course was developed and offered beginning with the Fall 2007 term on an experimental basis. In December 2008, USD requested approval to have MATH 103 included as an approved course for SGR goal #5, and the Board deferred approval until an assessment of the effectiveness of the course could be completed. These data were provided to the Board during their [June 2010](#) meeting at which time the Board approved the addition of Quantitative Literacy to BOR Policy 2:7 and 2:26. Since MATH 103 was approved by the Board in June 2010 only a small number of sections have been offered. The ratio of students participating in MATH 102 over MATH 103 statewide is approximately 16:1. This disproportionate figure leads to the question if MATH 103 has been comprehensively promoted as an option for students in degree programs where additional courses in a math sequence are not required.

Table 2
Sections and Course Enrollments in MATH 102 and MATH 103 in the Regental System

	MATH 102	MATH 103
<i>Participating Institutions</i>	6	4
<i>Sections</i>	654	40
<i>Enrollees</i>	15,177	935

Co-requisite Math Implementation: Using one-time funds made available from the Legislature in FY13, representatives from Complete College America traveled to South Dakota and met with Math and English faculty in Pierre to discuss successful

strategies underway at institutions around the country. The session concluded with the release of an RFP related to the availability of \$350,000 in state funds to assist campuses in their efforts to create innovative, scalable programs that allow for a more flexible approach to remediation, and help students reach credit-bearing courses more quickly. Proposals were received from BHSU, DSU, NSU, SDSU and USD, and a brief overview and outcomes associated with the proposals were reviewed at the [April 2017](#) AAC meeting.

DOE College Algebra Readiness Course: For the past four years, the Department of Education has been delivering a [College Algebra Readiness](#) course aligned with the systems Math 095 curriculum where students sit for the Accuplacer diagnostic exam, have modules developed through the Pearson My Foundation Lab product, and then take the Accuplacer to validate their preparation for entry into Math 102 at the completion of the course. NSU has most recently taken on the administration and delivery of this particular program and piloted a dual credit option during the Spring 2017 term through support from the South Dakota Education Access Foundation (SDEAF).

Multiple Measure Approach to Placement: AAC and the Board of Regents adopted a Math Index during the [May 2016](#) meeting as a multi-measured approach for predicting student capacity for performing well in their entry level course. The adoption of this model required a more consistent approach to both entry and upper level math courses than what had previously been established, and campuses continue to work through the implementation of this approach.

While the addition of Math 095, MATH 102/102L, MATH 103/103L, and SP grades have offered new alternatives for students in the Regental system, math gateway courses continue to serve as barriers for student progression and success. During the [Western Academic Leadership Forum](#) in April 2017, representatives from the Charles A. Dana Center (University of Texas at Austin), and Montana State University, Bozeman outlined methods for improving student Math performance using the [New Mathways Project](#). Representatives from states that are implementing new math pathways in collaboration with the Dana Center provided an overview of the process used, lessons learned, and results from their respective initiatives. Additionally, in 2016 [Michigan State University](#) revised general education requirements to no longer require Algebra, and replaced the requirement with two quantitative literacy courses. Considering this background, a system math pathway model was discussed with the Board during their August 2017 retreat, and support was received for exploring options and bringing recommendations forward for consideration.

IMPACT AND RECOMMENDATION

Following AAC discussion at their [August 2017](#) retreat, an Improving Math Performance Taskforce³ was formed and chaired by Kurt Cogswell (SDSU). The group held their first meeting in October 2017, and in the following months engaged in a comprehensive review of math pathway initiatives across a number of states. The final recommendations that were eventually advanced to the Math Discipline Council (MDC), are based upon a number of factors. These include best practices in place in major national efforts to reform developmental mathematics education, input from faculty and researchers in another state where reform has been in progress for four years, and input from mathematics and other faculty across the SDBOR system. Following discussion at the March 2018 MDC meeting, the council accepted the task force recommendation outlined below. The formal recommendations which have substantial support from faculty around the state is for a system level plan for improving academic outcomes for students enrolled in developmental education courses (MATH 021, 095, and 101) with a goal of improving the overall throughput of these students to successful completion of a course that satisfies System Graduation Requirement #5: Quantitative Literacy. The major characteristics of the proposed recommendations include:

- A uniform, system-wide set of options for students currently placing into developmental education mathematics courses ensures ease of course transfer across the SDBOR system, while the ability to choose from these options gives campuses flexibility to best serve their own students.
- The options include existing non-credit-bearing, developmental education mathematics courses, but no student is required to enroll in one of these courses.
- The options include immediate enrollment in a course that satisfies SGR#5.

To achieve these outcomes, the system-level approved options for students currently placing into any existing developmental math class would allow for self-selected enrollment in MATH 021, MATH 095, MATH 101, or MATH 103 + MATH 093. Each campus must offer at least two of these options based on the respective needs of their students, and at least one of the MATH 101 or MATH 103+093 credit bearing options. A distinct change from the current remedial course placement process currently in place is that no student would be required to enroll in non-credit-bearing courses MATH 021 or MATH 095. Rather students will be given the option of enrolling in one of these two courses or to go directly into MATH 103+093 which would continue to satisfy SGR#5.

Those students enrolled in degree programs that do not require coursework with MATH 102 or higher as a prerequisite for program completion would not be required to take subsequent math coursework. When additional prerequisites must be met then, the MDC supports using MATH 103+093 as an allowable prerequisite for MATH 102, MATH 281, and STAT 281. The three potential pathways for students presented under this proposed

³ Additional institutional representatives included Jeff Palmer (DSU), Ricardo Rojas (NSU), Kyle Riley (SDSM&T), and Kevin Reins (USD).

approach can be found in the System Math Pathway Infographic available in Attachment I. Additionally, the update matrix for the Math and English Placement Guidelines can be found in Attachment II to reflect the recommendations being advanced above.

Additional considerations

The taskforce has also recommended the renumbering of MATH 102 as MATH 114 and MATH 092L as MATH 094. Additionally, they seek to rename but not renumber MATH 103 Quantitative Literacy as Introduction to Mathematical Reasoning. Information from states in which reform is in progress revealed that allowing developmental education students to enroll in general education courses typically increases the DFW rates in the latter courses. Provosts and other senior academic personnel should be aware of this likelihood. This same information emphasized the importance of providing substantial support to students enrolling in general education classes instead of developmental classes. Through the coming months, MDC will discuss the possibility of submitting a single system request to the legislature for additional base funding for student support, possibly coupled with an increase in the Math Discipline Fee. MDC will also discuss the possibility of creating or revising system level policies designed to promote student success.

As a council, AAC discussed these recommendations at their [March 2018](#) AAC meeting and supported that the approach be advanced to the Board for approval. If adopted, the changes would go into effect for the Fall 2019 term.

Board staff support the system math pathway model being proposed.

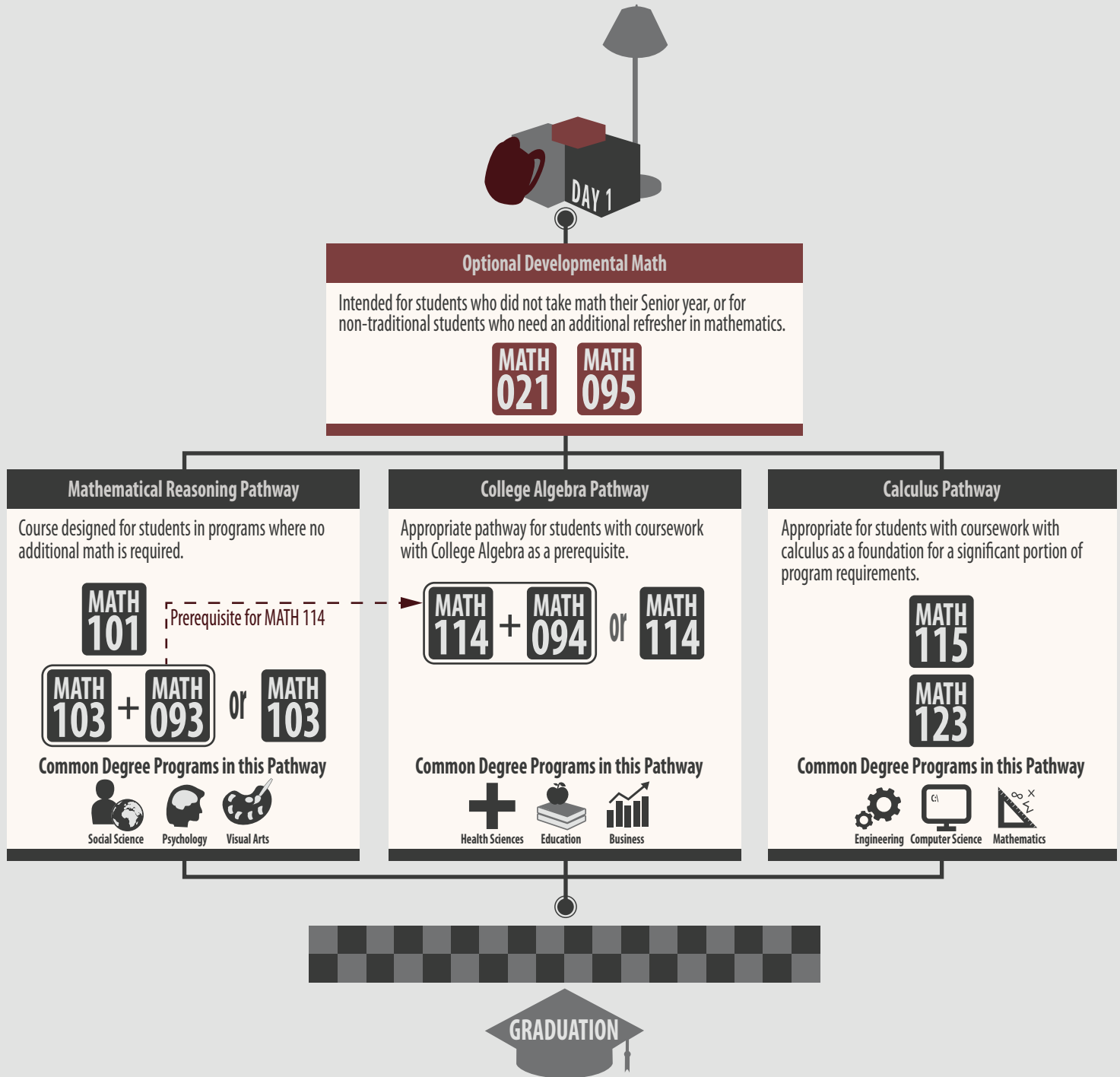
ATTACHMENTS

Attachment I – System Math Pathway Infographic

Attachment II – Revised Math Placement Matrix for the AAC Math and English
Placement Guidelines

Regental Math Pathway Model

For more than a century, College Algebra has been the entry level course required for the majority of students seeking a bachelor's degree at postsecondary institutions around the country. However, many students struggle to successfully complete this entry level course. For some, College Algebra is not a required pre-requisite for higher level course work. As a result, 4-year institutions around the country have been working to develop appropriate math pathway options for students that better align mathematical principles to the degree programs students are pursuing, with a goal of improving student retention and graduation rates. The Regental Math Pathway model seeks to leverage this approach with a goal of allowing students to overcome this barrier to college success, while gaining the quantitative reasoning skills needed to be successful their field of study.



Additional Considerations to Improve Mathematics Course Delivery

Supplements to student support

Additional faculty, graduate students, peer mentors, and tutors; summer workshops; structured support by residence hall personnel or academic advisors.

Revising system-level policies

Limiting retakes of a given course attendance policies; require that the SGR#5 course be completed prior to certain academic milestones.

MATH 021 or MATH 095 or MATH 101 or MATH 103 w/093	Any student can take these courses				
If you want to take	MATH INDEX (MI) $250 * \text{HS GPA} + 17 * \text{MATH_ACT}$	Accuplacer Math Score (ACM)	Smarter Balanced Score	Only if no HS GPA is available, and thus no MI is available	CHALLENGE INDEX (CI) $290 * \text{HS GPA} + \text{ACM} + 220$
MATH 102 w/092L	950 or higher	Elementary Algebra 44-75	2543-2627	ACT MATH 18-19 or SAT MATH 421-470	950 or higher
MATH 102 or MATH 103 or MATH 104 or STAT 281 w/091	1150 or higher	Elementary Algebra 76-120 or College Level 0 - 50	2628 or higher	ACT MATH 20 or higher or SAT MATH 471 or higher	1150 or higher
MATH 115 or MATH 120 or MATH 121 or MATH 281 or STAT 281	1300 or higher	College Level 51 or higher	NA	ACT MATH 25 or higher or SAT MATH 570 or higher	1300 or higher
MATH123 w/123L	1300 or higher AND Accuplacer Calculus 16 or higher	1300 or higher AND Accuplacer Calculus 16 or higher	NA	(ACT MATH 25 or higher or SAT MATH 570 or higher) AND Accuplacer Calculus 16 or higher	1300 or higher AND Accuplacer Calculus 16 or higher
MATH 123	1300 or higher AND Accuplacer Calculus 19 or higher	1300 or higher AND Accuplacer Calculus 19 or higher	NA	(ACT MATH 25 or higher or SAT MATH 570 or higher) AND Accuplacer Calculus 19 or higher	1300 or higher AND Accuplacer Calculus 19 or higher

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – H

DATE: May 8-10, 2018

SUBJECT

New Program: DSU BS in Cyber Leadership and Intelligence

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a Bachelor of Science (BS) degree in Cyber Leadership and Intelligence. The Board approved the intent to plan at the March 2018 meeting. The interdisciplinary program will provide students with knowledge of cyber systems and world cultures, international politics, human behavior, and leadership. Graduates will assist government leaders, corporation executives, states, and localities in developing anticipatory strategies to defend organizations from cyber disruption by various kinds of criminals, non-state actors, or nations. DSU notes the Bureau of Labor Statistics forecasts an increased need of 28,400 more professionals in cyber related fields by 2026

DSU intends to offer the program both on campus and online.

IMPACT AND RECOMMENDATION

No related programs currently exist in the Regental system. DSU has existing related degree programs in Cyber Operations and Network and Security Administration. DSU expects to enroll over 100 students in the program after full implementation. DSU is not asking for new state resources to offer the program.

ATTACHMENTS

Attachment I – New Program Request Form: DSU – BS in Cyber Leadership and Intelligence

DRAFT MOTION 20180508_6-H:

I move to approve DSU's new program proposal for a BS in Cyber Leadership & Intelligence and online delivery of the program.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
MAJOR:	Cyber Leadership and Intelligence
EXISTING OR NEW MAJOR(S):	New
DEGREE:	
EXISTING OR NEW DEGREE(S):	Bachelor of Science
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	29.0202
SPECIALIZATIONS:¹	Digital Forensics / World Affairs and Human Behavior
IS A SPECIALIZATION REQUIRED (Y/N)?	Yes
DATE OF INTENT TO PLAN APPROVAL:	3/29/2018
UNIVERSITY DEPARTMENT:	College of Arts and Sciences & Beacom College of Computer and Cyber Sciences
UNIVERSITY DIVISION:	

University Approval

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

President of the University

4/3/2018

Date

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

The interdisciplinary Cyber Leadership and Intelligence program will provide students with knowledge of cyber systems, world cultures, international politics, human behavior, and

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

leadership. Graduates will assist government leaders, corporation executives, states, and localities in developing anticipatory strategies to defend organizations from cyber disruption by various kinds of criminals, non-state actors, or nations.

Dakota State's current cyber degrees include a mix of programs with an applied focus on different aspects of cyber security. This new program intends to fill a need seen in the profession regarding professional leadership and a growing demand for the attribution of who has conducted any given cyber-attack. To begin to think about attribution in a more comprehensive way, we are now seeking to offer a degree that offers curriculum in computer forensics while also teaching courses about human and criminal behavior, international politics, world cultures and various forms and meanings of communication. Such courses are needed in order to assess motives for cyber-attacks.

The University does not request new state resources. New courses will be developed and taught with existing faculty who, due to cancelling a low enrolled program and changes in general education requirements for humanities and social sciences, now have capacity to offer these courses.

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

Dakota State University's mission is to provide programs promoting the knowledge and understanding of information systems and education degrees. As our current institutional adopted mission statement reads, "DSU provides learning that integrates technology and innovation to develop graduates ready to contribute to local, national, and global prosperity." This degree is in direct support of this mission.

We believe this program will bring new students, particularly online students, to DSU due to increasing demand and market notice we have seen from active duty military. Many students in our current Cyber Operations or Network Security programs have noted that this degree program sounds appealing as it is offering topics directly relevant to computer security and forensics investigations but are not currently offered. Particularly appealing is that they will be offered within a comprehensive degree program with an introductory course, an internship, and a capstone course focused on issues of leadership of cyber security organizations with a focus on human behavior in a global environment. We see that the leadership component will also be attractive to students. Every corporation and government enterprise is concerned about their networks' security and integrity, so a wide variety of organizations will be interested in these graduates. For example, Air Force ROTC Detachment Commander at SDSU, Lt Col Brian K. Schoeder, who is working to increase his student population across multiple campuses in South Dakota, agrees this program will be something the Air Force will be very interested in seeing come about. Also, the current CIO of East River Electric is supportive of the degree program and will be on its Advisory Board. Other members of the emerging board include a retired Army Lieutenant General and former CIO of the US Army, the former Deputy Director of the Defense

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

Intelligence Agency, a former Counter-Terrorism director on the National Security Council, and a current all-source analyst at the Defense Intelligence Agency. With such experts supporting this effort, nested with related degree programs on campus, and with the coming construction of the Madison Cyber Labs (MadLabs), we see this degree program as a natural extension of our current offerings and an important and necessary addition for our future students.

SDCL 13-59-2.2 identifies the primary mission of DSU as providing “instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs.” In addition, Board of Regents Policy 1:10:5 authorizes DSU to offer “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.”

The proposed program also addresses several aspects of the Board of Regents Strategic Plan 2014-2020, including but not limited to:

Goal 1: Student Success (Growing the number of undergraduate degrees awarded; Improving retention and graduation rates by providing academic programs in demand by students and employers).

Goal 2: Academic Quality and Performance (Increasing the number of students participating in experiential learning).

Goal 3: Research and Economic Development (Increasing the number of graduates from STEM Programs).

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.*

We’ve seen a greater need to provide students an ability to attribute cyber-attacks. Doing so requires an understanding of foreign cultures, global trade, governmental security organizations, US foreign policy, and the nature of international organizations. The US government, the 50 state governments, large and medium size corporations, the military, including the National Guard and Reserve, all demand people educated with this type of degree. The national job outlook for Information Security Analysts is very strong. The Bureau of Labor Statistics forecasts an increased need of 28,400 more professionals in the United States by 2026. The primary purpose for introducing this program is workforce development as the United States anticipates dramatic workforce demand in cyber security professionals. Information Security Analysts who analyze threat data and write

report/communicate results have a median pay of \$92,600 per year.³ In South Dakota, the current number of positions is 210 and growing with an average wage of \$79,000 - \$88,000.⁴

Furthermore, we anticipate graduates of this program taking positions outside of strictly information security work as these kinds of people are becoming necessary in an increasing number of fields and industries. The global economy is now experiencing what the World Economic Forum refers to as the 4th Industrial Revolution.⁵ They are noting the changing economy and society due to an increasing use of Artificial Intelligence, Machine Learning, 3D printing, Cloud and Block Chain computing, 5G, Big Data, Virtual Reality, nanotechnology and robotics and the synergies that result will continue to radically alter the economy and the nature of work. One of these implications is that more and more companies in various industries own less and less of the capital traditionally thought of as key to being in that industry. As examples, Facebook, one of the world's largest advertisers, creates and owns no content. One of the largest real estate companies, Airbnb, owns no property. The largest transportation service, Uber, owns no vehicles and employs no drivers, and the world's largest retailer Alibaba owns no inventory.⁶ When Instagram was sold for \$1 Billion, it employed 13 people and owned nothing but a small amount of office space, servers, and photo editing software.⁷ These are just some examples of how traditional industries are becoming something else entirely. Whatever shape this takes, more and more companies in more and more sectors and industries will rely on graduates of programs such as this, to not only defend their networks, but imagine and lead their company forward. The Cyber Leadership and Intelligence graduates will be strong communicators, able to lead small teams of colleagues, within an ever wider set of organizations concerned about the security of their networks from finance, to health care, to media, and agriculture.

South Dakota currently does not produce cyber security graduates of this nature. This kind of degree is far less strictly defensive or offensive in nature, as it will assist government leaders, corporation executives, states and localities by developing anticipatory strategies and focus on likely sources of attacks. Graduates are necessary to fill jobs at the federal, state, local and corporate levels: Federal – On the federal level, the government's law enforcement, military, and intelligence departments are the source of the guidelines which oversee our country's various cyber security operations at both state and local levels. Employees work throughout the country and around the world for the Department of Defense at military bases and the agencies under its authority, including:

³ Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook, Information Security Analysts, on the Internet at <https://www.bls.gov/ooh/computer-and-information-technology/information-securityanalysts.htm> (visited November 28, 2017).

⁴ Projections Central – State Occupational Projections, Short Term Occupational Projections, South Dakota, Information Security Analysts, on the Internet at <http://www.projectionscentral.com/Projections/ShortTerm> (visited January 23, 2018).

⁵ Video Recording of WEF Session, Sept 18, 2017. https://www.youtube.com/watch?v=KWT53BHd_Cw (Accessed April 2, 2018)

⁶ <https://www.rt.com/business/338621-alibaba-overtakes-walmart-volume/> (Accessed April 2, 2018)

⁷ Daily Mail Online, "Instagram's 13 employees share \$100m as CEO set to make \$400 m reveals he once turned down a job at Facebook," Daily Mail Online, Apr 9, 2012. <http://www.dailymail.co.uk/news/article-2127343/Facebook-buys-Instagram-13-employees-share-100m-CEO-Kevin-Systrom-set-make-400m.html> (Accessed April 2, 2018)

- US Cyber Command, and the subordinate armed services Cyber commands
- U.S. Customs and Border Protection
- U.S. Citizenship and Immigration Services
- U.S. Immigration and Customs Enforcement
- Homeland Security
- Transportation Security Administration

Working for these agencies often requires a security clearance, which can typically only be obtained by U.S. citizens who meet specific guidelines.

Employment outlook State – At the state level, information technology, homeland security and law enforcement agents, financial services, and related fields where such graduates could find work are expected to increase. The U. S. Department of Labor estimates an increased need of Computer System Analysts of 2.4% and of Information Security Analysts of 10.3% in South Dakota by 2026.⁸ Furthermore, as these graduates’ careers develop, we see them becoming Computer and Information Systems Managers, a career field that in South Dakota is predicted to have an increasing demand of 5.4% and a wage of \$126,840.⁹

Employment outlook National – The U.S. Department of Labor estimates a national need increasing to 96,500 Management Analysts, Information Security Analysts by 28,400; and 43,800 more Computer & Information Systems managers by 2026 are predicted. The overall category of “computer and mathematical occupations” is projected to grow nationally by 13.5%.¹⁰

In our informal conversations from students and prospective students on campus, we have seen an interest in this degree from students looking for forensics, analytics, cyber operations, network security, and some from criminal justice. The Leadership, World Affairs, and Human Behavior curriculum is attractive to them as something that rounds out their knowledge. Potential employers see that curriculum as attractive as well.

4. How will the proposed program benefit students?

Adding a BS program in Cyber Leadership and Intelligence will provide an opportunity for either aspiring business, law enforcement, or technology professionals to augment their skills for computer forensics, anticipate the national, state, and local demand for infrastructure protection, and to understand who and why cyber-attacks are happening in order to more effectively counter them. It deals with a real threat in our modern, knowledge-based

⁸ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Information Security Analysts, on the Internet at: https://www.bls.gov/oes/current/oes_sd.htm#15-0000 (visited November 28, 2017).

⁹ Bureau of Labor Statistics, U. S. Department of Labor, Occupational Outlook Handbook, Occupational Employment and Wages, May 2016. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Information Security Analysts, on the Internet (visited November 28, 2017)

¹⁰ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Information Security Analysts, on the Internet at <https://www.bls.gov/oes/current/oes151122.htm> (visited November 28, 2017).

economy and serves as another program which integrates technology across multiple disciplines.

Furthermore, students will begin to develop leadership and vital communication skills and talents for this critical and emerging profession that will be put to immediate use in a wide variety of professions and industries. The need for leadership and management related degrees in South Dakota is strong. Since FY 2011, management degrees currently in the SD BOR system tend to do well in a wide variety of industry placement and salaries. Looking at the undergraduate placement rates in the degree programs, Business, Business Administration, Business Management, Industrial Management, and Management Information Systems show an in-state placement rate of 59% - 69% and a salary range of \$31,772 - \$45,651 per year.¹¹ We would anticipate this program's demand to be higher than traditional management degrees due to the knowledge students will have regarding technical security matters. In short, this program will provide students strong career options in many professions, as they will be conversant in the information system security tools necessary for a wide variety of jobs and industries that nevertheless have a growing requirement for technical knowledge and understanding.

Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?¹²

Not Applicable

B. What is the rationale for the curriculum?

A faculty committee has been discussing this concept for several months and meeting more formally over the past several weeks to think through the appropriate curriculum. The committee took into account their own thinking and experience (some of whom hold, or held, US Government security clearances and have industry and military experience) of what the future holds for our current Cyber Operations, Network Security, and Computer Forensics professionals. We saw a definite need to develop a curriculum that thought more broadly about the profession regarding ethics, leadership, writing and oral communication. We also saw a clear need to provide students an opportunity to learn more about international diplomacy, foreign cultures, criminal behavior, and warfare. The curriculum below reflects their thinking on the courses that DSU can offer and develop to meet those needs.

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?

DSU is breaking new ground with this program and there is no US accreditation

¹¹ South Dakota Board of Regents, Graduate Placement Dashboard.
<https://www.sdbor.edu/dashboards/Pages/GraduatePlacement.aspx> (visited December 22, 2017.)

¹² This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

n for this degree, nor are their BS level curriculum done widely around the country. The career field is constantly shifting and in many ways still emerging. Our students will leave DSU and establish many of the best practices for their profession as it matures in the coming years. For instance, there is no current professional ethics, such as bioethics for health-care professionals. We plan to establish a course on Cyber-Ethics and have already, started that conversation on campus, in the state, and nationally with classes, interviews on SD Public Broadcasting, and columns in the local and national media. The Digital Forensics faculty have leveraged their considerable experience in industry and law enforcement consulting, to include and update our current curriculum from other programs on campus for this curriculum. Administration and faculty with military experience, sought to include foreign policy, military history, and world literature courses due to the vital need for cultural understanding to inform the profession and they have modeled, as much as possible, the curriculum on various strategic studies programs around the world. The popular “Hackers, Hacking, and Hacktivism,” course previously taught as a special topics course, was a natural for this program. Human behavior with a focus on various kinds of criminal activity and world cultures, economics, geography, and religion, all key in what defines a culture. The college Deans will develop the leadership courses, and the polysci faculty member will teach the international relations courses. While there are several disciplines in the curriculum, and we are creating a new prefix, the program meets our goal of providing students a framework to understand cyber/digital forensics work, world affairs, and human behavior necessary for a sophisticated understanding of attributing cyber-attacks back to their origin.

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

[Insert title of proposed program]	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	0		
Major Requirements	54		
Major Electives	18		
Subtotal, Program Requirements		72	60%
Free Electives	18	18	15%
Degree Total ¹³		120	100%

¹³ Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons and must receive approval by the Executive Director in consultation the President of the Board of Regents.

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

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
		NONE		Choose an item.
Subtotal			0	

Major Requirements

Two circumstances have come about creating capacity in some of our social science and humanities faculty. The first was the deletion of our previous Professional and Technical Communications major due to low enrollment. We converted the position to a Philosopher (Research appointment) in order to teach 4 courses a year and do grant research and outreach on cyber-ethics. This change provided us the opportunity to offer general education ethics and logic courses and to offer one section per year on cyber ethics, which is one of the 11 courses. Dakota State also changed the courses that would satisfy requirements social science general education requirements for Elementary Education majors last year and we expect in the coming year to see less demand for US History I and II, American Government, Social Problems, and Human Geography as no programs now require these courses. Many students may choose these courses as social science electives to fulfill this general education requirement, and offer them less frequently. We anticipate the two less HIST 151/152 sections, two less SOC general education sections, and one less Geography section per year. Additionally, the Deans of the two colleges affiliated with this program will develop and teach the CLI 420 Cyber Leadership Course. The CLI 310 course had been offered previously as an English Special Topics course and with this program we will put it in an annual rotation. The new faculty member, with a graduate degree in International Relations or National Security Affairs will teach the CLI 101 course, the two upper division Intelligence courses we are adding, the CLI Seminar, and manage the Internships. This faculty member will teach five of the 11 courses offered on a rotational basis each year. The Beacom/Sanford gift drives this faculty line that is in keeping and will augment all of the intelligence rich degree programs at DSU and supports the salary cost until the program grows to sustain the increased salary expense.

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CLI	101	Introduction to Cyber Leadership	3	Yes
CSC	105	Introduction to Computers	3	No
CIS or CSC	123 or 150	Problem Solving and Programming or Computer Science I	3	No
CSC	145	Cyber Security Fundamentals	3	No
CIS or CSC	275 or 250	Web Application Programming I or Computer Science II	3	No
CIS	321	Information Security Management	3	No
CSC	363	Hardware, Virtualization, and Data Communication	3	No
ENGL	212	World Literature II	3	No
GEOG	353	Geography of Religion	3	Yes
POLS	350	International Relations	3	Yes

SOC	370	People and their Cultures	3	Yes
HIST	256	World History	3	No
CLI	370	Cyber-Ethics	3	Yes
BADM or SPCM	360 or 410	Organization and Management or Organizational Communication	3	No
CLI	420	Cyber Leadership	3	Yes
HIST	488	Introduction to Grand Strategy	3	No
CLI	492	Topics	3	Yes
CLI	494	Internship	1-3	Yes
Subtotal			54	

GEOG 353, POLS 350, SOC 370, are common system courses DSU will be asking for authority to offer. CLI 101, CLI 370, CLI 420, CLI 491, CLI 492, CLI 494 are courses DSU will develop.

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
CSC	328	Operating Environments	3	No
CSC	383	Networking I	3	No
CSC	385	Networking II	3	No
CSC	388	Computer Forensics Fundamentals	3	No
CIS	418	Advanced Computer Forensics	3	No
CIS	419	Advanced Windows Forensics	3	No
Subtotal			18	

World Affairs and Human Behavior Specialization Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
ENGL	379	Technical Communications	3	No
CLI	310	Hacking, Hackers, and Hacktivism	3	Yes
SOC	402	Social Deviance	3	Yes
HIST	470	History of World War II	3	No
POLS	440	Comparative Government	3	Yes
ECON	202	Principles of Macroeconomics	3	No
Subtotal			18	

CLI 310 is a new course DSU will develop, and has offered before as an ENGL special topics. SOC 402, POLS 440 are courses DSU is requesting authority to offer.

5. Student Outcomes and Demonstration of Individual Achievement

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

*be specific to the program and not routinely expected of all university graduates. **Complete Appendix A – Outcomes using the system form.** Outcomes discussed below should be the same as those in Appendix A. The knowledge and competencies specific to the program must relate to the proposed assessments in B and C below.*

See next page.

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.¹⁴ What are the consequences for students who do not demonstrate mastery? The program requires an internship, and while assessment will be done along the way in communications, problem solving and programming skills and knowledge, among other things, we see the internship as a critical feedback for the faculty on how well we are preparing students. Furthermore, we are putting together an advisory board of experienced professionals from this field and will ask them, as appropriate, to provide feedback on their student interaction, the student research seminar topics and results, and advice to faculty.

¹⁴ 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?

STUDENT OUTCOME / COURSE	CLI 101	CSC 105	CIS 123	CSC 150	CSC 245
Demonstrate a working knowledge of common operating systems including installation, configuration, scripting, user and resource management, troubleshooting, and the use of common system utilities		X	X	X	X
Work effectively as a member of a team and gain experience leading small teams to be ready for entry level management positions in businesses and government	X				
Demonstrate effective oral and written communication	x				
Demonstrate problem solving and critical thinking skills	X	X	X	x	x
Appreciate and understand an investigation of a security breach and what will be involved in detecting cyber intrusions (basic investigative techniques, computer forensics, evidence collection and preservation, legal issues, and personal privacy issues)	x		X		x
Demonstrate an understanding of how nation states have in the past and currently do conduct their trade, diplomacy, and wars	x				
Demonstrate an understanding of non-nation state groups and how they achieve their aims	x				
Understand the ethical issues at play relating to cyber attacks including: privacy, intellectual property, and the laws of war	X				
Demonstrate knowledge of major religions, literary traditions, geography, history, and values.					
For the Digital Forensics Specialization: Demonstrate knowledge of how networks are defended and attribution of cyber attacks may be determined	X				
For the students in the World Affairs and Human Behavior Specialization: Demonstrate knowledge of how nations, non-nation state groups, and criminals seek to achieve their aims.	x				

STUDENT OUTCOME / COURSE	CSC 250	CIS 321	CSC 363	ENGL 212	GEOG 353	POLS 350
Demonstrate a working knowledge of common operating systems including installation, configuration, scripting, user and resource management, troubleshooting, and the use of common system utilities	X					
Work effectively as a member of a team and gain experience leading small teams to be ready for entry level management positions in businesses and government						
Demonstrate effective oral and written communication				X	X	X
Demonstrate problem solving and critical thinking skills	X	X	X	X	X	X
Appreciate and understand an investigation of a security breach and what will be involved in detecting cyber intrusions (basic investigative techniques, computer forensics, evidence collection and preservation, legal issues, and personal privacy issues)	X	X	X			
Demonstrate an understanding of how nation states have in the past and currently do conduct their trade, diplomacy, and wars				X	X	X
Demonstrate an understanding of non-nation state groups and how they achieve their aims				X	X	
Understand the ethical issues at play relating to cyber attacks including: privacy, intellectual property, and the laws of war		X				
Demonstrate knowledge of major religions, literary traditions, geography, history, and values.				X	X	X
For the Digital Forensics Specialization: Demonstrate knowledge of how networks are defended and attribution of cyber attacks may be determined	X					
For the students in the World Affairs and Human Behavior Specialization: Demonstrate knowledge of how nations, non-nation state groups, and criminals seek to achieve their aims.						

STUDENT OUTCOME / COURSE	SOC 370	HIST 256	CLI 370	BADM 360 OR SPCM 410	CLI 420	HIST 488
Demonstrate a working knowledge of common operating systems including installation, configuration, scripting, user and resource management, troubleshooting, and the use of common system utilities						
Work effectively as a member of a team and gain experience leading small teams to be ready for entry level management positions in businesses and government				x	x	
Demonstrate effective oral and written communication	x	x	x		x	x
Demonstrate problem solving and critical thinking skills	x	x	x	x	x	x
Appreciate and understand an investigation of a security breach and what will be involved in detecting cyber intrusions (basic investigative techniques, computer forensics, evidence collection and preservation, legal issues, and personal privacy issues						
Demonstrate an understanding of how nation states have in the past and currently do conduct their trade, diplomacy, and wars	x	x				x
Demonstrate an understanding of non-nation state groups and how they achieve their aims	x	x	x		x	x
Understand the ethical issues at play relating to cyber attacks including: privacy, intellectual property, and the laws of war					x	x
Demonstrate knowledge of major religions, literary traditions, geography, history, and values.	x	x	x	x	x	x
For the Digital Forensics Specialization: Demonstrate knowledge of how networks are defended and attribution of cyber attacks may be determined						
For the students in the World Affairs and Human Behavior Specialization: Demonstrate knowledge of how nations, non-nation state groups, and criminals seek to achieve their aims.						

STUDENT OUTCOME / COURSE	CLI 490	CLI 494	CSC 328	CSC 383	CSC 385	CSC 388
Demonstrate a working knowledge of common operating systems including installation, configuration, scripting, user and resource management, troubleshooting, and the use of common system utilities						
Work effectively as a member of a team and gain experience leading small teams to be ready for entry level management positions in businesses and government	x	x				
Demonstrate effective oral and written communication	x	x				
Demonstrate problem solving and critical thinking skills	x	x				
Appreciate and understand an investigation of a security breach and what will be involved in detecting cyber intrusions (basic investigative techniques, computer forensics, evidence collection and preservation, legal issues, and personal privacy issues)			x	x	x	x
Demonstrate an understanding of how nation states have in the past and currently do conduct their trade, diplomacy, and wars	x	x				
Demonstrate an understanding of non-nation state groups and how they achieve their aims	x	x				
Understand the ethical issues at play relating to cyber attacks including: privacy, intellectual property, and the laws of war	x	x				
Demonstrate knowledge of major religions, literary traditions, geography, history, and values.	x	x				
For the Digital Forensics Specialization: Demonstrate knowledge of how networks are defended and attribution of cyber attacks may be determined			x	x	x	x
For the students in the World Affairs and Human Behavior Specialization: Demonstrate knowledge of how nations, non-nation state groups, and criminals seek to achieve their aims.						

STUDENT OUTCOME / COURSE	CSC 418	CSC 419	ENGL 379	CLI 310	SOC 402	HIST 488
Demonstrate a working knowledge of common operating systems including installation, configuration, scripting, user and resource management, troubleshooting, and the use of common system utilities						
Work effectively as a member of a team and gain experience leading small teams to be ready for entry level management positions in businesses and government						
Demonstrate effective oral and written communication			X	x	x	x
Demonstrate problem solving and critical thinking skills						
Appreciate and understand an investigation of a security breach and what will be involved in detecting cyber intrusions (basic investigative techniques, computer forensics, evidence collection and preservation, legal issues, and personal privacy issues)	x	x				
Demonstrate an understanding of how nation states have in the past and currently do conduct their trade, diplomacy, and wars						
Demonstrate an understanding of non-nation state groups and how they achieve their aims						
Understand the ethical issues at play relating to cyber attacks including: privacy, intellectual property, and the laws of war						
Demonstrate knowledge of major religions, literary traditions, geography, history, and values.						
For the Digital Forensics Specialization: Demonstrate knowledge of how networks are defended and attribution of cyber attacks may be determined	x	x				
For the students in the World Affairs and Human Behavior Specialization: Demonstrate knowledge of how nations, non-nation state groups, and criminals seek to achieve their aims.			X	x	x	x

STUDENT OUTCOME / COURSE	POLS 440	ECON 202
Demonstrate a working knowledge of common operating systems including installation, configuration, scripting, user and resource management, troubleshooting, and the use of common system utilities		
Work effectively as a member of a team and gain experience leading small teams to be ready for entry level management positions in businesses and government		
Demonstrate effective oral and written communication	x	X
Demonstrate problem solving and critical thinking skills		
Appreciate and understand an investigation of a security breach and what will be involved in detecting cyber intrusions (basic investigative techniques, computer forensics, evidence collection and preservation, legal issues, and personal privacy issues		
Demonstrate an understanding of how nation states have in the past and currently do conduct their trade, diplomacy, and wars		
Demonstrate an understanding of non-nation state groups and how they achieve their aims		
Understand the ethical issues at play relating to cyber attacks including: privacy, intellectual property, and the laws of war		
Demonstrate knowledge of major religions, literary traditions, geography, history, and values.		
For the Digital Forensics Specialization: Demonstrate knowledge of how networks are defended and attribution of cyber attacks may be determined		
For the students in the World Affairs and Human Behavior Specialization: Demonstrate knowledge of how nations, non-nation state groups, and criminals seek to achieve their aims.	x	X

- 6. 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.*

Our students will be exposed to the latest technology in the field of digital forensics and, ultimately, the facilities and equipment in the Madison Cyber Labs, which will prove useful for their research and seminar topics as upper-class students. The non-technical courses will be taught in lecture format using visual media as instructional aids.

- 7. Did the University engage any developmental consultants to assist with the development of the curriculum?¹⁵ 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 following individuals have verbally agreed to serve on the CLI Advisory Board. We have consulted them about broad areas we plan to cover and the digital forensics focus aspect of the curriculum.

Dane R. Egli, Captain, Ph.D. USCG (Ret)

Currently: National Nuclear Security Administration

Formerly: Johns Hopkins University, Applied Physics Lab, Strategic Advisor NSC Staff, White House

Ph.D. Homeland Security, University of Colorado – Denver, CO

Author: *Beyond the Storms: Strengthening Homeland Security and Disaster Management to Achieve Resilience*, Routledge, 2014.

Patrick Engebretson, Ph.D.

Currently: Chief Information Officer, East River Electric, Madison, SD

Formerly: Associate Professor of Cyber Operations at Dakota State University

Author: *The Basics of Hacking and Penetration Testing: Ethical Hacking and Penetration Testing Made Easy*. Syngress, 2011.

Susan Lawrence, LTG US Army Retired

Currently: Managing Director, National Security Practice, Accenture Federal Services

Formerly: Chief Information Officer, US Army

William Salkind, Lt Col, USAF (Ret)

Currently: All-Source Analyst, Defense Intelligence Agency, Ft Belvoir, MD.

MA, History, American University, Washington, D.C.

¹⁵ 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.

Mr. David R. Shedd

Formerly: Deputy Director, Defense Intelligence Agency

Formerly: staff member, NSC, White House

Formerly: member of the Clandestine Service, Central Intelligence Agency

MA, Georgetown University, Latin American Studies

- 8. 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. We expect slow growth on campus with many students selecting this program as an on – campus alternative to the cyber ops program. As the word spreads among the military we expect consistent steady growth to a max of about 150 students after several years when accounting for persistence. Because we have many online programs we do expect students from other on line programs to populate both on campus and online modalities.**

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 18	FY 19	FY 20	FY 23
Students new to the university on campus	5	5	10	10
Students new to the university online	5	10	15	20
Students from other university programs	10	10	10	10
Continuing students		18	39	67
=Total students in the program (fall)	20	43	74	107
Program credit hours (major courses) ** on campus				
Program credit hours (major courses) ** online				
Graduates on campus	0	0	0	6
Graduates online	0	0	0	6

*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.

- 9. 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 at this time.

- 10. 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.

11. Delivery Location¹⁶

- 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 2018

	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 ¹⁷	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	Fall 2019

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?¹⁸**

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

12. 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 table below provides a summary. The narrative that follows discusses the revenue that the additional, new students we anticipate enrolling at Dakota State and declaring Cyber Leadership and Intelligence as a major (in other words, would not have enrolled otherwise) will generate.

¹⁶ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹⁷ Delivery methods are defined in [AAC Guideline 5.5](#).

¹⁸ This question responds to HLC definitions for distance delivery.

	Development/Start-up	Long-term Operation
Reallocate existing resources (faculty members from Humanities and Social Sciences)	Yes	Yes
Apply for external resources	No	No
Ask Board to seek new State resources	No	No
Ask Board to approve new or increased student fee	No	No

We do not anticipate needing additional faculty, external resources, new State resources, or asking the SDBOR to increase student fees for students in this major. We will have some intelligence expertise added as part of our mission specific large gifts program.

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

☐ Yes ☒ No

Explanation (if applicable):

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

- ☐ YES,
The university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request and Authority to Offer forms will be submitted after the program is approved..
- ☒ NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – I (1)

DATE: May 8-10, 2018

SUBJECT

Intent to Plan: BHSU MAT in Special Education

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests authorization to develop a proposal to offer a Master of Arts in Teaching (MAT) in Special Education. The degree would be a new degree for the university and for the Regental system; the MAT differs from other education degrees by focusing predominantly on teaching. The program would provide students with certification in K-12 special education teaching. Prospective students would come from those seeking a transition to a special education teaching career through the degree or through alternative certification. BHSU cites U.S. Department of Education statistics indicating shortages in special education teachers in nearly every state, and South Dakota information indicating 60% of school districts have had unfilled special education positions in recent years. BHSU also has licensure reciprocity with Wyoming, expanding the potential pool of students.

IMPACT AND RECOMMENDATION

The proposed program is within the statutory and BOR policy mission of BHSU; SDCL 13-59-1 identifies BHSU's primary mission as the "preparation of elementary and secondary school teachers" and BOR Policy 1:10:4 authorizes BHSU for graduate programs in education. Related programs in the Regental system include USD's MA in Special Education (a program with a broader focus). BHSU estimates enrolling 12 students per year after full implementation. The proposed degree would be a new degree for the university. BHSU does not anticipate asking for new state resources for the program.

Board office staff recommend 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.

(Continued)

DRAFT MOTION 20180508_6-I(1):

I move to authorize BHSU to develop a proposal for an MAT in Special Education as presented.

2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Request Form: BHSU – MAT in Special Education



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

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

UNIVERSITY:	BHSU
DEGREE(S) AND TITLE OF PROGRAM:	Master of Arts in Teaching in Special Education
INTENDED DATE OF IMPLEMENTATION:	Fall 2018

University Approval

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

President of the University

3/29/2018

Date

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

The proposed online Black Hills State University Master of Arts in Teaching (MAT) in Special Education (SPED) program will provide initial certification in K – 12 SPED teaching at the graduate level. This is intended for candidates with bachelor's degrees who decide to pursue a career in K-12 special education. Prospective candidates seeking the SD DOE Alternative SPED Certification aligning with the new certification rules of July 1, 2017, would be able to take the required 15 credits at the graduate level from the coursework offered in the SPED subset. Practicing teachers who hold current certifications in other academic areas will be able to complete a subset of the MAT coursework to obtain a K – 12 SPED endorsement and be licensed to teach K-12 Special Education.

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

The Institute of Education Sciences (2016)¹ reported that approximately 6.5 million students currently receive special education services in the United States. Thus, learners with disabilities

¹ https://nces.ed.gov/pubs2016/2016144_highlights.pdf

comprise about 13% of all public school students. Despite the substantial number of students in need of individualized educational services, the U.S. Department of Education (2016)² reported a critical shortage of special education teachers for the 2015 – 2016 school year in 49 states. Likewise, the Council for Exceptional Children³ has acknowledged a "chronic and severe shortage of personnel to deliver special education services." The U.S. Bureau of Labor Statistics (2014)⁴ reported that over 450,000 special education professional job openings are currently available across the nation. Further, the demand for special education teachers is projected to grow 6 percent from 2016 to 2024. The aforementioned growth will be driven by continued demand for special education services (i.e., population growth), and several job opportunities will stem from the need to replace teachers who leave the occupation due to retirement or career changes.

Forty-nine states, including South Dakota, struggle to fill special education positions with qualified teachers. In a study recently released by the Associated School Boards of South Dakota⁵, 60% of South Dakota school districts reported unfilled special education teaching positions in the last three years. In a 2016 report, the U.S. Department of Postsecondary Education⁶ identified special education is identified as an area of teacher shortage in South Dakota. Ten geographic areas of highest need were also identified.

3. How would the proposed program benefit students?

Earning a MAT degree in Special Education will prepare candidates to fill K-12 special education positions in South Dakota and nationwide. In addition to the available job market, the MAT program benefits candidates in many ways. Courses are taught by professors who earned their doctorates from nationally-ranked special education university programs. Those professors are experts in the field of special education who provide challenging instruction in their coursework. Courses focus on real-world application of a range of key special education topics. Candidates will also benefit from the MAT program's entirely online format. This provides flexibility to complete school work at convenient times, working around other responsibilities.

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?⁷

SDCL 13-59-1 identifies the primary mission of BHSU as "the preparation of elementary and secondary teachers."⁸ Board of Regents Policy 1:10:4 implements SDCL 13-59-1 in part by

² <http://specialedshortages.org/wp-content/uploads/2014/03/NCPSSERS-Fact-Sheet.pdf>

³ What Every Special Educator Must Know: Professional Ethics and Standards (2016)

⁴ [http://personnelcenter.org/documents/2011-](http://personnelcenter.org/documents/2011-12%20Special%20Education%20&%20Related%20Services%20Shortage%20List_summary.pdf)

[12%20Special%20Education%20&%20Related%20Services%20Shortage%20List_summary.pdf](http://personnelcenter.org/documents/2011-12%20Special%20Education%20&%20Related%20Services%20Shortage%20List_summary.pdf)

⁵ <http://asbsd.org/index.php/plenty-of-concern/>

⁶ <https://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>

⁷ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

⁸ SDCL 13-59-1, available from

http://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-59-1.

authorizing undergraduate and graduate programs in the professional education and promoting excellence in teaching and learning.⁹

The MAT Special Education is a new program in South Dakota leading to initial certification of K-12 Special Education teachers that will “enhance state workforce development.” To align system priorities in a meaningful way, the BOR offers a sense that “South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce.” Under goal 1 of the strategic plan, the action step suggests that the BOR will work with campuses to improve student retention and completion. It aligns with the purpose of the intent for a new program as referred in the action step: “design clearer pathways for degree completion for adult students.” Furthermore, under goal 2 – academic quality and performance, the intended outcomes include “continuing to approve new graduate programs, and grow the number of students participating in experiential learning.”¹⁰

This new master’s program is in response to the market demand and the number of non-certified special education staff employed in schools. The candidates will be able to use an on-the-job experience as they complete this two-year online initial certification master program to be highly qualified in K-12 special education. Other aspiring teachers will be able to complete the program and become certified K-12 special education teachers.

- 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?**¹¹ *If there are no related programs within the Regental system, enter “None.”*

The University of South Dakota currently offers a Master of Arts in Special Education. The MAT program at BHSU differs in that it is an initial certification in Special Education for students who already have a 4-year undergraduate degree.

- 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.**¹²

	Institution	Program Title
Minnesota	Minnesota State University Moorhead	Master of Science in Special Education
	University of Minnesota	Master of Arts in Special Education

⁹ SDBOR Policy 1:10:4, Black Hills State University Mission Statement, available from <https://www.sdbor.edu/policy/documents/1-10-4.pdf>.

¹⁰ SDBOR Strategic Plan 2014-2020, available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf

¹¹ Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

¹² This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

	St. Cloud State University	Master of Science in Special Education
North Dakota	University of North Dakota	Master of Science in Special Education
	Minot State University	Master of Science in Special Education
Montana	Montana State University	Master of Science in Special Education
Wyoming	University of Wyoming	Master of Arts in Special Education

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

Candidates participating in the SPED MAT program could be either new or redirected.

Redirected Candidates

- The proposed MAT program will provide initial K – 12 SPED teaching certification. Thus, graduates from BHSU (in areas other than education) may enroll in the program to obtain SPED certification.
- Candidates who obtain a teaching license from BHSU, via any program other than K – 12 SPED, can obtain an endorsement to work with students with disabilities by completing a clearly defined subset of the MAT coursework.

New Candidates

- Graduates from other institutions could enroll in the program to obtain the targeted teaching certification.

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

The enrollment data for the past three academic years for the BHSU special education endorsements is provided in order to provide an informed estimate for the number of graduates in the first three years of the MAT SPED program. These numbers represent teachers with certification in an area other than special education who are seeking licensure that allows them to teach students in special education. Providing an opportunity for initial certification to those with a bachelor's degree (without certification) will open the door to a new group of future teachers. These adult learners are seeking an online delivery as they are generally full time employees elsewhere. The Special Education endorsement program has enrolled up to 46 new candidates annually in the last three years:

Year	SPED Endorsements
2013 - 2014	43
2014 - 2015	32
2015 - 2016	46

Endorsements are an option for practitioners with a current teacher licensure who are seeking certification in SPED; however, there is also a demand in the state for a SPED program at the graduate level that offers initial certification. Currently there is no existing SPED program in South Dakota that offers an **initial certification** at the advanced level. This demonstrates the potential level of interest in obtaining credentials to teach special education with a Masters degree. This academic year, three candidates are enrolled in the Master of Science in Secondary Education (35 credits) and taking the special education credits to add the endorsement (27 credits) for a total of 62 credits - in contrast, the proposed MAT SPED

program is 50 hours. Potential candidates will take courses with the endorsement cohorts and Project SECOND (Masters of Science in Secondary Education). Estimates for enrollment over the first three years of the MAT SPED program are as follows:

Year	New Enrollees
1	8
2	10
3	12

It should also be noted that BHSU has full reciprocity for licensure with the department of education in Wyoming. The University of Wyoming's MAT SPED program is not offered 100% online. Approximately 30% of our candidates are residents of Wyoming due to BHSU being located 15 miles from the border of Wyoming/South Dakota. Thus, by bringing in candidates from surrounding states we are increasing the enrollment pool of potential candidates for South Dakota teaching licensure.

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?¹³

	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	Intended Start Date
Distance Delivery	YesYes	100% online	Fall 2018

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

	Development/ Start-up	Long-term Operation
Reallocate existing resources*	Yes	No
Apply for external resources	No	No
Ask Board to seek new State resources ¹⁴	No	No
Ask Board to approve a new or increased student fee*	No	No

* Using existing faculty

* Ask board to approve a new or increased student fee: keep existing student fee (pre-student teaching practicum: \$170 and \$50 per credit; student teaching: \$340 – per the BOR fee rate established under "Professional Education Majors" in the South Dakota Board of Regents FY 18 Tuition and Fee Schedule)¹⁵

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

¹⁴ 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.

¹⁵ <https://www.sdbor.edu/student-information/Documents/FY18TuitionFeeSchedule.pdf>

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

The proposed MAT SPED program was modeled after the existing Project Second program at BHSU and after the Online Master of Arts in Special Education program at Saint Mary's University of Minnesota (see attached Appendix A). The first 18 education units for initial certification in Special Education at Saint Mary's University are the same as Black Hills State University's MAT program. The differences that occur in subsequent courses are due to differences between state licensure requirements in Minnesota and South Dakota.

Additionally, the proposed MAT SPED program was modeled after, and designed to embed, the BHSU K – 12 SPED endorsement (see attached Appendix A).

12. Additional Information: *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item if it is not used.*

The MAT Special Education is not requiring any new courses. Candidates will be able to register in courses offered for the Master of Science in Secondary Education program (i.e., Project Second) and existing special education courses which will prevent low enrollment. The MAT Special Education not only will meet the demand for initial certification in special education but coursework available also satisfies the requirements for the endorsement if teachers wanted to add credentials or found employment in special education and are not highly qualified.

APPENDIX A

Master of Science in Secondary Education (Project SECOND)

Earn your Teaching Certification through BHSU's Master of Science in Secondary Education

Project SECOND is an online secondary teacher certification program unique to BHSU that can be completed in a one- or two-year time frame. This program embraces the philosophy of theory into practice with active learning experiences supported through two practicums and student teaching. Eligible students include those with a Baccalaureate degree in a teachable content area with a minimum GPA of 2.7.

Project SECOND offers the following benefits:

- Earn a Master's degree
- Complete a teaching certification in a one- or two-year time frame
- Program offered online, placing students near their home for both practicums and student teaching
- Earn a recommendation to the South Dakota Department of Education for teaching certification in 7-12 content areas
- Small online class sizes allow for in-depth instructor support

Who is Eligible?

Individuals who have degrees from accredited colleges or universities that could lead to teaching in secondary content areas and have a grade point average (GPA) of 2.7 or higher are eligible. Students in this master's degree program must maintain a GPA of 3.0 or higher with a maximum of 2 C's in graduate courses.

What will the successful candidate be able to do when the program is completed?

Upon completing Project **SECOND**, students will be able to apply for secondary certification in your content area in South Dakota as a highly qualified teacher, according to the Elementary and Secondary Education Act (ESEA).

K-12 Special Education Endorsement Requirements

Online Delivery - Graduate Level

ARSD 24:15:06:41

Teacher certification and one year of general classroom teaching, or special education paraprofessional experience, or special education certification and one year of special education teaching experience.

The passage of the state special education teacher licensing examination; and A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement.

APPENDIX A

A K-12 special education endorsement requires a minimum of 27 semester credits with a minimum of 24 in special education. The credits in special education shall include vocational transition and a special education practicum of two semester hours at the elementary level and two semester hours at the secondary level. The candidate must demonstrate through coursework knowledge and skills at the K-12 endorsement level to meet the Council of Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

24:15:06:41. Grade K through grade 8, grade 7 through grade 12, and grade K through grade 12 special education endorsement. A special education endorsement requires:

- a. Teacher certification and one year of general classroom teaching, or special education paraprofessional experience, or special education certification and one year of special education teaching experience;
- b. The passage of the state special education teacher licensing examination; and
- c. A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement.

A K-12 special education endorsement requires a minimum of 27 semester credits with a minimum of 24 in special education. The credits in special education shall include vocational transition and a special education practicum of two semester hours at the elementary level and two semester hours at the secondary level. The candidate must demonstrate through coursework knowledge and skills at the K-12 endorsement level to meet the Council of Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning

differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

A K-8 special education endorsement requires a minimum of 26 semester credits with a minimum of 23 credits in special education. The credits in special education shall include a special education practicum of three semester hours. The candidate must demonstrate through coursework knowledge and skills at the K-8 endorsement level to meet the Council of Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

A 7-12 special education endorsement requires a minimum of 26 semester credits with a minimum of 23 in special education. The credits in special education shall include vocational transition and a special education practicum of three semester hours. The candidate must demonstrate through coursework knowledge and skills at the 7-12 endorsement level to meet the Council of Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

K-12 Special Education Endorsement Requirements

Online Delivery - Graduate Level

ARSD 24:15:06:41

Teacher certification and one year of general classroom teaching, or special education paraprofessional experience, or special education certification and one year of special education teaching experience.

APPENDIX A

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24:15:06:41. Grade K through grade 8, grade 7 through grade 12, and grade K through grade 12 special education endorsement. A special education endorsement requires:

1. Teacher certification and one year of general classroom teaching, or special education paraprofessional experience, or special education certification and one year of special education teaching experience;
2. The passage of the state special education teacher licensing examination; and
3. A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement.

A K-12 special education endorsement requires a minimum of 27 semester credits with a minimum of 24 in special education. The credits in special education shall include vocational

transition and a special education practicum of two semester hours at the elementary level and two semester hours at the secondary level. The candidate must demonstrate through coursework knowledge and skills at the K-12 endorsement level to meet the Council of Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

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A 7-12 special education endorsement requires a minimum of 26 semester credits with a minimum of 23 in special education. The credits in special education shall include vocational transition and a special education practicum of three semester hours. The candidate must demonstrate through coursework knowledge and skills at the 7-12 endorsement level to meet the Council of Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

APPENDIX A

Saint Mary's University of Minnesota Online Master of Arts in Special Education

M.A. Degree with Initial Teacher Licensure: This option is for those without a Minnesota classroom teacher licensure who want to be licensed to teach special education in Minnesota. This program consists of: education foundation courses (18 credits), special education core courses (18 credits), specialization courses (15 credits), student teaching (8 credits), and master's degree completion courses (6 credits). Please note: the education foundation courses are delivered in Minneapolis, MN and other select locations in Minnesota and precede online mobile learning. To obtain licensure: you will complete practicum experiences in elementary, middle school and high school settings in Minnesota and Minnesota state licensing exams. Licensure recommendation is contingent upon successfully completing all Minnesota state licensure requirements. Total: 65 credits. If you are ready to begin as an initial license seeker (those new to teaching) and start your foundations, contact Initial Licensure Enrollment Counselor Michelle Dougherty (mdougher@smumn.edu or 612-728-5122) to discuss the program further.

The additional course requirements for initial licensure include the following education foundation courses, a specialization area and student teaching courses:

Education Foundation Courses 18 cr. (Minneapolis Campus)

- EDUC515 Foundations of Education (2 cr.)
- EDUC525 Curriculum and Instruction: Grades 5-12 (4 cr.)
- EDUC511 Educational Measurement and Assessment: 5-12 (2 cr.)
- EDUC517 Learning, Development, and Exceptionality (3 cr.)

- EDUC539 Scientifically-Based Reading Instruction for Elementary Teachers (3 cr.)
- EDUC534 Technology in the Classroom: 5-12 (2 cr.)
- EDUC565 Human Relations, Cultural Diversity, and American Indian Culture (2 cr.)

Specialization: Emotional/Behavioral Disorders 15 cr.

- EDSE641 Characteristics: Emotional/Behavioral Disorders (3 cr.)
- EDSE642 Strategies and Assessment: Emotional/Behavioral Disorders (3 cr.)
- EDSE646 Assessment and Application: Emotional/Behavioral Disorders (3 cr.)
- EDSE647 Introduction to Behavioral Theories: Emotional/Behavioral Disorders (3 cr.)
- EDSE648 Applied Behavioral Interventions: Emotional/Behavioral Disorders (3 cr.)

Specialization: Learning Disabilities 15 cr.

- EDSE651 Characteristics: Learning Disabilities (3 cr.)
- EDSE652 Strategies and Assessment: Learning Disabilities (3 cr.)
- EDSE656 Assessment and Application: Learning Disabilities (3 cr.)
- EDSE657 Advanced Instruction and Methods: Learning Disabilities (3 cr.)
- EDSE658 Adolescence to Post-Secondary: Learning Disabilities (3 cr.)

Specialization: Autism Spectrum Disorders 15 cr.

- EDSE661 Characteristics: Autism Spectrum Disorder (3 cr.)
- EDSE662 Strategies and Assessment: Autism Spectrum Disorder (3 cr.)
- EDSE663 Assessment and Application: Autism Spectrum Disorder (3 cr.)
- EDSE667 Introduction to Behavioral Theories: Autism Spectrum Disorder (3 cr.)
- EDSE668 Applied Behavioral Interventions: Autism Spectrum Disorder (3 cr.)

EBD/LD/ASD Student Teaching Courses 8 cr.

- EDSE688 Clinical Field Experience (0 cr.)
- EDSE689 Field Experience for Practicing Educators (6 cr.)
- EDSE690 Professional Capstone/Portfolio (2 cr.)

Specialization Courses

EDSE641 – Characteristics: Emotional/Behavioral Disorders (3 credits)

EDSE642 – Strategies and Assessment: Emotional/Behavioral Disorders (3 credits)

EDSE647 – Introduction to Behavioral Theories: Emotional/Behavioral Disorders (3 credits)

EDSE651 – Characteristics: Learning Disabilities (3 credits)

EDSE652 – Strategies and Assessment: Learning Disabilities (3 credits)

EDSE657 – Advanced Instruction and Methods: Learning Disabilities (3 credits)

EDSE658 – Adolescence to Post-Secondary: Learning Disabilities

EDSE661 – Characteristics: ASD (3 credits)

EDSE662 – Strategies & Assessment: ASD (3 credits)

EDSE667 – Introduction to Behavioral Theories: Autism Spectrum Disorders (3)

The MAT- SPED provides the preparation that mirrors to the Master of Science in Secondary Education (Project SECOND) with the course content to be a special education teacher.

**South Dakota Certification Special Education Course Requirements
Coursework**

23 semester hours of coursework in the following:

- Vocational transition
- Foundations, development and characteristics of learners

- Individual learning differences
- Instructional strategies
- Learning environments and social interactions
- Communication
- Instructional planning
- Assessment
- Professional and ethical practice
- Collaboration
- 3 additional credits

Content Test

- 5354 - Special Education: Core Knowledge and Applications

APPENDIX B

Black Hills State University

Course Requirements for Master of Arts in Teaching in K – 12 Special Education Program

Course Number	Course Title	Credit Hours	Existing Courses Offered at the Graduate Level
ED 420	Single Subject Research Methodology	2	ED 520*
ED 622	Foundations of Education & Learning Theory	3	√
EDFN 790	Seminar Performance Assessment	1	√
EPSY 528	Child and Adolescent Development	3	√
INED 511	South Dakota Indian Studies	3	√
SEED 508	Planning, Managing & Assessing the 7-12 Diverse Classroom	3	√
SEED 550	7-12 Teaching Reading in Content Area	3	√
SEED 695	Practicum II – Pre-Student Teaching 7 – 12 placement (co-requisite with SEED 508)	1	√
SPED 600	Introduction to Persons with Exceptionalities * students can exempt this course if previously taken within 3 years of beginning the program	3	SPED 100*
SPED 506	Introduction to Assistive Technology	2	SPED 406*
SPED 510	Behavior Management of Exceptional Children	3	√
SPED 513	Serving Students with MR, DD, and Severe Disabilities	3	√
or			
SPED 553	Introduction to Autism Spectrum Disorders	3	SPED 453*
SPED 517	Vocational-Transitional Programming	3	√
SPED 520	Curriculum & Instructional Strategies K-12	3	√
SPED 531	Identification and Assessment in Special Education	3	√
SPED 560	Family Systems and Professional Collaboration	3	√
SPED 695	Practicum I K – 8 (pre-admission)	2	√

SPED 695	Practicum II – Pre-Student Teaching 7 – 12 placement (co-requisite with ED 520)	2	√
SPED 688	Student Teaching	4	√
Total		50	

*These courses are in the process to be double numbered undergraduate/graduate

APPENDIX B

Recommended course sequence for MAT in SPED program

Block 1– Summer	
Courses	Credit Hours
ED 622 – Foundations of Ed & Learning Theory -3	3
SPED 500 - Introduction to Persons with Exceptionalities	3
Total	6
Block 2– Fall	
Courses	Credit Hours
SPED 531 – Identification and Assessment in Special Education	3
SPED 560 - Family Systems and Professional Collaboration	3
SPED 520 - Curriculum & Instructional Strategies K-12	3
SPED 695 - Practicum I (pre-admission) K – 8	2
Total	11
Apply for Teacher Prep Program after this semester	
Block 3 – Spring	
Courses	Credit Hours
SPED 513 - Serving Students with MR, DD, and Severe Disabilities or SPED 553 – Introduction to Autism Spectrum Disorders	3
SPED 510 – Behavior Management of Exceptional Children	3
SPED 506 – Intro to Assistive Technology	2
INED 511 – South Dakota Indian Studies	3
Total	11
Block 4 – Summer	
Courses	Credit Hours
EPSY 528 – Child and Adolescent Development	3
SEED 550 – 7-12 Teaching Reading in Content Area	3
	6
Block 5 Semester – Fall	
SPED 517 – Vocational-Transitional Programming	3
SEED 508 – Planning, Managing & Assessing the 7-12 Diverse Classroom	3
SPED 695 – Practicum II – Pre-Student Teaching (co-requisite with SEED 508) 7 – 12 placement	2
SEED 695 (co-requisite with ED 520)	1
ED 520 – Single Subject Research	2
Total	11
Block 6 Semester – Spring	
SPED 688 – Student Teaching in K-12 Special Education	4
EDFN 790 – Seminar Performance Assessment for Teachers	1
	5

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – I (2)

DATE: May 8-10, 2018

SUBJECT

Intent to Plan: SDSU AS and BS in Data Science

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to develop a proposal to offer both an Associate of Science (AS) and a Bachelor of Science (BS) in Data Science. The proposed programs will utilize data science-centered mathematics, statistics, and statistical computation courses created over the past several years by the Department of Mathematics and Statistics. The AS would stack naturally into the BS in Data Science and the BS in Mathematics with Data Science Specialization. SDSU presents multiple studies showing high occupational growth projections for data scientists trained at the undergraduate and graduate levels, including growing demand for those without bachelor's degrees but possessing entry-level data science skills.

IMPACT AND RECOMMENDATION

Related programs in the Regental system include SDSU's BS in Mathematics (Data Science Specialization) and USD's BA in Operational Analytics. The proposed programs are within the approved mission for SDSU; related programs exist at the university including a BS in Mathematics with Data Science Specialization, graduate certificate in Data Science, and MS in Data Science. SDSU estimates enrolling 15 students in the AS and 70 students in the BS after full implementation. SDSU does not anticipate asking for new state resources for the program; however, the programs would applying the same MATH and STAT program fees applied to the BS in Mathematics (\$40.95/credit hour).

Board office staff recommend 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.

(Continued)

DRAFT MOTION 20180508_6-I(2):

I move to authorize SDSU to develop proposals for an AS and BS in Data Science as presented.

2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Request Form: SDSU – AS and BS in Data Science



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	SDSU
DEGREE(S) AND TITLE OF PROGRAM:	B.S. in Data Science A.S. in Data Science
INTENDED DATE OF IMPLEMENTATION:	2018-2019 Academic Year

University Approval

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

President of the University

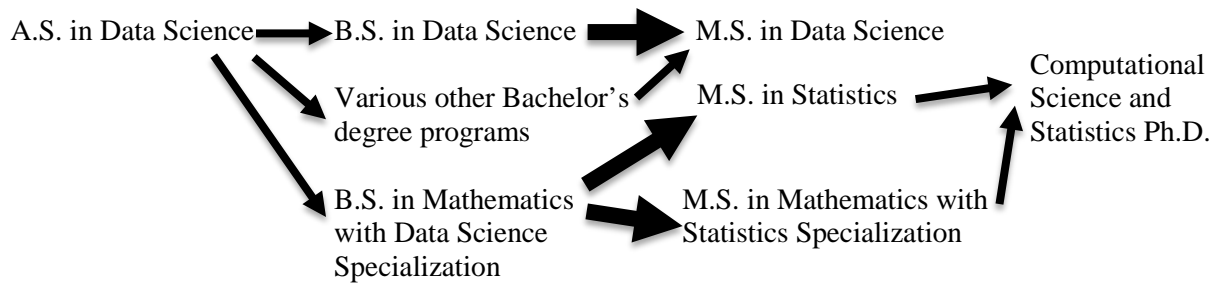
3/26/2018

Date

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

South Dakota State University (SDSU) requests authorization to develop a proposal to offer both an Associate of Science and a Bachelor of Science in Data Science degree. The proposed programs will draw upon the wide range of data-science-centered mathematics, statistics, and statistical computation courses created over the past several years by the Department of Mathematics and Statistics as it has developed a strong regional and national presence in the field of data science. The A.S. in Data Science would stack naturally into the B.S. in Data Science, the B.S. in Mathematics with Data Science Specialization, or many other degree programs in the applied, social, or natural sciences that can be enhanced by additional data science focus. The programs will offer students an exceptionally strong undergraduate preparation in the field of data science that will prepare them either for direct entry into the workforce or for entry into competitive graduate data science programs. In particular, the B.S. in Data Science will allow students to transition seamlessly into SDSU's M.S. in Data Science program.

The chart below depicts the potential paths through the SDSU Department of Mathematics and Statistics' existing and proposed data science, statistics, mathematics, and computational science programs that would exist if the two proposed programs are approved. Thicker arrows indicate situations in which it currently is or will be possible to follow an accelerated path to completion of a combined bachelor's plus master's degree. The result is a comprehensive set of programs that will prepare students for entry into the workforce of many sectors of the economy, with many different levels of data proficiency.



The University does not request new state resources for either program.

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

Evidence of the substantial, wide-spread demand for data science skills is abundant.

- The first major report to this effect came from McKinsey in 2011 when it published its study *Big data: The next frontier for innovation, competition, and productivity* which predicted that by 2018 “140,000-190,000 more deep analytical talent positions, and 1.5 million more data-savvy managers are needed to take full advantage of big data in the United States.”¹
- Since then, a steady flow of reports and articles from the likes of the Harvard Business Review, Forbes, Glassdoor, CareerCast, and InfoWorld continued to confirm the substantial, ongoing shortage of skilled data scientists. For example, Glassdoor rated Data Scientist the best job in the nation in both 2016 and 2017 based on the number of job openings, the job satisfaction rating, and the median annual base salary, while a new study by CareerCast.com found that Data Science jobs have the best growth potential over the next seven years.²
- More recently (2017), IBM’s *The Quant Crunch: How the Demand for Data Science Skills is Disrupting the Job Market* projected that by 2020 the number of annual job openings for all data savvy professionals in the U.S. will increase by 364,000 openings to 2,720,000.³
- Placing this extraordinary demand for data scientists in a broader context of demand in the Mathematical Sciences Occupations is the most recent available (2016) Conference Board/Wall Street Journal Labor Shortages Index, in which the Mathematical Sciences Occupations trail only Occupational/Physical Therapy Assistants in terms of demand for qualified employees outstripping supply.⁴ Much of this demand comes in the form of demand for data scientists.
- The most recent evidence indicates that the demand for data science will continue to grow.
 - In October 2017, the U.S. Bureau of Labor Statistics released its 2016-26 employment projections, which separately placed both statisticians and mathematicians in the top ten fastest growing occupations⁵ (these are the BLS categories that include data science).
 - In December, LinkedIn named the top 20 emerging jobs of 2017, with four distinct data science jobs in the top ten. Specifically, they are (with rankings) Machine Learning Engineer (1), Data Scientist (2), Big Data Developer (5), and Director of Data Science (8).⁶

¹ <http://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/big-data-the-next-frontier-for-innovation>

² https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm

³ <https://www.ibm.com/analytics/us/en/technology/data-science/quant-crunch.html>

⁴ http://graphics.wsj.com/table/LABORSHORTAGEINDEX_0419

⁵ <https://www.bls.gov/news.release/pdf/ecopro.pdf>

⁶ <https://economicgraph.linkedin.com/research/LinkedIns-2017-US-Emerging-Jobs-Report>

At the state and regional level, demand in this area is already strong and is predicted to grow. For example, the South Dakota Department of Labor and Regulation's July 2016 e-Labor Bulletin⁷ puts the "Professional, Scientific, and Technical Services" industry fourth on the list of highest projected employment growth from 2014 through 2024, with growth projected at 13.2%.

Similarly, *Growth and Change in South Dakota Labor Markets*⁸ states that with respect to new jobs created between 2001 and 2013,

"Especially rapid growth occurred in the health professions, computer/mathematical and engineering occupations..."

noting that,

"The strongest job growth was concentrated in the professional fields including scientific, engineering and math-related fields".

It goes on to state that when looking to the future,

"The South Dakota professional, scientific and technical services industry is a major employer of a large variety of workers in various business and management professions as well as scientific, engineering and computer science and mathematical technology occupations. Strong job growth and very low unemployment rates in this industry and among the major professional occupations that make up this industry also suggest growing labor scarcity",

and finally that,

"With extraordinarily low unemployment in the PST (professional, scientific and technical) industry, a strong long-term record of job growth with only modest cyclical swings in employment and very bright national outlook, we believe that the prospects for growth in this industry are quite bright in South Dakota. The basic constraint on this growth will be access to qualified professionals."

Both proposed programs will provide direct responses to this ongoing, extraordinary demand for data science expertise in the workforce.

Traditionally, careers such as data scientist have been thought of as being open to those with Bachelor's, Master's, or Doctoral degrees. However, national and regional interest in alternative credentials has grown substantially in recent years, and is having an impact in tech fields similar in nature to data science such as coding, where certificates, boot camps, and other credentialing mechanisms have become very popular and effective.⁹ Major employers such as IBM want to and do hire substantial numbers of employees who don't have four-year degrees in hard to hire areas.¹⁰ Employers would be expected to be as at least as receptive to hiring employees with a high-quality A.S. in Data Science as they are to hiring those with various alternative coding credentials.

In South Dakota more data-enabled people are needed in workforce at every level and across many disciplines. The proposed A.S. program will help the state meet this need by:

- preparing graduates who have the valuable set of data management and basic data analysis skills that can be delivered in a program at the Associate degree level.

⁷ https://dlr.sd.gov/lmic/lb/2016/lbart_july2016_industry_employment_trends_to_2024.pdf

⁸ https://dlr.sd.gov/publications/documents/sdwins_sd_labor_markets_may2014.pdf

⁹ <https://www.wsj.com/articles/coding-boot-camps-attract-tech-companies-1470945503>

¹⁰ <https://www.cnbc.com/2017/11/07/why-ibm-wants-to-hire-employees-who-dont-have-a-4-year-college-degree.html>

- serving as an accessible entry point into the important discipline of data science for students at all levels including high school, traditional college, and non-traditional.
- giving students in a wide variety of majors and disciplines the opportunity to enhance their professional capabilities by enhancing their ability to manage and analyze data.
- leading naturally into more advanced study in data science for interested students.

It is also expected that the A.S. in Data Science will be of interest to students pursuing bachelor's degrees in various applied, social, and natural sciences degrees. It would stack naturally into bachelor's degree programs including but not limited to Biology, Biotechnology, Business Economics, Computer Science, Economics, Exercise Science, Food Science, Geographic Information Sciences, Microbiology, Psychology, Precision Agriculture, and Sociology. Stacking the A.S. in Data Science into these bachelor's degree programs will produce data-enabled graduates in these fields that will deliver more value in the workplace than their less data-enabled colleagues with otherwise similar credentials. The A.S. in Data Science will also stack naturally into the B.S. in Data Science and the B.S. in Mathematics with Data Science Specialization.

Employers of recent graduates of the SDSU Department of Mathematics and Statistics who have emphasized data science in their program of study are diverse, cutting across many sectors of the economy. They include Allianz, Amazon, Bancorp, Bluestem Brands, Cabela's, CAPITAL Card Services, Cargill, Citibank, Clickrain, Cornerstone Bank, Cortrust Bank, Dacotah Bank, Daktronics, Deloitte, Experian, First Bank and Trust, First National Bank of Omaha, First Premier Bank, Great West Casualty, Impact Radius, MARTA, Meta Payment Systems, Microsoft, Midland National Life, Mutual of Omaha, Optum, Plains Commerce Bank, POET, Premier Bankcard, Premier, Inc., Raven Industries, Reliamax, Sanford Health, Sanford Research, SD PUC, Target Corporation, US Census Bureau, Weather Analytics, and Wells Fargo.

Job titles of these recent graduates are also quite diverse, including Actuary, Advanced Analytics Consultant, Analyst, Analytics Leader, Analytics Manager, BP&A Lead Analyst, Business Analyst, Business Intelligence Analyst, Business Risk Analyst, Chief Data Scientist, Contract Analyst, Credit Analyst, Credit Risk Analyst, Credit Risk Manager, Data Analyst, Data Engineer, Data Science Director, Data Scientist, Decision Support Developer, Director of Decision Analytics, Financial Analyst, Portfolio Analyst, Risk Analyst, Statistician, and Vice President of Analytics.

Many other recent graduates have gone on to graduate programs in data science, statistics, mathematics, or closely related areas. Particularly popular choices of these graduates have been SDSU's M.S. in Data Science, M.S. in Statistics, M.S. in Mathematics, and Ph.D. in Computational Science and Statistics.

3. How would the proposed program benefit students?

As discussed in the response to question 2, demand for data-enabled graduates is substantial and cuts across many economic sectors. The proposed programs will produce data-enabled graduates capable of direct entry into the workforce in any of these sectors. They will also provide a means for students to either develop deep data science expertise through further study in graduate programs such as the M.S. in Data Science, or to incorporate enhanced data science skills into careers, undergraduate programs of study, or graduate programs of study in the applied, social, or natural sciences. Any of these paths lead to enhanced professional value in the students' chosen disciplines. In addition, any student who is pursuing a bachelor's degree and has fulfilled the requirements of the associate's degree will be awarded the associate's degree.

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?¹¹

As a land grant university, SDSU is charged with serving the state and its citizens through education, research, and service. Given the professional value of data science education to individuals, and the capacity of a data-enabled workforce to drive economic growth and enhance quality of life, it is clear that the proposed program's goals align directly with SDSU's mission. The proposed major in Data Science supports the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

Board Policy 1:10:2 South Dakota State University Mission Statement provides: *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).*

The proposed programs build on SDSU's existing faculty expertise, research programs, and portfolio of existing academic programs in data science, statistics, mathematics, and computational science as depicted in the diagram on the bottom of page 1 of this document.

Both the proposed A.S. and B.S. in Data Science also align well with the current South Dakota Board of Regents Strategic Plan 2014-2020. The SDBOR's strategic plan calls out the five target sectors identified in the South Dakota Science and Innovation Strategy as expressed in SD EPSCoR's 2020 Vision report: Value Added, Agriculture and Agribusiness, Energy and Environment, Materials and Advanced Manufacturing, Human Health and Nutrition, Information Technology/Cyber-Security/ Information Assurance. The availability of data-enabled workforce members such as those who will graduate from the proposed A.S. and B.S. in Data Science programs and the existing M.S. in Data Science program to which they can lead is a key ingredient to progress in each of these sectors. Additionally, the proposed programs are STEM degrees, another area of emphasis in SDBOR's plan.

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?¹²

There are no related programs comparable to the proposed A.S. in Data Science at other public

¹¹ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

¹² Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

universities in South Dakota.

Programs related to the proposed B.S. in Data Science include:

- SDSU B.S. in Mathematics with Data Science Specialization
- USD B.B.A. in Operational Analytics¹³

The proposed program's primary difference from the B.S. in Mathematics with Data Science Specialization is the removal or alteration of many of the courses required of all students in the B.S. in Mathematics with Data Science Specialization program. These courses are those primarily intended to prepare students for progression on to a program such as the M.S. in Mathematics or M.S. in Statistic, and from there on to the Ph.D. in Computational Science and Statistics. These courses are not necessary to prepare students for progression on to the M.S. in Data Science. These courses, which include MATH 253 Logic, Sets, and Proof, MATH 315 Linear Algebra, MATH 413 Abstract Algebra, and MATH 425 Real Analysis among others, are substantially more challenging than other courses in the specialization, and thus present barriers to graduation for some students. There are many students who would succeed admirably in the proposed B.S. in Data Science program who would have substantial difficulty passing these courses. Removing these barriers provides a path for these students not only to graduation but also to the outstanding data science opportunities that follow. Removing these courses will also allow for a greater emphasis to be placed on the development of computer science skills than the existing program without creating a burdensome credit load needed to graduate. The B.S. in Mathematics with Data Science Specialization will remain in existence upon approval of the proposed programs. It will continue to serve as the best path for progression on to the M.S. in Mathematics, M.S. in Statistics, and Ph.D. in Computational Science and Statistics programs.

The Data Science major differs from USD's B.B.A. in the very different emphases of the programs. The USD program appropriately has a heavy business focus. The proposed SDSU program has a heavy mathematical, statistical, and computational focus, and is designed to prepare students to work with data originating in any context, including but not limited to business settings.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?

	Institution	Program Title
<i>Minnesota</i>	Winona State University	B.S. in Data Science ¹⁴
<i>North Dakota</i>	None	None
<i>Montana</i>	Montana Tech	B.S. in Data Science ¹⁵
	University of Montana	Undergraduate Big Data Analytics Certificate ¹⁶
<i>Wyoming</i>	None	None

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

It is expected that students for these new programs will be both new to the University and redirected from other university programs. Students majoring in Computer Science, various engineering disciplines, and possibly Economics may possibly pursue a double major. Students

¹³ http://catalog.usd.edu/preview_program.php?catoid=24&poid=3904

¹⁴ <https://www.winona.edu/math-stat/data-science.asp>

¹⁵ <https://www.mtech.edu/academics/clsp/data-science/> 1684

¹⁶ <https://www.business.umt.edu/programs/information-systems/big-data-analytics-certificate.php>

pursuing a variety of Bachelor's degrees in the applied, social, or natural sciences may choose to complete the A.S. in Data Science in addition to their Bachelor's degree.

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

Enrollment estimates for the B.S. in Data Science below are based on:

- Known interest among current B.S. in Mathematics students.
- Known interest in double majors among current students in other SDSU programs.
- Enrollment trends observed when the Department started the M.S. in Data Science program alongside the existing M.S. in Mathematics and M.S. in Statistics programs.

Year 1 (2018/19)	Year 2	Year 3	Year 4	Year 5 (2022/23)
30	60	70	70	70

Enrollment estimates for the A.S. in Data Science below are based on:

- Interest in the M.S. in Data Science program and Graduate Certificate in Data Science expressed by students in other graduate programs.
- The heavy emphasis being placed on alternative, non-four-year degree credentials by the IT industry and multiple levels of government.

These estimates are necessarily less precise than those for the proposed B.S. in Data Science program. It is important to note that no new classes will be required for either of these degrees, so no courses offered in the A.S. of Data Science program will be depending on large enrollment in this program in order to be financially viable.

Year 1 (2018/19)	Year 2	Year 3	Year 4	Year 5 (2022/23)
5	10	15	15	15

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)?¹⁷

	Yes/No	Intended Start Date
On campus	Yes	2018-2019 Academic Year

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

B.S. in Data Science

	Yes/No	If Yes, identify delivery methods ¹⁸	Intended Start Date
Distance Delivery	No		

¹⁷ The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

¹⁸ Delivery methods are defined in [AAC Guideline 5.5](#). 1685

A.S. in Data Science

	Yes/No	If Yes, identify delivery methods ¹⁹	Intended Start Date
Distance Delivery	Yes	Internet	2018-2019 Academic Year

10. What are the university's plans for obtaining the resources needed to implement the program?

All courses and faculty necessary to offer this program are already in place as part of existing programs. The A.S. and B.S. in Data Science programs would be supported by the applying the same MATH and STAT program fees applied to the B.S. in Mathematics.

	Development/Start-up	Long-term Operation
Reallocate existing resources	No	No
Apply for external resources ²⁰	No	No
Ask Board to seek new State resources ²¹	No	No
Ask Board to approve a new or increased student fee	Yes	Yes

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

The attached curriculum in Appendix A is for the B.S. in Data Science from Montana Tech. Montana Tech's program was selected because it is representative of the "Curriculum Guidelines for Undergraduate Programs in Data Science."²² These guidelines represent current best practices for data science bachelor's degrees as defined in 2016 by a nationally representative group of 25 faculty members from institutions engaged in developing and offering programs of this nature. These guidelines have been used in designing the curriculum of the proposed program.

No suitable curriculum similar to the A.S. in Data Science could be located.

¹⁹ Delivery methods are defined in [AAC Guideline 5.5](#).

²⁰ If checking this box, please provide examples of the external funding sites identified

²¹ 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.

²² <http://www.annualreviews.org/doi/pdf/10.1146/annurev-statistics-060116-053930>

Appendix A

Curriculum Example: Montana Tech's B.S. in Data Science

Additional information regarding the B.S. in Data Science may be found at:

<https://www.mtech.edu/academics/clsp/data-science/> or

http://catalog.mtech.edu/preview_program.php?catoid=9&poid=1787&returnto=1067

SEMESTER 1: Course Name	Credits	SEMESTER 5: Course Name	Credits
M 171 - Calculus I	3 credits	STAT 421 - Probability Theory	3 credits
CSCI 102 - Computational Thinking with Lab	3 credits	CSCI 347 - Data Mining	3 credits
CSCI 135 - Fundamentals Of Computer Science I	3 credits	ESOF 322 - Software Engineering	3 credits
WRIT 121 - Introduction To Technical Writing	3 credits	ECNS 203 - Principles of Micro and Macro	3 credits
Science Elective	3 credits	Elective	3 credits
SEMESTER 2: Course Name	Credits	SEMESTER 6: Course Name	Credits
COMX 111 - Introduction to Public Speaking **	3 credits	STAT 422 - Mathematical Statistics	3 credits
M 172 - Calculus II	3 credits	STAT 432 - Regression and Model Building	3 credits
CSCI 136 - Fundamentals Of Computer Science II	3 credits	STAT 456 - Bayesian Statistical Inference	3 credits
Science Elective	4 credits	CSCI 444 - Data Visualization	3 credits
Humanities Elective	3 credits	Elective	3 credits
SEMESTER 3: Course Name	Credits	SEMESTER 7: Course Name	Credits
M 273 - Multivariable Calculus	4 credits	STAT 441 - Experimental Design	3 credits
M 333 - Matrices & Linear Algebra	3 credits	STAT 453 - Statistical Learning & Data Science I	3 credits
CSCI 232 - Data Structures and Algorithms	3 credits	CSCI 446 - Artificial Intelligence	3 credits
CSCI 246 - Discrete Structures	3 credits	WRIT 321W - Advanced Technical Writing	3 credits
Humanities Elective	3 credits	Elective	3 credits
SEMESTER 4: Course Name	Credits	SEMESTER 8: Course Name	Credits
M 274 - Introduction to Differential Equation	3 credits	STAT 435 - Statistical Computing & Exploratory Data Analysis	3 credits
STAT 332 - Statistics for Scientists and Engineers	3 credits	STAT 454 - Statistical Learning & Data Science II	3 credits
CSCI 332 - Design & Analysis of Algorithms	3 credits	CSCI 447 - Machine Learning	3 credits
CSCI 340 - Database Design	3 credits	STAT 499 - Capstone: Data Science Project –OR–	4 credits
Elective	3 credits	CSCI 499 - Capstone: Data Science Project	4 credits

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – I (3)

DATE: May 8-10, 2018

SUBJECT

Intent to Plan: DSU PhD in Information Systems and PhD in Cyber Operations

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (USD) is requesting authorization to transition their existing Doctor of Science (DSc) degree programs in Information Systems and Cyber Security to Doctor of Philosophy (PhD) degree programs. The PhD would be a new degree to the university. In addition, DSU will be changing their previous program name from Cyber Security to Cyber Operations, noting that “cyber security” is an umbrella term for more specific areas such as “cyber operations” and “cyber defense.” The Cyber Operations title will align with DSU’s existing BS in Cyber Operations. The two programs have produced 32 graduates between FY12 and FY17 (*SDBOR Graduate Production Dashboard*). Neither Information Systems nor Cyber Security/Cyber Operations is projecting substantive programmatic changes with the transition from the DSc to the PhD.

History of the DSc Degree Designation at DSU

The Doctor of Philosophy (PhD) and its equivalent titles represents the highest academic qualification in the US education system. The Doctor of Science (DSc) is considered an equivalent degree although the degree is not as common in the US. The PhD and the DSc are recognized as terminal degrees by most educational organizations, including but not limited to the US Department of Education, the National Science Foundation, and the Higher Learning Commission.

Between 2004 and 2005, the Board engaged in a system-wide planning process to expand doctoral level education, including the appointment of a Board Committee on PhD Programs. DSU submitted a proposal for a PhD program in Information Systems as part of that process but it did not receive initial recommendation for approval (*Board of Regents Minutes*, December 2004, p. 4122). DSU later revised that proposal and received authorization in December 2005 to offer their first doctoral program, the DSc in

(Continued)

DRAFT MOTION 20180508_6-I(3):

I move to authorize DSU to develop proposals for a PhD in Information Systems and PhD in Cyber Operations (formerly Cyber Security) as presented.

Information Systems. The approval of the program was contingent upon DSU receiving funding from the legislature for the doctoral program; the FY07 budget included \$1.8 million dollars and 24.5 FTE for the DSc in Information System (DSU), PhD in Biomedical Engineering (SDSM&T), and PhD in Electrical Engineering (SDSU).

It is worth noting that DSU originally requested a PhD for the doctoral program in Information Systems. The Board's external review consultants commented at that time that DSU engaged in applied research, but lacked an institutional culture in theoretical research. In response, DSU offered a revised proposal. Board minutes indicate that the "proposal for a doctor of science degree program (as opposed to a PhD) addresses, in large measure, the concerns expressed by the two reviewers relative to the university's research culture" (*Board of Regents Minutes*, December 2005, p. 3616-3617). DSU acknowledged that the Department of Education and National Science Foundation recognized the DSc degree and that it represented "a more applied degree which does fit the overall mission and purpose of Dakota State University" (*Board of Regents Minutes*, December 14-16, 2005, p. 3503). Furthermore, both the proposal from DSU for the DSc in Information Systems and comments to the Board from then DSU President Doug Knowlton stated the program represented "a completion of the mission" of DSU, suggesting that the institution likely would not seek doctoral level expansion (*Board of Regents Minutes*, June 2004, p. 2010; *Board of Regents Minutes*, December 2005, p.3503).

DSU received approval for their second doctoral program, the [DSc in Cyber Security, at the April 2014 Board meeting](#). The Board's external reviewers of the proposed program stated that the proposal described "an applied 'hands on' doctorate...appropriate for a DSc degree." However, the reviewers also noted that the program "closely resembles a PhD" due to encouragement of students' research and publishing among other factors. (*Board of Regents Minutes*, April 2014, p. 345-346)

The circumstances behind the Board's initial authorization for the DSc instead of the PhD are not as applicable today as they were in 2005 (e.g., assumptions of limited doctoral programming, limited campus research, etc.). The PhD degree is not only more recognizable globally than the DSc, such a transition reflects research-based graduate programming and continued expansion of the research culture on DSU's campus. Today, DSU has two doctoral programs and seeks greater engagement in research and development partnerships. This includes multiple DSU designations as a National Center of Academic Excellence from the National Security Agency (NSA) and Department of Homeland Security (DHS), as well as a designation as one of four Cyber Defense Consultative Regional Resource Centers in the US. In addition, DSU recently received a \$30 million private donation from Miles and Lisa Beacom and Denny Sanford and a \$10 million Future Fund pledge from Governor Dennis Daugaard to fund the Madison CyberLabs (MadLabs). MadLabs builds on DSU's current and expanding capabilities by establishing a center for cyber security and cyber operations research and development in South Dakota.

IMPACT AND RECOMMENDATION

The PhD degree designation represents a new degree to the university and requires Board approval. On the surface, the degree shift does not change the nature or curriculum of existing doctoral programs at DSU; no laws, rules, or accreditation requirements exist that mandate distinctions between the two degree types. However, within the Regental System, the change represents a philosophical shift for the Board. The ability to grant PhD degrees has distinguished an institution's purpose to include research initiatives matching (or nearly matching) the institution's mission to provide teaching and learning. Currently, three such public institutions in South Dakota have PhD authority (South Dakota School of Mines & Technology, University of South Dakota, and South Dakota State University). Authorizing a fourth institution (DSU) to grant the PhD and expand graduate education options comes with potential restructuring of institutional focus and priorities, as well as the potential demand for future investments.

DSU estimates admitting 20 students on an annual basis to the Information Systems program and 15 students annually to the Cyber Operations program after the degree transition. DSU believes that the change in degree designation will attract additional students as the PhD is more commonly known than the DSc among applicants and employers.

DSU does not anticipate asking for new state resources to offer the programs.

Board office staff recommend approval of the intents 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 Request Form: DSU – PhD in Information Systems

Attachment II – Intent to Plan Request Form: DSU – PhD in Cyber Operations



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:	DSU
DEGREE(S) AND TITLE OF PROGRAM:	Ph.D. in Information Systems
INTENDED DATE OF IMPLEMENTATION:	Fall 2018

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.

J. M. Gustaf

President of the University

3/22/2018

Date

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

DSU is proposing a change in the degree designation from the Doctor of Science (D.Sc.) to the Doctor of Philosophy (Ph.D.). DSU received authority to offer the D.Sc. in Information Systems at the April 2014 Board meeting. The Ph.D. would be a new degree to the university.

Information systems is an organized system for the collection, organization, storage and communication of information. Specifically, it is the study of complementary networks that people and organizations use to collect, filter, process, create and distribute data.

When DSU proposed this first doctoral program in Information Systems in 2005, the Board of Regents issued the D.Sc. rather than the traditional Ph.D. designation. In 2014, DSU received authorization from the Board to offer a second doctoral degree, the D.Sc. in Cyber Security. During our doctorate program review, we found the more traditional nomenclature (Ph.D.) to be more readily understandable and relevant to growing and increasing the reputation of the programs and the change in designation will more accurately reflect our current research focused programs. It is essential that DSU programming reflect current and evolving market awareness and because we have developed a national reputation for excellence in our existing doctoral programs, offering the Ph.D., the most recognizable doctoral degree in the field, helps DSU maintain that reputation. The Ph.D. degree serves us better in this highly competitive and demanding market. Preserving and expanding our niche or place depends on quality programming along with a quality reputation.

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

The College of Business and Information Systems at Dakota State University seeks to change the degree designation from D.Sc. to Ph.D. for the following reasons:

1. The Ph.D. more accurately reflects the nature of the DSU programs as research focused and dissertation driven.
2. The Ph.D. is accepted as the terminal academic doctoral degree in the U.S. In terms of student community and issues of recognizability and legitimacy, the Ph.D. has a higher reputation simply because it is known in nearly all parts of the world.
3. The College of Business and Information Systems feels awarding the Ph.D. will better serve our students who work in trans-national and higher education settings.

Employment demand for occupations requiring expertise in information systems remains high. For example, positions in computer and information technology occupations are projected to grow 13% nationally from 2016 to 2026, faster than the average for all occupations.¹ More specifically, computer and information research scientists trained at the master's level or above are expected to grow by 19%.²

3. How would the proposed program benefit students?

The D.Sc. in Information Systems provides learners who possess a solid foundation in computer science, information systems (IS) or information technology (IT) (BS or MS) an opportunity to pair their computer science emphasis with research in the many forms of IT/IS. In this program students learn how to take leadership roles in technology environments. Students are pushed to think in innovative and creative ways about IT/IS issues and are prepared for roles as researchers and educators as well as a variety of technology leadership roles in both government and private organizations. Upon graduation, students are well prepared to lead, innovate and support IT/IS initiatives. Students have specializations in healthcare, big data & analytics, or information assurance and are prepared to lead organizations into the future.

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?³

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Computer and Information Technology Occupations, on the Internet at <https://www.bls.gov/ooh/computer-and-information-technology/home.htm> (visited January 05, 2018).

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Computer and Information Research Scientists, on the Internet at <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm> (visited December 27, 2017).

³ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

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 Business and Information Systems provides complete realization of this mission in its programs related to Information Systems. 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.

This request to change the name from D.Sc. to Ph.D. relies on the same logic: the program is a strong, integrated and effective culmination degree consistent with the mandated mission of the university and the College of Business and Information Systems.

The transition to the Ph.D. from the D.Sc. also recognizes the Board's Strategic Plan 2014-2020, including goals to improve academic quality and to graduate more students from STEM fields by offering the most recognizable degree in the field.

- 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?**⁴ *If there are no related programs within the Regental system, enter "None."*

None

- 6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.**⁵

	Institution	Program Title
Minnesota	University of MN	Ph.D. in Information and Decision Sciences
North Dakota	None	
Montana	None	
Wyoming	None	

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

Students enrolling in this program are new to the university in most cases, although some MS students from the College of Business and Information Systems and the Beacom College of

⁴ Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

⁵ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

Computer and Cyber Sciences apply to the doctorate program. Students in the existing D.Sc. program will transition to the new Ph.D. program upon approval of the degree.

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

Recent enrollment numbers show strong interest and high yield in the doctorate program in the College of Business and Information Systems. Yield is the proportion of students who enrolled divided by those who are accepted. The higher the yield, the higher the desirability of a program/school. It is a metric of a school's selectivity.

D.Sc. in Information Systems:

2017	72 applicants	22 enrolled	28 accepted	39% acceptance	79% yield
2016	70 applicants	13 enrolled	21 accepted	30% acceptance	72% yield
2015	83 applicants	16 enrolled	28 accepted	34% acceptance	57% yield

Fall 2017, we admitted 22 students and we anticipate an incoming group of approximately 20 students on an annual basis. Fall census data showed an enrollment of 73 students in this program.

- 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)?⁶**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2018

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

	Yes/No	If Yes, identify delivery methods ⁷	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	This program is now delivered both F2F and Online	Fall 2018

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

	Development/ Start-up	Long-term Operation

⁶ The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

⁷ Delivery methods are defined in [AAC Guideline 5.5](#).

Reallocate existing resources	No	No
Apply for external resources ⁸	No	No
Ask Board to seek new State resources ⁹	No	No
Ask Board to approve a new or increased student fee	No	No

Because we are not asking for any curriculum changes, the resources we have now are adequate.

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.*

Not Applicable

12. Additional Information: *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item if it is not used.*

In 2018, ranked by Best Value Schools as #1 Best Online doctorate in information system assurance & security programs, <https://www.bestvalueschools.com/rankings/online-phd-info-systems-assurance-security/>

⁸ If checking this box, please provide examples of the external funding sites identified

⁹ 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.



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UNIVERSITY:	DSU
DEGREE(S) AND TITLE OF PROGRAM:	Ph.D. in Cyber Operations
INTENDED DATE OF IMPLEMENTATION:	Fall 2018

University Approval

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



President of the University

3/22/2018

Date

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

DSU is proposing a change in the degree designation from the Doctor of Science (D.Sc.) to the Doctor of Philosophy (Ph.D.). DSU received authority to offer the D.Sc. in Cyber Security at the April 2014 Board meeting. The Ph.D. would be a new degree to the university. In addition to making the change from D.Sc. to Ph.D., we are also requesting a name change for the program. We request the name be changed from Cyber Security to Cyber Operations. Cyber security is the umbrella title for more specific areas such as cyber operations and cyber defense. This title also aligns with our BS in Cyber Operations.

According to Techtarget.com¹, “cyber security is the body of technologies, processes and practices designed to protect networks, computers, programs and data from attack, damage or unauthorized access. In a computing context, security includes both cybersecurity and physical security. One of the most problematic elements of cyber security is the quickly and constantly evolving nature of security risks”.

When DSU proposed its first doctoral program (Information Systems) in 2005, the Board of Regents issued the D.Sc. rather than the traditional Ph.D. designation. DSU received authorization from the Board in 2014 to offer a second doctoral degree, the D.Sc. in Cyber Security. During our doctorate program review, we found the more traditional nomenclature (Ph.D.) to be more readily understandable and relevant to growing and increasing the reputation

¹ <http://whatis.techtarget.com/definition/cybersecurity>

of the programs. Secondly, the field of computer-cyber sciences is growing and maturing rapidly and this change in designation will better reflect our current research focused programs. It is essential that DSU programming reflect current and evolving market awareness. DSU has developed a national reputation for excellence in its existing doctoral programs. Offering the Ph.D., the most recognizable doctoral degree in the field, helps DSU maintain that reputation. The Ph.D. degree serves us better in this highly competitive and demanding market. Preserving and expanding our niche or place depends on quality programming along with a quality reputation.

When DSU proposed this program in 2014, the expert consultant who reviewed the program asked why we were proposing the degree as a D.Sc. rather than as a Ph.D.? He strongly encouraged us to make the program a Ph.D. at that time.

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

The Beacom College of Computer and Cyber Sciences at Dakota State University seeks to change the degree designation from D.Sc. to Ph.D. for the following reasons:

1. The Ph.D. more accurately reflects the nature of the present DSU programs as research focused and dissertation driven.
2. The Ph.D. is accepted as the terminal academic doctoral degree in the U.S. In terms of student community and issues of recognizability and legitimacy, the Ph.D. has a higher reputation simply because it is known in nearly all parts of the world.
3. The Ph.D. is an already well-known degree, but the D.Sc. is still rather vague to many, particularly in the United States.
4. The Beacom College feels awarding the Ph.D. will better serve our students who work in trans-national and higher education settings.
5. DSU is recognized by government agencies, industry and education rankings as one of the premier cyber programs in the country. This Ph.D. will be the first stand-alone cyber operations Ph.D. in the country.
6. DSU is a leader in preparing doctorate level cyber professionals. The Ph.D. is needed to be consistent with this leadership position in the field.

Employment demand for occupations requiring expertise in cyber security remains high. For example, positions as information security analysts are expected to grow by 28% nationally through 2026.² In South Dakota, similar positions are expected to grow by 15% through 2024.³

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Information Security Analysts, on the Internet at <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm> (visited January 05, 2018).

³ Projections Central – State Occupational Projections, Long Term Occupational Projections, South Dakota, Information Security Analysts, on the Internet at www.projectionscentral.com/projections/longterm (visited January 05, 2018).

⁴ Ph.D. Programs with Specializations in Cyber Operations

3. How would the proposed program benefit students?

The D.Sc. in Cyber Security from the Beacom College of Computer and Cyber Sciences provides learners who possess a solid foundation in computer science (BS or MS) an opportunity to pair their computer science emphasis with research in the many forms of IT security. In this program students learn how to take leadership roles in cybersecurity environments. Students are pushed to think in innovative and creative ways about offensive and defensive cybersecurity issues and are prepared for a variety of technology leadership roles in both government and private organizations. Upon graduation, students are well prepared to anticipate and mitigate risks in managing and deploying data-intensive systems. Building on the latest techniques in specialized cyber operations activities, particularly software exploitation, malicious code, and reverse engineering, these students leave prepared to occupy leadership roles in intelligence, military and law enforcement organizations, as well as to employers in other data-driven industries.

The faculty of the Beacom College are experts in cyber security. We leverage our expertise in all things tech to give students an innovative doctoral degree that meets the needs of a vast array of organizations. The Beacom College has strong working relationships with organizations including NSA, CIA, Navy SPAWAR, Department of Homeland Security, Johns Hopkins University's Applied Physics Lab, Army INSCOM, Carnegie Mellon's Software Engineering Institute and MIT's Lincoln Labs. The college partners with these organizations to help fill the national need for cyber security leaders.

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?⁴

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.

This request to change the name from D.Sc. to Ph.D. relies on the same logic: The program is a strong, integrated and effective culmination degree consistent with the mandated mission of the university and the Beacom College.

The transition to the Ph.D. also recognizes the Board's Strategic Plan 2014-2020, including goals to improve academic quality and to graduate more students from STEM fields by offering the most recognizable degree in the field.

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

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

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?⁵ *If there are no related programs within the Regental system, enter "None."*

There are no related programs in the SD Regental System.

- 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.*⁶

There are no related programs in Minnesota, North Dakota, Montana nor Wyoming.

	Institution	Program Title
<i>Minnesota</i>		
<i>North Dakota</i>		
<i>Montana</i>		
<i>Wyoming</i>		

In a google search for Ph.D. degrees in Cyber Operations, we were not able to find any which would make DSU the first University to offer this degree. What we found were three Computer Science Ph.D. programs with specializations or certificates in cyber operations. Those included 1) University of New Orleans, B.S., M.S., or Ph.D. in Computer Science with a Specialization in Cyber Operations; 2) University of Texas at Dallas, M.S. or Ph.D. in Computer Science with a Certification in Cyber Operations; and 3) University of Tulsa, B.S., M.S., Ph.D. in Computer Science, Specialization in Cyber Operations.

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

Students enrolling in this program are new to the university in most cases, although some MS students from the Beacom College of Computer and Cyber Sciences do apply to the doctorate program. Students in the existing D.Sc. program will transition to the new Ph.D. program upon approval of the degree.

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

⁵ Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

⁶ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

Below is information for number of applications and acceptance percentage for our current program:

Fall 2017	83 applicants	19 invitations	16 accepted	19.28% acceptance	77.10% rejection
Fall 2016	63 applicants	15 invitations	13 accepted	20.63% acceptance	76.19% rejection
Fall 2015	19 applicants	8 invitations	7 accepted	36.84% acceptance	57.89% rejection
Spring 2015	13 applicants	6 invitations	6 accepted	46.15% acceptance	53.85% rejection

The demand for this program is growing at a rapid pace. Cyber Security as a discipline is in huge demand at all levels of higher education attainment. Since July 2015, the program coordinator has received 573 emails inquiring about the program. To date, two degrees have been conferred with two more dissertations being defended in spring 2018. Currently there are 38 candidates in the program. We estimate accepting approximately 15 students annually.

By January 15, 2018 DSU will be applying to the National Security Agency and Department of Homeland Security to earn the Advanced Center of Academic Excellence in the Cyber Operations designation. DSU has been Cyber Operations designated at the undergraduate level since 2012. The curriculum will be closely examined as we go through this designation process.

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)?⁷

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

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

	Yes/No	If Yes, identify delivery methods ⁸	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Presently the program is an online only program	Choose an item. 2018

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

	Development/ Start-up	Long-term Operation
Reallocate existing resources	No	No
Apply for external resources ⁹	No	No

⁷ The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

⁸ Delivery methods are defined in [AAC Guideline 5.5](#).

⁹ If checking this box, please provide examples of the external funding sites identified

Ask Board to seek new State resources ¹⁰	No	No
Ask Board to approve a new or increased student fee	No	No

Because this is not a new degree program, existing resources are satisfactory. However, the program continues to grow so we are advertising for an additional faculty member. This is a faculty line we had already approved through the DSU campus budget process.

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.

Not necessary since the program is already being offered.

12. Additional Information: *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item if it is not used.*

- DSU has had considerable success in our Cyber programs. In February 2018, “Military Times” named the top 218 universities for cybersecurity programs; DSU was named as the 3rd best program.¹¹
- DSU recently hosted the eighth annual DakotaCon on the DSU campus. This event included 12 guest speakers and the annual North Central Collegiate Cyber Defense Competition, as well as training sessions for cybersecurity practitioners. Attendance for this conference averages about 700 participants.
- DSU professors received a \$479,658 NSF grant for Cyber Training Center, to bridge skill set gap with cyber security works. This is a three-year award which began in September 2017.¹²
- DSU team wins regional pen testing competition; DSU student is only member of the competing teams to successfully hack into the simulated election booth at national competition.¹³
- Two DSU students awarded SWISIS scholarships.¹⁴
- DSU team wins regional pen testing competition; DSU student is only member of the competing teams to successfully hack into the simulated election booth at national competition.¹⁵

¹⁰ 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.

¹¹ <https://dsu.edu/news/10-schools-stand-out-in-latest-military-times-ranking-of-cybersecurity-prog>

¹² <https://dsu.edu/news/dsu-professors-fill-niche-with-cyber-training-center>

¹³ <https://dsu.edu/news/dsu-team-takes-the-offense-at-national-cyber-competition>

¹⁴ <https://dsu.edu/news/students-win-swsis-scholarships>

¹⁵ <https://dsu.edu/news/dsu-team-takes-the-offense-at-national-cyber-competition>

- In an article called “Will the Ph.D. become the Cybersecurity Terminal Degree?” by Sans.edu, they note that while the M.S. currently serves as the terminal degree in the field of cybersecurity, “it is reasonable to assume that something on the order of 23% of the jobs available would be mid to senior level employees. However, if 23% continues to grow, then clearly schools will have to develop quality programs for Ph.D.s”.¹⁶

¹⁶ <https://www.sans.edu/cyber-research/security-laboratory/article/sec-terminal-degree>

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – I (4)

DATE: May 8-10, 2018

SUBJECT

Intent to Plan: DSU PhD in Cyber Defense

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to develop a proposal to offer a Doctor of Philosophy (PhD) in Cyber Defense. The program would provide graduates with high-level expertise in security issues, practices, politics and cultures of terrorism, as well as a foundation in research methodology and practice related to cyber defense. The program would prepare students for opportunities in critical areas of high workforce need, both in the private and public sector, while leveraging DSU's existing expertise in this field. DSU has not provided sample curriculum as is customary at this point in the planning process because comparable doctoral programs are rare. This provides DSU with an opportunity for an early entry to the marketplace in a growing field.

IMPACT AND RECOMMENDATION

The proposed program is within the statutory and Board policy mission of DSU to provide programming in “computer management, computer information systems” and “technology-infused” areas. No related programs exist in the Regental system. DSU estimates graduating 8 students per year after full implementation and admitting 15 students per year. DSU does not anticipate asking for new state resources for the program.

Board office staff recommends approval 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

(Continued)

DRAFT MOTION 20180508_6-I(4):

I move to authorize DSU to develop a proposal for a PhD in Cyber Defense as presented.

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 Request Form: DSU – PhD in Cyber Defense



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:	DSU
DEGREE(S) AND TITLE OF PROGRAM:	Ph.D. Cyber Defense
INTENDED DATE OF IMPLEMENTATION:	Fall 2018

University Approval

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

President of the University

4/7/2018

Date

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

The Cyber Defense doctoral degree program is necessary to deal with our nation's growing cyber defense threats and workforce needs. The Ph.D. in Cyber Defense will provide graduates with a foundation in the security issues, practices, politics and cultures of terrorism, as well as a foundation in research methodology and practice. The program provides in-depth cyber defense education for high-end cyber defense professionals capable of working in industry, government, the military, and academia.

The doctoral degree in Cyber Defense will consist of 61 credits, which includes a literature review, professional research and theory, technical and managerial cyber defense courses, dissertation preparation, and other cyber defense topics. The program focuses on the technical aspects of cyber defense, yet infuses cyber defense leadership, ethics and management concepts to ensure well rounded graduates. The program can be completed on a full-time or part-time basis, with classes offered in three academic terms: fall, spring, and summer.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the

South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?

The dual purpose for introducing this program includes: 1) workforce development as the United States anticipates dramatic workforce growth in cyber defense jobs; and 2) advance the science of cyber defense. Regarding the workforce, Table 1 outlines a brief list of jobs students would be eligible for:

Table 1 – Cyber Defense Jobs

Security Analysts
Security Managers
Professor
Cryptographer and Cryptanalyst
Cyber Defense Researcher
Vulnerability Scanner
Penetration Tester
Cyber Security Consultants
Cyber Defense Practitioners
Security Engineer or Architect

Graduates from this program will help fill critical workforce shortages. As a few examples, at least one organization predicts a global shortage of two million cyber security professionals by 2019, specifically noting shortfalls for jobs as Security Analysts and Security Managers.¹ A second study indicates cyber security professionals are among the hardest tech jobs to fill in organizations with security professionals among the five most in-demand positions.² Specific occupations with expected growth related to this degree include Information Security Analysts who analyze threat data and communicate results; such positions have a median pay of \$92,600 per year and expected growth of 28% over the next 10 years (much faster than average).³ In South Dakota, there are currently 201 such positions and growing with an average wage of \$79,000 - \$88,000.⁴

On the federal level government agencies, military, and intelligence departments are responsible for our country's various cyber defense operations. Various programs are utilized in these operations, like the National Incident Management System. This system is used as the standard operational procedure of all sectors of cyber defense and how they respond to terrorist attacks. The Cyber Defense Exercise and Evaluation Programs are also utilized, but they are typically used as federal template for training exercises. The main goal of the federal-level of the cyber defense department is to make sure that the government, at all levels, functions in an effective

¹ Jeff Kauflin, "The Fast-Growing Job With A Huge Skills Gap: Cyber Security," Forbes.com (March 16, 2017), available from <https://www.forbes.com/sites/jeffkauflin/2017/03/16/the-fast-growing-job-with-a-huge-skills-gap-cyber-security/#5ac09cf75163> (viewed March 30, 2018).

² Alison DeNisco Rayome, "These 5 Tech Jobs are the Hardest to Fill at Any Organization," techrepublic.com (July 12, 2017), available from <https://www.techrepublic.com/article/these-5-tech-jobs-are-the-hardest-to-fill-at-any-organization/> (viewed March 30, 2018).

³ Bureau of Labor Statistics, US Department of Labor, *Occupational Handbook*, Information Security Analysts <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>; (viewed January 30, 2018)

⁴ Projections Central – State Occupational Projections, Short Term Occupational Projections, South Dakota, Information Security Analysts, at <http://www.projectionscentral.com/Projections/ShortTerm> (viewed January 30, 2018)

and coordinated manner. Cyber Defense graduates would be able to enter the federal workforce and hit the ground running to assist in national cyber defense. Employees work throughout the country for the Department of Cyber Defense and the agencies under its umbrella, including:

- National Security Agency
- Department of Homeland Security
- Federal Emergency Management Agency
- U.S. Customs and Border Protection
- U.S. Citizenship and Immigration Services
- U.S. Immigration and Customs Enforcement
- Transportation Security Administration

Private Sector – As technology expands in organizations, so do security risks and organizations are responding by hiring analysts, specialists and officers to enact cyber defense practices to augment the technical staff and keep organizations safe. The private sector needs more cyber defense researchers and high-end practitioners to keep up with the hackers, nation states and cyber armies coming into this domain. Information security officers, penetration testers and vulnerability scanners and three such jobs which require a deep understand of cyber technology and management concepts to protect organizations against the host of attacks of today and the sophistication and variety of the attacks on the horizon.

3. How would the proposed program benefit students?

As noted earlier, the potential career opportunities with a cybersecurity degree are growing faster than other career areas. Positions include security officers, engineers/architects, and analysts.

Students will learn to:

- Work with a variety of research methodologies
- Research and develop tools to advance the fields of:
 - Network defense
 - Software assurance
 - The Internet of Things security (IoT)
 - 5G network security
 - Digital forensics
 - Penetration testing
 - Vulnerability scanning
 - Network security monitoring and response
 - Multinational cybersecurity defense
 - Cyber/physical systems converge
 - Cyber risk management
 - Cyber incident response plans
 - IT auditing universe
 - Measure cybersecurity effectiveness in both public and private sector organizations
- Apply ethical frameworks to security decisions
- Provide leadership in cyber defense

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?⁵

Cyber Defense involves technology, either directly or indirectly. Dakota State University's mission includes integrating technology into various disciplines, and this unique program is another step in fulfilling DSU's mission. The university's statutory mission includes a specialization in "computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs" (SDCL § 13-59-2.2). BOR Policy 1:10:5 authorizes Dakota State to offer graduate programs "that are technology-infused" and that provide service to state and the region. This program would grow the number of graduate degrees awarded, growing the number of new graduate programs, and increasing the number of graduate STEM programs.

The SDBOR Strategic Plan 2014-2020 includes the following vision statements:

- South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce. Because the program will be offered online, this gives those who are full-time employed, the opportunity to complete the degree;
- South Dakota will have a working-age population with advanced levels of education needed to support our democracy and the modern, knowledge-based economy; and
- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social, scientific, and political development.

The DSU Strategic Plan also mentions the need to attract out-of-state students as high school enrollments in South Dakota are flat. This innovative program fits nicely with other DSU nationally recognized programs. The fact is that cyber defense is emerging as a profession and academic area of study. Dakota State is already an NSA and DHS National Center of Academic Excellence in Education, Research and Cyber Operations and this academic program fits nicely with an existing partner: DHS.

Adding a Ph.D. in Cyber Defense will provide an opportunity for either business or technology professionals to augment their skill set in cyber defense. It also deals with a real threat in our modern, knowledge-based economy and serves as another program which integrates technology across multiple disciplines. Cybersecurity Officers and Chief Cybersecurity Officers are being hired to take the lead on cyber defense in corporations and government agencies. This program provides the education to understand the threats and form a cybersecurity strategy to best protect the organization.

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

⁵ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

South Dakota currently has no doctoral cyber defense degree offerings from public or private universities.

- 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.*⁶

	Institution	Program Title
Minnesota	None	None
Montana	None	None
Wyoming	None	None
North Dakota	None	None
South Dakota	None	None

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

We anticipate most students will be new to the university. Students could matriculate from either a DSU computer or cyber sciences program (MS in Information Assurance or MS in Computer Science) or from another universities computer science or cyber sciences programs.

- 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.**

According to the SDBOR Dashboard⁷, DSU graduates in the MS for Computer Science and MS for Information Assurance for the years 2013-17 totaled 123 students.

The program anticipates enrollments from 50-60 students when the program becomes established. Once this occurs, it is likely we would admit approximately 15 students annually. Initial enrollment numbers for the program include:

Year	Enrollment Expectations	Number of Graduates
Year 1	10	0
Year 2	15	0
Year 3	20	0
Year 4	25	4
About	30	8

Because the average time spent completing a degree requiring a dissertation is 4-7 years, the estimates for the number of graduates per year is calculated using that information. However, based

⁶ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

⁷ <https://www.sdbor.edu/dashboards/Pages/Graduate-Production.aspx>

on the success of other DSU graduate programs, we believe we will meet and exceed the BOR's requirement for five graduates in five years after the program is created, marketed, and established.

- 9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?⁷**

	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	Intended Start Date
Distance Delivery	Yes	This program will be online only and delivered the same as other online graduate degree programs at DSU.	Fall 2018

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

	Development / Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	No	No
Ask Board to seek new State resources ⁸	No	No
Ask Board to approve a new or increased student fee	No	No

The Beacom College of Computer and Cyber Sciences will add one full-time equivalent faculty to augment the existing DSU faculty teaching in the program. Additional funding for faculty is available through the gift DSU received in August.

- 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.**

In our search for similar programs, we have not found a program with the same title we are proposing. I have asked the two faculty members most involved with this request if they know of a comparable program, even though the title may be different, and I'm waiting for their reply.

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

⁸ 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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – I (5)

DATE: May 8-10, 2018

SUBJECT

Intent to Plan: MS in Security Policy & Management

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to develop a proposal to offer a Master of Science (MS) in Security Policy & Management. The program responds to increased demand for security policy leadership. Graduates would learn skills related to preparing and implementing cyber defense plans as well as gaining a foundation in practices, politics and cultures of terrorism, best practices to cope with related emergencies, and recovery processes. DSU points to studies indicating an estimated global shortage of two million cyber security professionals by 2019 as evidence of demand for graduates.

IMPACT AND RECOMMENDATION

The proposed program is within the statutory and Board policy mission of DSU to provide programming in “computer management, computer information systems” and “technology-infused” areas. No related programs exist in the Regental system. DSU estimates graduating 10 students per year after full implementation. DSU does not anticipate asking for new state resources for the program.

Board office staff recommends approval 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

(Continued)

DRAFT MOTION 20180508_6-I(5):

I move to authorize DSU to develop a proposal for an MS in Security Policy & Management as presented.

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 Request Form: DSU – MS in Security Policy & Management



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:	DSU
DEGREE(S) AND TITLE OF PROGRAM:	Master of Science in Security Policy and Management
INTENDED DATE OF IMPLEMENTATION:	Fall 2018

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.

J. M. Gustafson

President of the University

4/2/2018

Date

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

The Master of Science in Security Policy and Management responds to the nation's growing security policy/leadership/management needs and issues. The proposed program provides graduates with a foundation in the security issues; practices, politics and cultures of terrorism; best practices to cope with a pending emergency; and operations during and recovery from an emergency.

Students will learn how to:

- Design and implement a comprehensive cybersecurity program
- Apply risk analysis concepts and models to a variety of organizations
- Create and establish cybersecurity frameworks in both the public and private sectors
- Understand multinational compliance requirements for cybersecurity
- Develop complete cybersecurity incident response plans
- Create an effective cybersecurity culture
- Apply ethical frameworks to security decisions
- Apply auditing concepts to the cybersecurity world
- Build models and metrics to measure the cybersecurity effectiveness in both public and private sector organizations

- Understand how cyber/physical systems converge
- Create more resilient organizations and systems through developing and implementing cybersecurity, security awareness, IT auditing, disaster recovery, business continuity, incident response and pandemic preparedness programs

The MS.SPM program will consist of 36 credits with 14 courses. While tracks are possible (CISO, Auditing, Emergency Preparedness, etc.), the program will launch without tracks/specializations. As the program builds enrollments, specializations may evolve.

To get started, students are provided introduction to technology (INFS 750) and security (INFA 701) courses. Thereafter, they take a sequence of cybersecurity leadership/management courses. They wrap up with more leadership and ethics material. Nine of the 14 courses are existing DSU courses and five of the courses are new:

- INFA 710 - Cybersecurity Program Design and Implementation 3 credits
- INFA 731 - Personnel Security 1 credit
- INFA 732 - Physical Security 1 credit
- INFA 733 - Vendor Management 1 credit
- INFA 758 - Cybersecurity Metrics 3 credits

Together these 14 courses (36 credits) provide a theoretical and practical foundation for managing security issues and addressing emergencies.

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

The primary purpose for introducing this program is workforce development as the United States anticipates dramatic workforce growth in security leadership/management jobs, including but not limited to:

- Information Security Analysts
- Information Security Officers
- Chief Information Security Officers
- Information Security Consultants
- Cybersecurity Analysts
- Cybersecurity Officers
- Chief Cybersecurity Officers
- Cyber Security Consultants
- Cyber/Physical Security Specialists
- Security Management Practitioners
- Emergency Preparedness and Response Professionals
- IT Auditors

Graduates from this program will help fill critical workforce shortages nationally. As a few examples, at least one organization predicts a global shortage of two million cyber security professionals by 2019, specifically noting shortfalls for jobs as Security Analysts and Security

Managers.¹ A second study indicates security professionals are among the hardest tech jobs to fill in organizations with security professionals among the five most in-demand positions.² Specific occupations with expected growth related to this degree include Information Security Analysts who analyze threat data and communicate results; such positions have a median pay of \$92,600 per year and expected growth of 28% over the next 10 years (much faster than average).³ In South Dakota, there are currently 201 such positions and growing with an average wage of \$79,000 - \$88,000.⁴

The federal workforce also benefits to gain from this program. For example, Department of Homeland Security (DHS) employs approximately 240,000 people, many in areas related to security policy and management, and in areas ranging from human resources to border control to the Secret Service.⁵

South Dakota currently does not produce security policy/management graduates. While state and national DHS locations have emerged since the establishment of DHS in 2002, South Dakota has not participated in producing Security Leadership graduates. Graduates are necessary to fill jobs at the federal, state, local and corporate levels:

Federal – On the federal level, the government’s law enforcement, military, and intelligence departments are the source of the guidelines which oversee our country’s various security leadership/management operations at both state and local levels. Various programs are utilized in these operations, like the National Incident Management System. This system is used as the standard operational procedure of all sectors of security leadership/management and how they respond to terrorist attacks. The Security Management Exercise and Evaluation Programs are also utilized, but they are typically used as federal template for training exercises. The main goal of the federal-level of the security management department is to make sure that the government, at all levels, functions in an effective and coordinated manner.

Employees work throughout the country for the Department of Security Management and the agencies under its umbrella, including:

- Federal Emergency Management Agency
- U.S. Customs and Border Protection
- U.S. Citizenship and Immigration Services
- U.S. Immigration and Customs Enforcement
- Transportation Security Administration

Working for these agencies often requires a security clearance, which can typically only be obtained

¹ Jeff Kauflin, “The Fast-Growing Job With A Huge Skills Gap: Cyber Security,” Forbes.com (March 16, 2017), available from <https://www.forbes.com/sites/jeffkauflin/2017/03/16/the-fast-growing-job-with-a-huge-skills-gap-cyber-security/#5ac09cf75163> (viewed March 30, 2018).

² Alison DeNisco Rayome, “These 5 Tech Jobs are the Hardest to Fill at Any Organization,” techrepublic.com (July 12, 2017), available from <https://www.techrepublic.com/article/these-5-tech-jobs-are-the-hardest-to-fill-at-any-organization/> (viewed March 30, 2018).

³ Bureau of Labor Statistics, US Department of Labor, *Occupational Handbook*, Information Security Analysts <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>; (viewed January 30, 2018)

⁴ Projections Central – State Occupational Projections, Short Term Occupational Projections, South Dakota, Information Security Analysts, at <http://www.projectionscentral.com/Projections/ShortTerm> (viewed January 30, 2018)

⁵ U.S. Department of Homeland Security website: <https://www.dhs.gov/about-dhs>.

by U.S. citizens who meet specific guidelines. Median annual wages for security leadership/management professionals range from \$37,000 – \$39,680 for transportation security screeners to roughly \$60,000 – \$70,500 for emergency management directors, according to the Bureau of Labor Statistics.⁶

State – At the state level, security management agents are required to adopt federal policies and models of dealing with, and adapting to, various crises; then applying this to the security needs of their state. One of the biggest issues that security management faces at the state level is the federal government funds their department receives. A key metric that is used in calculating funding is the density of residents per state. Heavily populated states that have major metropolitan enclaves are given considerably more money to develop security management strategies and to implement said strategies. Since 2001 alone, about \$40 billion has been invested in both state and local sectors.

Local – Although many cities in the United States do not require extensive counter-terrorism strategy to function, a lot of cities on the local level have mimicked the proactive policy exhibited on the federal level. Major metropolitan areas such as New York, Los Angeles, and Boston have already fallen victim to terrorism. These cities are still considered major targets because they have some of the largest populations of people living near each other. To thwart such attacks in the future, the government has invested funding, training, and equipment in various forms in these high profile metropolitan areas. The Urban Areas Security Initiative has given significant funding to these following cities and their security management departments:

- New York City – \$1.4 billion
- Los Angeles – \$644 million
- Washington D.C. – \$568 million
- Chicago – \$478 million
- San Francisco – \$359 million

Private Sector – Although saving American lives is the most important goal of security leadership/management, protecting American enterprise is also viewed as an imperative component of American society to protect. The private sector of American society (i.e. corporations, organizations, etc.) provide extensive services for the American public such as manufacturing, transportation, telecommunications, utilities, food, healthcare, banking and defense projects. Homeland security agents and the private sector are each working to protect this portion of our society and provide knowledge and a range of expertise that are essentially utilized to combat issues of cybersecurity and business continuity planning. As technology expands in organizations, so do security risks and organizations are responding by hiring analysts, specialists and officers to enact security leadership/management practices to augment the technical staff and keep organizations safe.

3. How would the proposed program benefit students?

The program focuses on the leadership/management and policy aspects of cyber defense, including to identify, detect, protect, respond and recover from security incidents, disasters and emergencies. More importantly, the program focuses on developing well-rounded cybersecurity decision-makers with a background in leadership and ethics. The program prepares well-rounded graduates to work

⁶ The Occupational Information Network (O*NET) developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration, Transportation Security Screeners, <https://www.onetonline.org/link/summary/33-9093.00>; and Emergency Management Directors, <https://www.onetonline.org/link/summary/11-9161.00>; (viewed January 30, 2018)

in a variety of security leadership/management and emergency preparedness capacities such as cyber defense, land borders, seaports and airports, threat assessment, disaster management, and crisis response planning and management. The goal of the program is to develop both the critical acumen and theoretical outcomes before, during, and after cyber emergencies, and build sustainable Cybersecurity Management Systems (ISMS) to protect organizations of all kinds. Graduates will develop the ability to write, implement and manage a variety of cyber defense plans, including cybersecurity programs, business continuity plans, incident response plans, emergency preparedness plans, auditing programs, security awareness programs and physical security plans. The program will provide students with a broad understanding of safety and security issues, as well as focus on critical components in the field of Security Policy and Management:

- Current Issues in Cybersecurity
- Cybersecurity Law and Regulation
- Data Privacy
- Cybersecurity Risk Management
- Cybersecurity Program Design and Implementation
- Creating a Culture of Cybersecurity
- Cybersecurity Auditing
- Emergency Preparedness
 - Incident Response
 - Business Continuity
 - Disaster Recovery
 - Pandemic Preparedness
- Cybersecurity Metrics
- Cybersecurity Ethics
- Intelligence Sharing and Analysis
- Securing Thru Technology
- Personnel Security
- Physical Security
- Vendor Management
- Cybersecurity Management Tools and Best Practices
- Cybersecurity Research
- Leadership

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?⁷

Security Policy/Management often involves technology (either directly or indirectly). Dakota State University’s mission includes integrating technology into various disciplines, and this unique program is another step in fulfilling DSU’s mission. The university’s statutory mission includes a specialization in “computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs” (SDCL § 13-59-2.2). BOR Policy 1:10:5 authorizes Dakota State to offer graduate programs “that are technology-infused” and that provide service to state and the region.

⁷ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

The proposed programs align with multiple action steps related to graduate education in the SDBOR Strategic Plan 2014-2020. These include growing the number of graduate degrees awarded, growing the number of new graduate programs, and increasing the number of graduate STEM programs. In addition, the SDBOR Strategic Plan 2014-2020 includes the following vision statements:

- South Dakotans will have increased access to continuing education opportunities needed to upgrade their credentials while remaining in the workforce;
- South Dakota will have a working-age population with advanced levels of education needed to support our democracy and the modern, knowledge-based economy; and
- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social, scientific, and political development.

Adding a MS in Security Policy/Management will provide an opportunity for either business or technology professionals to augment their skill set in security leadership/management. It also deals with a real threat in our modern, knowledge-based economy and serves as another program which integrates technology across multiple disciplines. Cybersecurity Officers and Chief Cybersecurity Officers are being hired to take the lead on cyber defense in corporations and government agencies. This program provides the education to understand the threats and form a cybersecurity strategy to best protect the organization.

The Strategic Plan also mentions the need to attract out-of-state students, as high school enrollments in South Dakota are flat. This innovative program fits nicely with other DSU nationally recognized programs. The fact is that security leadership/management is emerging as a profession and academic area of study. Dakota State is already a NSA and DHS National Center of Academic Excellence in Education, Research and Cyber Operations and this academic program fits nicely with an existing partner: DHS.

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?

South Dakota currently has no security policy/management degree offerings from public universities in South Dakota at either the undergraduate or graduate level.

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.⁸

⁸ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

	Institution	Program Title
<i>Minnesota</i>	None	None
<i>Montana</i>	None	None
<i>Wyoming</i>	None	None
<i>North Dakota</i>	None	None
<i>South Dakota</i>	None	None
<i>Nebraska</i>	Bellevue University	Master of Science in Security Management

Large online universities such as the University of Phoenix, Kaplan University and Capella University can reach into South Dakota and offer Cybersecurity Policy and Management programs. Many other traditional universities already offer online security management degrees, such as Penn State University, Northeastern University, Tulane University, Arizona State University, and Colorado Technical University.

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

We expect the students to be new students but there could be some students in the MS in Information Assurance (MSIA) who want the leadership/management side of cybersecurity so may change degree programs. See the anticipated enrollment numbers documented in Question 8. Note that “transfer” students could be students moving from MSIA to the MS Security Policy and Management.

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.

We anticipate this program mirroring the current MSIA program at DSU which had an average enrollment of 40 students over the past five years. The MSIA has graduated 21 students in each of the last three years. Once this program is mature, it is likely we would admit 15-20 students annually. Because this M.S. degree requires 36 credits, students will take longer to graduate depending upon credits per term (fall, spring, summer). We also anticipate this program will be completed by those working full-time which again will influence the number of graduates per year. Ramp up enrollment numbers for the program include:

Year	Enrollment Expectations	Number of Graduates
Year 1	8	0
Year 2	15	3
Year 3	20	5
Year 4	25	8
Year 5 and up	30	10

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

authorization to deliver the entire program through distance technology (e.g., as an on-line program)?⁹

	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	Intended Start Date
Distance Delivery	Yes	This program will be online only and delivered just as other online graduate courses at DSU.	Fall 2018

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

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	No	No
Ask Board to seek new State resources ¹⁰	No	No
Ask Board to approve a new or increased student fee	No	No

The Beacom College of Computer and Cyber Sciences is adding one full-time equivalent to augment the existing DSU faculty who will teach in the program.

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.

See Appendix A – pages 9 and 10.

⁹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹⁰ 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.

APPENDIX A

University of Maryland-University College Master's in Cybersecurity Management & Policy

<http://www.umuc.edu/academic-programs/masters-degrees/cybersecurity-management-policy-ms.cfm>.

The Master of Science in cybersecurity management and policy at University of Maryland University College can help you gain the tools you need to join the management track in cyber security so that you can establish, implement, and oversee a cyber security policy structure for an organization. Learn how to create a security approach that combines technology, governance, and compliance perspectives. Gain advanced knowledge in organizational structures, communication, operational business processes, and the legal framework for cyber security policy.

Career Preparation

This program is designed to help IT professionals prepare to join the management team in a public- or private-sector cyber security organization and develop and oversee cyber security policy. Potential career fields include cybersecurity and policy, data protection, and information security.

Learning Objectives

Through your coursework, you will learn how to

- Understand multinational compliance requirements for cyber security
- Apply risk analysis concepts and models to a variety of organizations
- Incorporate cyber security into healthcare and financial services organizations
- Create and establish cyber security frameworks in both the public and private sectors
- Develop complete cyber security incident response plans

Core Courses (2017-18 Catalog)

Course Number	Course Name	Credit Hours
CBR 600	Communicating, Problem Solving, and Leading in Cybersecurity	6
CMP 610	Foundations in Cybersecurity Management	6
CMP 620	Cybersecurity Governance	6
CMP 630	Risk Management and Organizational Resilience	6
CMP640	Cybersecurity Program Development	6
CYB 670	Capstone in Cybersecurity	6

All courses must be taken in the order listed. All courses are available online. Select courses may be available in a hybrid format.

You must complete each course with a grade of B or better to advance to the next course. The grade of C is not available for these courses.

APPENDIX A – PAGE 2

Coursework Examples

In past projects, students have had the opportunity to

- Develop a cyber security program for a government entity private-sector organization
- Create cyber security policies for a government entity or private-sector organization
- Perform a cyber security threat analysis, including a vulnerability assessment, and develop a risk management approach for a government entity or private-sector organization
- Develop and determine cyber incident response procedures based on management best practices

Experience Recommended for Success in the Program

If you do not have work experience in information technology, an IT academic background, or IT certifications, we strongly recommend you take Basic Information Technology (0 Credits, ASC 605), Essentials of Computer Programming (0 Credits, ASC 609), and Structure of Computer Programming (0 Credits, ASC 611). These courses will give you a foundation that will help you succeed in the program. We recommend Graduate Writing Skills (0 Credits, ASC 601) if you'd like to improve your graduate writing skills.

Industry Certification

This program can help prepare you for the following certification exams:

- [Certified Information Systems Security Professional \(CISSP\)](#)
- [CompTIA Security+](#)
- [Disaster Recovery Institute \(DRI\)](#)
- [Global Information Assurance Certification \(GIAC\)](#)
- [Project Management Professional \(PMP\)](#)

Graduation Requirements

- You must maintain a GPA of 3.0 or higher at all times.
- All degree requirements must be fulfilled within five consecutive years.
- Any transfer credits must have been earned within the five-year time frame to be applied toward a graduate degree.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – J

DATE: May 8-10, 2018

SUBJECT

Veteran Analysis 2018

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

South Dakota is a member of the Multi State Collaborative on Military Credit ([MCMC](#)), a collection of thirteen states committed to advancing best practices to ease the transition of veterans and their families from military life to college campuses. This work includes efforts to translate competencies and skills acquired through military training into academic credit and reducing barriers to postsecondary access. The Midwestern Higher Education Compact (MHEC) has coordinated the work of the MCMC with the assistance of grant funding from the Lumina Foundation and Strada Education Network.

Veteran enrollment and degree conferrals in the Regental system have declined in recent years. This decline mirrors national trends in veteran enrollment and graduation, as well as decline in the number of veterans using education benefits.

IMPACT AND RECOMMENDATION

This report is an outgrowth of the Board of Regents continuing efforts to attract, retain, and graduate military veterans. As South Dakota continues efforts to recruit veterans and reduce obstacles to graduation, this report provides useful initial data points to measure the success of ongoing veteran initiatives.

ATTACHMENTS

Attachment I – Special Data Analysis: Veteran Analysis 2018

INFORMATIONAL ITEM



*** Special Data Analysis ***

Veteran Analysis

This brief analysis provides a snapshot of data related to military veteran enrollment patterns, retention outcomes, and degree completions at South Dakota's public universities.¹ The number of veterans enrolling at Regental institutions has decreased each of the last five years. Similarly, the number of degrees awarded to veterans has declined. These declines are not occurring in South Dakota alone, the numbers align with national trends for veteran postsecondary students and low unemployment rates leading more veterans directly to the workforce.

The Board of Regents and their universities continue to recognize the importance of serving military veterans. This has resulted in a number of initiatives aimed at increasing veteran enrollment, reducing barriers to access, and recognizing military training as academic credit. South Dakota is a member of the Multi State Collaborative for Military Credit, a coalition of states working to improve pathways for veterans and service members to receive postsecondary education.

I. Data Notes

Veteran students self-identify, therefore some veteran students may not be captured in these reports. However, all efforts have been made to identify veteran students in the Regental system. For the purposes of this report, a veteran is a student having a military status as a veteran in relation to the start date of the term. There are many veteran status records without start or end dates. We consider the start and end dates (in relation to the start of term) and if those do not exist, we assume the student was a veteran in all terms enrolled.

II. Enrollment

Table 1 provides total enrollment of veterans over the past five fall semesters. A total of 529 unduplicated veteran students were enrolled across the system in Fall 2017, down from 850 in Fall 2013. The decline in veteran students has occurred at all campuses; however, veteran enrollment at BHSU showed a small increase between Fall 2016 and Fall 2017. Some veteran students took courses at multiple institutions, represented in the "system" totals. The "unduplicated" numbers indicate the number of unique individuals enrolled.

¹ Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, and the University of South Dakota.

Table 1. Fall Veteran Enrollment²

<i>TERM</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSMT</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>	<i>Unduplicated</i>
2013FA Total	208	124	50	130	193	293	998	850
2014FA Total	210	104	49	129	147	254	893	777
2015FA Total	173	123	40	126	146	209	817	702
2016FA Total	163	90	39	112	127	180	711	613
2017FA Total	170	75	33	92	120	133	623	529

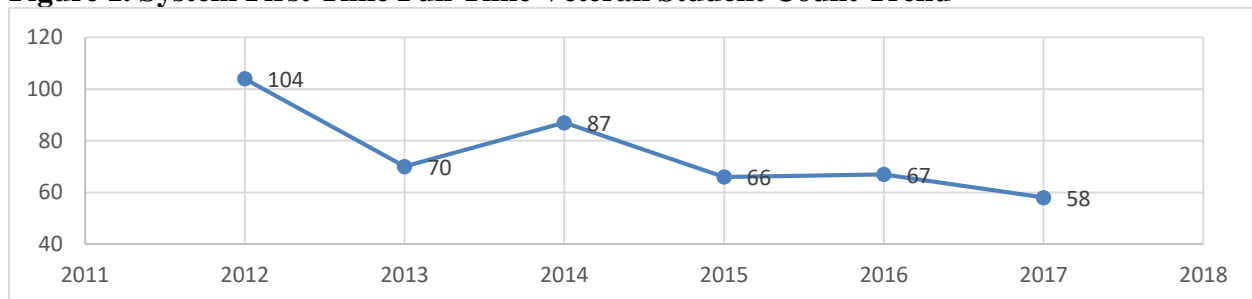
Table 2 provides cross-sections of the total population of veteran students for Fall 2017, including degree levels sought by veterans. Enrollment includes nearly 100 graduate students (including but not limited law and medical school students) as well as over 400 undergraduate students. By institution, BHSU had the most veteran students enrolled.

Table 2. Veteran Enrollment Fall 2017

Level	Status	Deg	Load	BHSU	DSU	NSU	SDSMT	SDSU	USD	System	Undup
GR	<i>Any</i>	<i>No</i>	<i>Any</i>	3	1	0	2	2	3	11	11
GR	<i>Any</i>	<i>Yes</i>	<i>Any</i>	11	7	0	15	16	27	76	76
LA	<i>Any</i>	<i>Yes</i>	<i>Any</i>	0	0	0	0	0	4	4	4
MD	<i>Any</i>	<i>Yes</i>	<i>Any</i>	0	0	0	0	0	2	2	2
UG	<i>New</i>	<i>Yes</i>	<i>FT</i>	26	3	5	5	12	1	52	52
UG	<i>New</i>	<i>Yes</i>	<i>PT</i>	7	1	2	2	16	4	32	32
UG	<i>Other</i>	<i>No</i>	<i>FT</i>	2	0	1	0	0	0	3	3
UG	<i>Other</i>	<i>No</i>	<i>PT</i>	27	23	16	6	15	22	109	89
UG	<i>Other</i>	<i>Yes</i>	<i>FT</i>	57	19	7	42	43	39	207	207
UG	<i>Other</i>	<i>Yes</i>	<i>PT</i>	37	21	2	20	16	31	127	127
Total				170	75	33	92	120	133	623	529

Note: The unduplicated total of 529 represents the number of unique veteran students within the Regental system. However, the unduplicated column in Table 2 sums to 603; students may be enrolled in varied statuses at multiple institutions (e.g., enrolled as a degree seeking student at one institution and as a non-degree seeking student at another institution) resulting in their inclusion in the unduplicated count for an institution but not for the system.

Figure 1 shows the number of veteran students enrolling for the first time as full-time students each year since 2012. From 2015 to 2017 the annual enrollment of first time, full-time veteran students has consistently remained between 58 and 66 new students.

Figure 1. System First Time Full Time Veteran Student Count Trend

² Students are determined to be veterans by a notation of “V” in military status indicator in Regents Information System (RIS). Start and end dates were used when available. If start and end dates were unavailable, a student is considered a veteran for the all of the terms enrolled.

III. Retention

Second-year retention is an important indicator of student success in higher education. First-year students who do not return to college the following fall are far less likely to earn a degree over time than those who do return. Accordingly, second-year retention rates provide an important measure of success in supporting incoming students. Retention is calculated by determining the percentage of unique students who enroll in one year and return for the following year.

Table 3 provides a snapshot of retention data for all first time, full-time students and for first time, full-time veteran students. Overall, veterans are retained at the same institution at a lower rate than all students in the system. This could be due to a number of factors, including deployment and other military related responsibilities that require students to periodically stop out. In addition, the relatively small sample size of veteran students leads to data fluctuations (e.g., SDSU veteran retention rate ranged from 59% to 90% in one year) that make it difficult to draw concrete conclusions.

Table. 3 Fall to Fall, First Time Full-time, Degree Seeking Veteran Students Retained at Same Institution

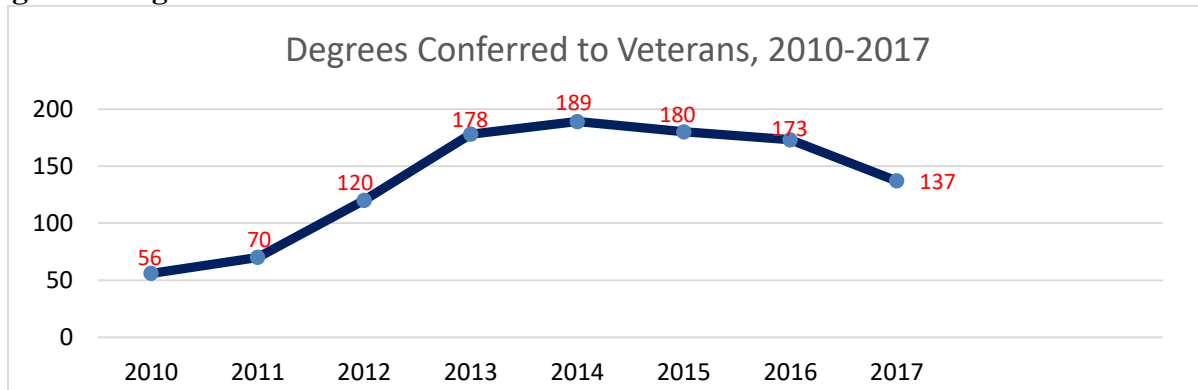
	*N=1	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
<i>FA2012 – 13</i>	<i>FTFT Veteran</i>	76.50%	100.00%	0.0%*	84.20%	59.10%	56.30%	69.00%
	<i>FTFT All</i>	59.00%	69.00%	72.00%	79.00%	76.00%	76.00%	74.00%
<i>FA2013 – 14</i>	<i>FTFT Veteran</i>	81.30%	75.00%	0.0%*	69.20%	57.10%	75.00%	70.60%
	<i>FTFT All</i>	63.00%	65.00%	69.00%	77.00%	74.00%	74.00%	74.00%
<i>FA2014 – 15</i>	<i>FTFT Veteran</i>	57.70%	80.00%	37.50%	61.10%	90.00%	50.00%	59.80%
	<i>FTFT All</i>	63.00%	74.00%	67.00%	75.00%	76.00%	77.00%	74.00%
<i>FA2015 – 16</i>	<i>FTFT Veteran</i>	82.60%	83.30%	66.70%	55.60%	63.60%	71.40%	72.73%
	<i>FTFT All</i>	63.00%	72.00%	75.00%	79.00%	79.00%	76.00%	76.00%
<i>FA2016 – 17</i>	<i>FTFT Veteran</i>	60.90%	66.70%	66.70%	60.00%	77.80%	71.40%	66.20%
	<i>FTFT All</i>	69.00%	72.00%	78.00%	80.00%	77.00%	72.00%	75.00%

III. Degree Completions

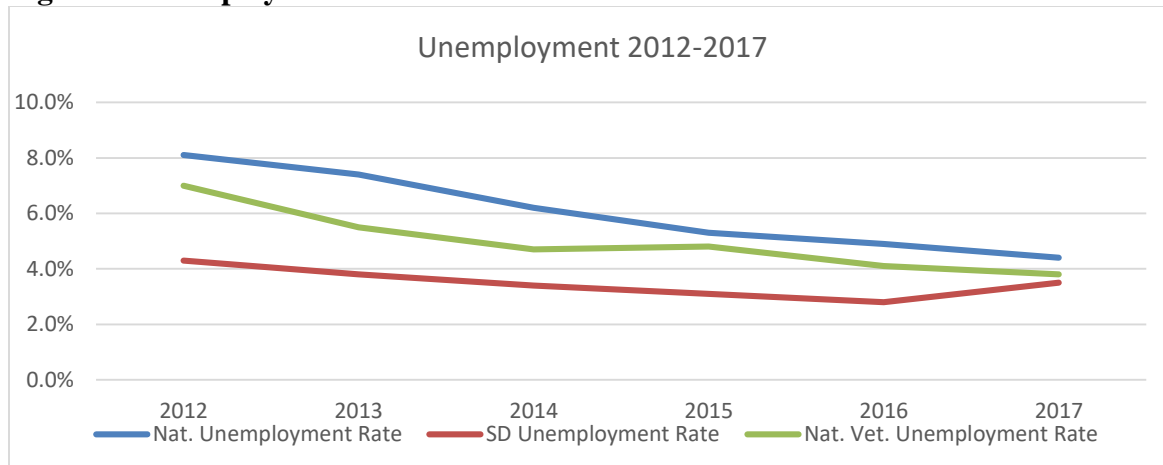
A total of 137 veteran students earned degrees at the Regental institutions in FY2017. Consistent with enrollment patterns, the number of degrees awarded rose, then declined in recent years (*Table 4*). The percentage of Regental system degrees awarded to veterans within the system has remained within the 2%-3% of all degrees range for the last six years. As *Figure 2* notes, degree conferrals to veterans, while declining, remain significantly higher than in 2010 and 2011.

Table 4. Degree Completions FY 2012 - 2017

	FY12	FY13	FY14	FY15	FY16	FY17	Grand Total
<i>Associate Degree</i>	8	19	17	10	7	3	64
<i>Baccalaureate Degree</i>	87	125	119	95	117	86	629
<i>Doctorate - D.Sc</i>	0	0	0	0	0	1	1
<i>Doctorate - Ed.D</i>	1	0	1	2	3	1	8
<i>Doctorate - Ph.D</i>	1	2	1	2	1	3	10
<i>Masters & Education Specialist</i>	16	24	49	58	38	35	220
<i>Professional</i>	7	8	2	13	7	8	45
<i>Grand Total</i>	120	178	189	180	173	137	977
<i>Percent of all Degrees</i>	2.00%	2.80%	3.00%	2.80%	2.50%	2.05%	

Figure 2. Degrees Conferred to Veterans 2010-2017**IV. Trend Analysis**

The decline in veteran enrollment at public universities in South Dakota is consistent with recent national trends. A study by the US Department of Veterans Affairs indicating that for the years 2007-2016, veterans' use of available education benefits peaked nationally in 2013, followed by a decline in the following years.³ The decline in South Dakota mirrors this trend; from 2013 to 2016, the number of veterans using available education benefits dropped 25% while the enrollment of veterans in Regental institution decreased by 28%.⁴ National data also indicates that only 25% of veterans using the Post 9/11 GI Bill nationally enroll at public four-year institutions.⁵ Similarly, the decline in veteran enrollment at Regental institutions coincides with decreases in national and state unemployment rates (including veteran rates) as shown by *Figure 3*.⁶

Figure 3. Unemployment 2012-2017

³ US Department of Veterans Affairs, National Center for Veterans Analysis and Statistics, "VA Utilization Profile, FY 2016," November 2017, p. 5, available online from https://www.va.gov/vetdata/docs/Quickfacts/VA_Utilization_Profile.pdf (accessed February 5, 2018).

⁴ US Veterans Benefits Administration, "VA Annual Benefits Report Fiscal Year 2016," February 2017, available from https://www.benefits.va.gov/REPORTS/annual_benefits_report.asp (accessed February 5, 2018).

⁵ Student Veterans of America, "National Veteran Education Success Tracker: A Report on the Academic Success of Student Veterans Using the Post-9/11 GI Bill," 2017, p. 33, available from http://nvest.studentveterans.org/wp-content/uploads/2017/03/NVEST-Report_FINAL.pdf (accessed February 14, 2018).

⁶ The 2017 unemployment rates as shown in Figure 3: national unemployment 4.4%, SD unemployment 3.5%, national veteran 3.8%

South Dakota boasts an unemployment rate below the national average; similarly, South Dakota has among the lowest unemployment rates for veterans in the country.⁷ In addition, the most recent data from the US Department of Veterans Affairs indicates South Dakota veterans have a lower higher education attainment and enroll in universities at a lower rate than national averages.⁸ Combined, this suggests that many veterans who might otherwise attend state universities are opting instead to join the workforce directly.

The surge of degrees conferred to veterans from 2010 to 2014 in South Dakota followed by a decline also mirrors national trends. A 2017 study by Student Veterans of America examined degrees awarded to veterans nationally between 2010 and 2015. In that study, veterans saw a dramatic increase in the number of degrees awarded between 2010 and 2012, smaller increases for 2013 and 2014, and a nearly 20% drop in 2015.⁹

Military and veteran students offer a unique diversity to any campus environment, and it is important to our universities to increase enrollments in this student population.¹⁰ Universities across the country realized increases in enrollment rates among veterans at the inception of the post 9/11 GI Bill, but this surge has slowed over the years.¹¹ This decline is evident in the number of veterans at Regental Institutions. Research suggests that the initial surge of veterans utilizing the bill was due to the retroactive nature of the bill, and this had a positive impact on the enrollment of veterans into higher education. Additionally, research shows that veterans who have taken advantage of the bill span all ages and types of enrollment. As indicated in the tables above, the Regental system has representation of veterans among all degree levels and course loads, evidenced in tables two through six. Considering the low unemployment rates in South Dakota, it is not surprising that the rate of veterans entering into the university system is declining, in combination with declines in use of the GI Bill and other education benefits available to veterans.

The GI Bill offers vital education assistance to veterans. Easing the financial burden of going to college is important because veterans may face a number of challenges including service-related injuries and disabilities. Additionally, veterans are typically older students. A majority (70%) of veteran undergraduate students in the Regental system are between the ages of 24 and 39, while 75% of system undergraduates are between the ages of 18 and 23. *Table 5* below shows the age

⁷ US Department of Labor, Bureau of Labor Statistics, “Employment Status of Veterans 18 Years and Over by State, 2016 Annual Averages,” March 2017, available from <https://www.bls.gov/news.release/vet.t06A.htm> (accessed February 5, 2018).

⁸ US Department of Veterans Affairs, State Summaries, “South Dakota (2016),” available from https://www.va.gov/vetdata/docs/SpecialReports/State_Summaries_South_Dakota.pdf.

⁹ Student Veterans of America, “National Veteran Education Success Tracker: A Report on the Academic Success of Student Veterans Using the Post-9/11 GI Bill,” 2017, p. 45, available from http://nvest.studentveterans.org/wp-content/uploads/2017/03/NVEST-Report_FINAL.pdf (accessed February 14, 2018).

¹⁰ Tanya Ang and Bruce Kelley, “5 Strengths Military-Connected Student Bring to Your Campus,” December 2016, *Academic Impressions*, available from <https://www.academicimpressions.com/5-strengths-military-connected-students-bring-to-your-campus/> (accessed February 4, 2018).

¹¹ NYU Steinhardt School of Culture, Education & Human Development, “Steinhardt Study Finds More Veterans Have Enrolled in College with Post-9/11 GI Bill,” August 2017, available from <https://steinhardt.nyu.edu/site/ataglance/2017/08/post-911-gibill.html> (accessed February 14, 2018); Liang Zhang, “Veterans Going to College: Evaluating the Impact of the Post-9/11 GI Bill on College Enrollment,” *Educational Evaluation and Policy Analysis*, August 2017.

groups of undergraduate and graduate students, degree and non-degree seeking, full and part time status for Fall 2016 enrollment.

Table 5. Student Age Comparison, Veteran and System Percentage¹²

	Undergraduate		Graduate	
	<u>Veteran</u>	<u>System</u>	<u>Veteran</u>	<u>System</u>
<i>17 and below</i>	0.0%	7.5%	0.0%	0.0%
<i>18 - 23</i>	12.7%	75.0%	0.0%	19.0%
<i>24 - 29</i>	36.7%	9.9%	15.1%	36.8%
<i>30 - 39</i>	33.3%	5.3%	48.0%	25.0%
<i>40 - 49</i>	12.3%	1.6%	20.2%	12.2%
<i>50+</i>	5.1%	0.7%	16.8%	7.0%

V. Efforts to Assist Veterans

A. National Recognition for Regental Institutions

South Dakota has received national recognition for its dedication to serving veteran students. The *Military Times* identifies four of the six Regental universities (SDSU, DSU, BHSU, SDSM&T) as among the top 125 four-year schools that are “Best for Vets Colleges” for 2017.¹³ Only six states have more public universities on the list than South Dakota despite our small population.

B. Multi State Collaborative on Military Credit

In 2014, South Dakota joined thirteen other states as part of the Multistate Collaborative on Military Credit (MCMC), a program supported by the Midwestern Higher Education Compact (MHEC) with funding from the Lumina Foundation and USA Funds. The MCMC is working to improve the timely completion of postsecondary credentials by military service members, veterans, and their families, including addressing barriers to access, participation, and completion.

As part of South Dakota’s work with the MCMC, the Regental system has implemented several policy revisions to improve acceptance of military training for college credit. This includes ongoing work to expand the system’s ability to accept credit for prior learning.

C. Academic Programs

The Board has also approved two academic programs recently with potential to aid veterans in completing postsecondary credentials.

- In [May 2017](#), the Board approved a modification to the General Studies bachelor’s degree program at USD to include a track in Military Studies. The General Studies

¹² Regent Information Systems; SD Board of Regents, “Fact Book FY 2017,” 2017, p. 14, available from <https://www.sdbor.edu/mediapubs/factbook/Documents/FY17Factbook.pdf> (accessed February 14, 2018). Denominator used for undergraduate 30,515 students includes associate, bachelor, UG non-degree seeking. Note that data presented in the Fact Book FY 2017 shows the age of all students, undergraduate and graduate. Table 5 shows the age breakdown separately for undergraduate and graduate students.

¹³ *Military Times*, “Best for Vets: Colleges 2018,” available from <https://bestforvets.militarytimes.com/2018-11-20/colleges/4-year/>.

program requires students to complete 15 credit hours in three of ten available areas (Allied Health, Business, Education, Fine Arts, Humanities, Military Studies, Social Science, Science/Engineering/Mathematics, Technology, and Wellness). The modification created the Military Studies track and allows veterans with an honorable discharge from a US military branch to receive block credit for the 15 hours of Military Science. The intent is to create a pathway that is more financially and time efficient for veterans who need a general degree.

- DSU has articulation agreements in place to provide academic credit for NSA employee training, including civilian and military personnel. These agreements serve as the first articulation agreement signed by the NSA with any institution of higher education in their history. In [December 2017](#), DSU revised these agreements which now include pathways for NSA employees to the AS in Software Development, BS in Cyber Operations, and MS in Applied Computer Science (Cyber Operations specialization).

D. Tuition Policies for Veterans and Their Families

In [December 2017](#), DSU received Board authorization to pilot a reduced fee for active military students enrolled in online programming. Rates for Regental system online courses are currently set at \$335 per credit hour. However, active duty military personnel receive a benefit of \$250 per credit hour. The DSU pilot project reduces the cost per credit hour to \$250 to benefit those service members. The Board expanded this program at the March 2018 meeting by creating an [Active Duty Military Rate](#) and extending it to all Regental institutions.

The following summary provides examples of policies providing veterans and their families with enhanced access to Regental universities through reduced tuition:

FY18 Tuition and Fee Schedule

- Current military personnel (Reserves, Active Reserves, and Active Military) receive the reduced National Guard undergraduate rate at all university center locations (Rapid City, Pierre, Sioux Falls).

Board Policy 3:2:5

- Active duty armed forces personnel (and their spouse) stationed in South Dakota receive resident classification for tuition purposes.

Board Policy 2:30 & 5:7:7

- Students called to active duty may resume their academic program upon their return and receive credit or refund privileges for discontinued classes occurring as a result.

Board Policy 5:5:1

- Resident Juniors/Seniors who are Reserve Officer Training Corps (ROTC) cadets pay fifty percent of the undergraduate resident tuition rate up to four semesters.
- Military Science students taking courses in Military Science do so free of tuition.

- Resident South Dakota National Guard members receive fifty percent tuition reduction for undergraduate courses.
- Veterans who performed active war service may pursue any undergraduate course or courses without payment of tuition for one month to four academic years depending on years of service.
- South Dakota residents under 25 whose parent or spouse died or sustained a total permanent disability resulting from South Dakota National Guard duty receive tuition without cost.
- South Dakota residents under 25 whose parent died while in the armed forces receive free tuition.
- Dependents of prisoners of war or persons missing in action receive eight semesters free of tuition and mandatory fees for either full- or part-time study.
- Non-resident members of the South Dakota National Guard receive a reduced tuition benefit equal to residents of the South Dakota National Guard.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – K

DATE: May 8-10, 2018

SUBJECT

Dual Credit In-District Delivery Approvals

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:5](#) – Transfer of Credit

[AAC Guideline 7.1](#) – Dual/Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

Potential partnerships with South Dakota School Districts for the in-district delivery of High School Dual Credit (HSDC) courses was discussed by the Board of Regents at their [June 2017](#) meeting. Following the discussion, the board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. This In-district Delivery model was further reviewed by the Board during the [August 2017](#) retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student's portion of the tuition costs.

Following this discussion in August 2017, an update was provided to the Board during the [October 2017](#) meeting with new guideline language specific to how In-District Delivery would be managed. Additionally, at the [March 2018](#) BOR meeting, the board approved an MOU and additional slate of HSDC courses to be delivered at Harrisburg for the 2018-19 academic year.

IMPACT AND RECOMMENDATION

Dakota State University is requesting to expand the In-District Delivery of HSDC coursework to both Brandon Valley High School and Madison High School. This would be the first expansion of the program beyond Harrisburg High School, which served as the pilot school for the In-District Delivery model.

(Continued)

DRAFT MOTION 20180508_6-K:

I move to approve 1) the MOU between the Board of Regents and Brandon Valley School District, 2) the MOU between the Board of Regents and Madison Central School District, and 3) the courses as presented for the Fall 2018 and Spring 2019 semesters for in-district delivery of High School Dual Credit courses.

Brandon Valley High School has requested that DSU offer two courses. For the Fall 2018 semester, Brandon Valley has requested SPCM 101 – Fundamentals of Speech. For the Spring 2019 semester, they would like DSU to offer POLS 100 – American Government, and tentatively, another section of SPCM 101.

Madison High School has requested that DSU offer two courses as well. In the Fall 2018 semester, Madison has requested that DSU offer SPCM 101 – Fundamentals of Speech. In Spring 2019, they have requested MATH 102 – College Algebra.

Board staff recommend approval of the MOUs with Brandon Valley School District and Madison Central School District, and see no issue with the courses requested, as they are currently on the list of HSDC courses.

ATTACHMENTS

Attachment I – MOU Between DSU and Brandon Valley School District

Attachment II – MOU Between DSU and Madison Central School District

Attachment III – DSU Request: FA18 & SP19 Courses at Brandon Valley High School

Attachment IV – DSU Request: FA18 & SP19 Courses at Madison High School

MEMORANDUM OF UNDERSTANDING

South Dakota Board of Regents/Brandon Valley School District
(April 2018)

1. Purpose

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and the Brandon Valley School District. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites.

2. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the Brandon Valley School District.

3. Responsibilities

3.1 Authority

- 3.1.1** All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
- 3.1.2** University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
- 3.1.3** Brandon Valley School District accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

3.2 Development and coordination of course offerings

- 3.2.1** Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
- 3.2.2** Brandon Valley School District will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

3.3 Scheduling and delivery of courses

- 3.3.1** The calendar and schedule for courses will align with the university calendar for each semester.
- 3.3.2** Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy [2:32](#), Definition and Assignment of Credit Hours.
- 3.3.3** All courses will be taught by university personnel, to be approved by the respective university responsible for each course.

3.4 Enrollment

- 3.4.1** The Institution will determine the maximum/minimum enrollment for each course and the number of course sections offered each semester, with input from Brandon Valley School District.

3.5 Tuition and course materials

- 3.5.1** Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Brandon Valley School District responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
- 3.5.2** Brandon Valley School District or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

3.6 Registration and advising

- 3.6.1** Institutional staff will provide a student orientation session at the start of each semester in coordination with the school district.
- 3.6.2** All students enrolled in university courses will be assigned an Institutional advisor to manage all questions, issues and concerns - students should not rely on school district staff for guidance on any issues involving university courses.
- 3.6.3** Course registration processes will follow regental system and university requirements and procedures, and Institutional staff will process registrations and assist students as needed.
- 3.6.4** Instructors for university courses will utilize their university's internal early alert system to inform Institutional advisors of any academic performance concerns.
- 3.6.5** Institutional staff will coordinate with the university to provide deficiency reports and final grades to the school district.

Approved by:

Brandon Valley School District

Date

South Dakota Board of Regents

Date

MEMORANDUM OF UNDERSTANDING

South Dakota Board of Regents/Madison Central School District
(April 2018)

1. Purpose

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and the Madison Central School District. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites.

2. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the Madison Central School District.

3. Responsibilities

3.1 Authority

- 3.1.1** All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
- 3.1.2** University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
- 3.1.3** Madison Central School District accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

3.2 Development and coordination of course offerings

- 3.2.1** Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
- 3.2.2** Madison Central School District will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

3.3 Scheduling and delivery of courses

- 3.3.1** The calendar and schedule for courses will align with the university calendar for each semester.
- 3.3.2** Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy [2:32](#), Definition and Assignment of Credit Hours.
- 3.3.3** All courses will be taught by university personnel, to be approved by the Institution for each course.

3.4 Enrollment

- 3.4.1** The Institutional will determine the maximum/minimum enrollment for each course and the number of course sections offered each semester, with input from Madison Central School District.

3.5 Tuition and course materials

- 3.5.1** Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Madison School District responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
- 3.5.2** Madison Central School District or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

3.6 Registration and advising

- 3.6.1** Institutional staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.
- 3.6.2** All students enrolled in the Institution's courses will be assigned an advisor to manage all questions, issues and concerns - students should not rely on school district staff for guidance on any issues involving university courses.
- 3.6.3** Course registration processes will follow regental system and university requirements and procedures, and Institutional staff will process registrations and assist students as needed.
- 3.6.4** Instructors for university courses will utilize the Institution's internal early alert system to inform the advisors of any academic performance concerns.
- 3.6.5** Institutional staff will coordinate with the universities to provide deficiency reports and final grades to the school district.

Approved by:

Madison Central School District

Date

South Dakota Board of Regents

Date



Dakota State University • 820 North Washington Ave. • Madison, SD 57042-1799

Memorandum

April 22, 2018

To: Dr. Paul Turman
From: Dr. Judy Dittman
Associate Provost
Re: Brandon Valley In-District Course Offerings

Dakota State University has been asked by the Brandon Valley School District to deliver two in-district courses for the 2018-2019 academic year. This would require a new MOU be created with Brandon Valley and the SDBOR as they have not yet been involved in offering in-district courses. The MOU agreement is included with this request. The courses to be offered include SPCM 101 Fundamentals of Speech in the fall 2018 semester and POLS 100 American Government and SPCM 101 Fundamentals of Speech (tentative) in the spring 2019 semester.

Both courses are currently dual-credit offerings. We ask approval of the MOU with Brandon Valley School District to offer these courses for the 2018-2019 academic year.

Thank you for your consideration.



Dakota State University • 820 North Washington Ave. • Madison, SD 57042-1799

Memorandum

April 22, 2018

To: Dr. Paul Turman
From: Dr. Judy Dittman
Associate Provost
Re: Madison High School In-District Course Offerings

Dakota State University has been asked by the Madison Central School District to deliver two in-district courses for the 2018-2019 academic year. This would require a new MOU be created with Madison and the SDBOR as they have not yet been involved in offering in-district courses. The MOU agreement is included with this request. The request is to offer SPCM 101 Fundamentals of Speech in the fall 2018 semester and MATH 102 College Algebra in the spring 2019 semester.

Both courses are currently dual-credit offerings. We ask approval of the MOU to offer these courses to the Madison School District for the 2018-2019 academic year.

Thank you for considering this proposal.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – A

DATE: May 8-10, 2018

SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:5](#) – Building Committees

BACKGROUND / DISCUSSION

This is a review of the actions taken by the building committees since the last Board meeting.

On April 3, 2018, the building committee for the USD National Music Museum Addition/Renovation project, represented by Regent Schieffer, approved the design proposal by Koch Hazard and approved a design cost not to exceed \$682,000.

On April 13, 2018, the building committee for the NSU Regional Sports Complex, represented by Regent Thares, selected Co-OP to serve as the Architect Engineer firm for the project.

On May 1, 2018, the building committee for the SDSU Southeast Neighborhood Redevelopment and Construction project, represented by Regent Roberts, approved the Facility Design Plan at a cost not to exceed \$20,735,379 to be funded using \$18.0M in revenue bonds debt serviced from student rent revenues and \$2,735,379 in cash from the auxiliary system.

On May 1, 2018, the building committee for the SDSU Southeast Neighborhood Redevelopment and Construction project, represented by Regent Roberts, approved a Guaranteed Maximum Price not to exceed \$17,649,545.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – B

DATE: May 8-10, 2018

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) Classification of capital improvements

[SDCL 5-14-2](#) Supervision by Bureau of Administration of capital improvement projects – Payment of appropriated funds

[SDCL 5-14-3](#) Preparation of plans and specifications for capital improvements – State building committees – Approval by board or commission in charge of institution

[BOR Policy 6:4](#) Capital Improvements

BACKGROUND / DISCUSSION

The attached project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten year Plan.

(Continued)

INFORMATIONAL ITEM

5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

No impact.

ATTACHMENTS

Attachment I – May 2018 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - May 2018

	Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES									
1743	Black Hills State University								
	E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012	HEFF Bonds Private	\$3,000,000 \$1,500,000 \$4,500,000	May-12 Facility Stmt	Planning	2022	Bastian
	Infrastructure Repair and Upgrade	FY12 10 Yr Plan	HB1051-2012	HEFF (Bonded) HEFF M&R	\$4,000,000 \$500,000 \$4,500,000	May-12 Exempt	Awaiting Project Closeout Form	2017	Bastian
	Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
	School of Business			Private		Dec-14 Facility Stmt	Planning		Sutton
Dakota State University									
	Event Center					Dec-16 Facility Stmt	Planning		Schaefer
	Madison Cyberlabs (MadLabs)		HB1057-2018	Private	\$18,000,596	May-17 Design Plan	Construction GMP Approved		Schaefer
Northern State University									
	Athletic and Recreation Turf Field		HB1061-2018	Private HEFF M&R	\$6,278,243 \$303,314 \$6,581,557	Dec-17 Design	Construction	2018	Thares
	New Regional Science Education Center		HB1010-2017	Private	\$25,175,000	Dec-17 Design	Construction	2019	Morgan
	Regional Sports Complex			Private		Oct-17 Facility Stmt	A/E Selection		Thares
South Dakota School for the Blind and Visually Impaired									
	New School		HB1071-2018	Private	\$13,558,993	Oct-17 Program Plan	Design	2020	Thares
South Dakota School of Mines and Technology									
	Chemistry/Chemical Engineering Building Repair & Renovation	FY12 10 Yr Plan	HB1021-2015	HEFF M&R HEFF	\$519,000 \$6,040,000 \$6,559,000	Apr-15 Design Plan	Final Inspection		Sutton
	Mineral Industries Bulding			Private		Jun-14 Facility Stmt	A/E Selection		Wink
	Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
	South Dakota Advanced Materials & Manufacturing Institute					Oct-16 Facility Stmt	Planning		Bastian
	Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Sutton
South Dakota State University									
	American Indian Student Center		SB 50-2018	Private School & Public Lands	\$4,000,000 \$500,000 \$4,500,000	Dec-17 Program Plan	Design	2019	Sutton

South Dakota Board of Regents Capital Improvement Projects - May 2018

1744

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016	Livestock Disease	\$1,575,000	Oct-16	Construction	2020	Morgan
		SB172-2017	Emergency Bonded	\$50,039,637	Design Plan			
			LDE/Animal Ready Fund	\$2,600,000				
			Local	\$6,000,000				
			ADRDL Fees	<u>\$1,105,000</u>				
				<u>\$61,319,637</u>				
Harding Hall - Renovation & Addition		SB10 - 2016	HEFF M&R	\$3,300,000	May-17	Construction	2018	Morgan
			Tuition	<u>\$5,000,000</u>	Design Plan			
				<u>\$8,300,000</u>				
Lincoln Hall - Renovation			Private	\$13,000,000	Aug-17	Design		Bastian
					Facility Stmt			
New Headhouse	FY12 10 Yr Plan	HB1051-2012	HEFF (Bonded)	\$1,000,000	Oct-14	Final Inspection	2015	Morgan
New Greenhouse			Private/Local	<u>\$3,414,000</u>	Oct-14	Final Inspection	2016	
				<u>\$4,414,000</u>	Design Plan			
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	\$600,000	Dec-17	A/E Selection	2019	Not Assigned
					Program Plan			
Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan	HB1051-2012	HEFF Bonds (Committed)	\$13,000,000	Dec-16	Construction	2018	Morgan
		HB1016-2016	Private	\$29,349,807	(Revised Funding)			
			Local	<u>\$6,042,000</u>				
				<u>\$48,391,807</u>				
Plant Science Research Support Facility		SB27-2015	Local	\$2,400,000	Mar-16	Final Inspection	2017	Morgan
			Grant	\$1,600,000	Design Plan			
			Private	<u>\$500,000</u>				
				<u>\$4,500,000</u>				
Precision Agricultural Classroom & Laboratory Building	FY12 10 Yr Plan	HB1264-2018	Local	\$7,500,000	Dec-17	Planning	2021	Morgan
			General Funds	\$2,000,000	Program Plan			
	(Redirected Visual Arts \$)		Private	\$16,600,000				
			Bonds	\$20,000,000				
			Unknown (TBD)	<u>\$8,900,000</u>				
				<u>\$55,000,000</u>				
Pugsley Center - Renovation			Private	\$15,000,000	Aug-17	Design		Sutton
					Facility Stmt			
South Dakota Art Museum Addition and Renovation			Private		Dec-15	Planning		Morgan
					Facility Stmt			
Stanley Marshall Center - Additions & Renovations		SB18-2017	Private	\$15,000,000	May-17	Construction	2018	Roberts
					Design Plan			
Utility Tunnel (North), Steam/Condensate Infrastructure Repair & Modernization	FY12 10 Yr Plan	HB1051-2012	HEFF Bonds	\$7,000,000	May-17	Construction	2019	Schaefer
			HEFF M&R	\$10,381,500	Design Plan			
			General Fund M&R	\$1,024,127	(revised)			
			Local Funds	<u>\$50,000</u>				
				<u>\$18,455,627</u>				
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	HEFF 2021 Bonds	\$5,000,000	Mar-16	Phased Project	2026	Schaefer
			HEFF M&R	<u>\$5,043,000</u>	Program Plan	Design & Construction		
				<u>\$10,043,000</u>				
University of South Dakota								
Graduate Education & Applied Research (GEAR) Bldg Expansion			General Funds	\$1,000,000	Aug-14	Planning		Schaefer

South Dakota Board of Regents Capital Improvement Projects - May 2018

Facility Name		Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
	North Commons Renovation			HEFF M&R	\$2,973,155	Facility Stmt June-17	Bid	2019	Adams
	Science, Health and Research Lab Building	FY12 10 Yr Plan	HB1051-2012	HEFF (Bonded) HEFF M&R Private Local	\$8,695,000 \$1,500,000 \$2,983,795 <u>\$2,100,000</u> \$15,278,795	Program Plan Dec-13 Design Plan	Construction	2017	Sutton
	Dakota Dome Renovation		HB1060-2018	Private Local HEFF M&R	\$14,500,000 \$6,419,602 <u>\$5,400,398</u> \$26,320,000	Dec-17 Program Plan	Design	2020	Schieffer
	National Music Museum		HB1065-2018	Private HEFF M&R	\$7,718,200 <u>\$1,500,000</u> \$9,218,200	Dec-17 Program Plan	Planning	2020	Schieffer
REVENUE FACILITIES									
BHSU	University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
DSU	Trojan Center Student Union Renovation			GAF (Bonded) Local Private	\$5,000,000 \$835,229 <u>\$2,500,000</u> \$8,335,229	Oct-16 Design Plan	Awaiting Project Closeout Form	Fall 2017	Schaefer
DSU 1745	Hospital Renovation (Residence Hall - Student Services)			Rents (Bonded) Grant/Local HEFF M&R	\$7,000,000 \$464,366 <u>\$420,357</u> \$7,884,723	Oct-16 Design Plan	Awaiting Project Closeout Form	2017	Schaefer
NSU	New Residence Hall			Rent Bonds Local	\$7,000,000 <u>\$350,000</u> \$7,350,000	Mar-16 Design Plan	Final Inspection	2017	Thares
NSU	New Residence Halls (Jerde Replacement)			Private Aramark Local	\$22,725,000 \$150,000 <u>\$11,000</u> \$22,886,000	Feb-17 Design Plan	Construction	2018	Thares
SDSMT	Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
SDSU	Southeast Neighborhood Apartments			Revenue Bonds	\$20,000,000	Dec-17 Program Plan	Design	2019	Roberts
SDSU	Student Wellness Center Addition			Bonded GAF	\$12,400,000 <u>\$2,000,000</u> \$14,400,000	Dec-16 Design Plan	Construction	2018	Morgan
SDSU	Pierson Hall - HVAC Upgrades			Auxiliary M&R	\$2,578,000	Mar-18 Preliminary Facility Statement	A/E Selection	2019	NA Exempted
SDSU	The Union - Renovation and Remodeling			GAF	TBD	Mar-18 Preliminary Facility Statement	A/E Selection		To be assigned

South Dakota Board of Regents Capital Improvement Projects - May 2018

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
Board Action:			Project Status:					
1) Preliminary Facility Statement			1) Planning					
2) Facility Program Plan			2) A/E Selection					
3) Design			3) Design					
4) Bid - Board approves substantive changes from program Plan			4) Bid					
			5) Construction					

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – C

DATE: May 8-10, 2018

SUBJECT

FY20 Informal Budget Hearing Format

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 4-7-7](#) Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION

Board of Regents budget hearings have historically been held in conjunction with the June Board meeting. Last year's format was an individual presentation from each of the presidents, superintendent, and the executive director discussing highest priorities and key budget issues. The campuses will be instructed to provide documentation of their top five (5) priorities during their presentation.

IMPACT AND RECOMMENDATIONS

In addition to the campus priorities, the Board should identify areas and specific issues that they would like the special schools and the universities to address. After the Board has identified these items, the campuses will be given guidance regarding their presentations.

The current plan is to have the informal budget hearings on June 26th and 27th. The proposed schedule is below.

FY20 Informal Budget Hearings	Tuesday, June 26, 2018
Introductions	3:00 – 3:15 pm
SDSU/CES/AES	3:15 - 4:15 pm
USD/Law School/SSOM	4:15 – 5:15 pm
	Wednesday, June 27, 2018
SDSBVI & SDSD	8:30 – 9:00 am
SDSM&T	9:00 – 9:30 am
DSU	9:30 – 10:00 am
Break	
NSU	10:15 – 10:45 am
BHSU	10:45 – 11:15 am
Board Staff	11:15 – 12:00 pm
Lunch	
Board Deliberations	1:00 – 2:00 pm

(Continued)

INFORMATIONAL ITEM

A final budget adoption will occur at the August Board meeting.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – D

DATE: May 8-10, 2018

SUBJECT

FY19 General Fund M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:6 Maintenance and Repair](#)

BACKGROUND/DISCUSSION

Table 1 identifies distribution of the FY19 general fund M&R funding for the universities. The University Centers are not in this allocation because the Centers do not receive general fund support. The general fund M&R allocation formula, like the HEFF M&R allocation formula, is based on 50% of the replacement values and 50% of the gross square footage for academic buildings. Board Policy 6:6 allows that up to 5% of the M&R allocation may be assigned towards planning and design to assist the universities in determining appropriate work scope of each proposed project.

Table 1
FY19 General Fund M&R Allocation

	Academic Buildings				
	<u>Square Feet</u>	<u>Allocation</u>	<u>Replacement Value</u>	<u>Allocation</u>	<u>Total Allocation</u>
BHSU	512,126	\$347,146	145,195,611	\$376,670	\$723,816
DSU	323,165	\$219,058	81,112,423	\$210,424	\$429,482
NSU	601,218	\$407,537	147,056,605	\$381,497	\$789,034
SDSM&T	589,406	\$399,530	179,768,148	\$466,358	\$865,888
SDSU	2,479,937	\$1,681,032	617,657,543	\$1,602,341	\$3,283,373
USD	1,743,334	\$1,181,723	469,779,833	\$1,218,713	\$2,400,436
SSOM	91,895	\$62,291	16,311,446	\$42,316	\$104,607
TOTAL	6,341,081	\$4,298,317	1,656,881,609	\$4,298,319	\$8,596,636

Attachment I provides the FY19 general fund maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Campus Infrastructure according to Board Policy 6:6. The policy provides for funding realignments and transfers between approved projects.

(Continued)

DRAFT MOTION 20180508_7-D:

I move to approve the General Fund M&R requested projects for FY19 as listed on Attachment I.

Changes to the approved project list for projects estimated to cost \$50,000 to \$250,000 must be submitted for the Executive Director's approval and projects more than \$250,000 must be submitted for Board approval. Projects under \$50,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

IMPACT AND RECOMMENDATIONS

The FY19 available funding is \$8,596,636.

Approval of the FY19 General Fund Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY19 General Fund Maintenance and Repair projects requested by the institutions

FY19 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	Cost Estimate
<u>Black Hills State University</u>				
6G1901		Planning & Design		\$36,191
6G1902	University	LED Lighting, Plumbing Fixtures & Steam Trap Replacement	Energy & Utility Savings	\$221,000
6G1903	Central Plant	Central Chiller Upgrade & Expansion	Energy & Utility Savings	<u>\$466,625</u>
				\$723,816
<u>Dakota State University</u>				
8G1901		Planning & Design		\$21,474
8G1902	Heston Hall	Hydronic Loop Replacement	Energy and Utility Savings	\$308,008
8G1903	Karl Mundt Library	Window Replacement Phase I	Energy and Utility Savings	\$50,000
8G1904	Campus Wide	Fire Hydrant Replacement	Public Health, Safety and Compliance	\$20,000
8G1905	Campus Wide	Main/Sub Utility Metering Expansion	Energy and Utility Savings	<u>\$30,000</u>
				\$429,482
<u>Northern State University</u>				
5G1901		Planning & Design		\$39,452
5G1902	Barnett Center	Replace Barnett Center Roof		<u>\$749,582</u>
				\$789,034
<u>South Dakota School of Mines & Technology</u>				
4G1901		Planning & Design		\$43,294
4G1902	Music Center	Roof Replacement	Campus Infrastructure	\$175,000
4G1903	Electrical Engineering/Physics	Control Upgrades	Building Integrity	\$50,000
4G1904	Electrical Engineering/Physics	Flooring	Building Integrity	\$140,000
4G1905	Library	Testing Center	Programmatic Suitability	\$15,000
4G1906	Music Center	Electrical Distribution	Building Integrity	\$200,000
4G1907	Electrical Engineering/Physics	ITS Cooling	Building Integrity	\$217,594
4G1908	Library	Entryway	Public Health, Safety, and Compliance	<u>\$25,000</u>
				\$865,888
<u>South Dakota State University</u>				
3G1901	Campus	Planning & Design for FY2020 Projects		\$200,373
3G1902	Campus	Campus Utility - Steam & Chilled Water Upgrades	Campus Infrastructure	\$486,000
3G1903	Animal Science Complex	Partial Roof Replacement	Building Integrity	\$621,000
3G1904	Old Horticulture Building	Roof Replacement	Building Integrity	\$40,000
3G1905	Campus	Rotunda Lane Utility Improvements & Landscaping	Campus Infrastructure	\$450,000
3G1906	Pugsley Center	Asbestos Abatement of Christie Ballroom	Public Health, Safety, & Compliance	\$180,000
3G1907	Campus	Masonry Repairs (IM and NPB)	Building Integrity	\$200,000
3G1908	McFadden Northern Plains Biostress	Refinish Corridors	Building Integrity	\$300,000
3G1909	Pugsley Center	Remove Antenna Dishes & Landscaping	Building Integrity	\$50,000
3G1910	Wagner Hall	Replace Variable Air Volume Boxes & Heating Coils	Building Integrity	\$706,000
3G1911	Campus	Campus - Concrete Walk and Pavement Repairs	Public Health, Safety, & Compliance	<u>\$50,000</u>
				\$3,283,373

FY19 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	Cost Estimate
<u>University of South Dakota</u>				
2G1901		Planning & Design		\$120,022
2G1902	Dakota Hall	Reinsulation of attic space		\$200,000
2G1903	Med School	Chiller #2 Replacement	Energy & Utility Savings	\$100,000
2G1904	Student Center (Continuing Ed)	Building Renovation	Programmatic Suitability	\$900,000
2G1905	Slagle	IT Data Center Cooling	Campus Infrastructure	\$500,000
2G1906	Patterson Hall	Replace Roof	Building Integrity	\$250,000
2G1907	North Commons	Space Renovation	Programmatic Suitability	\$330,414
				<hr/> \$2,400,436
<u>Sanford School of Medicine</u>				
2G1941		Planning & Design		\$5,230
2G1942	HSC Sioux Falls	Sump Pump Station Modification	Building Integrity	\$99,377
				<hr/> \$104,607
				<hr/> \$8,596,636

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – E

DATE: May 8-10, 2018

SUBJECT

FY19 Tuition Rates for Montana and Colorado

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 13-53-6](#)

[BOR Policy 5:5:1 Tuition and Fees: On-Campus Tuition](#)

BACKGROUND/DISCUSSION

There was an error on Attachment I to BOR agenda 7-H – FY19 On-Campus Tuition and Mandatory Fees, approved during the March 2018 Board meeting. The correct version of the expansion of resident rates to non-resident students was approved in December by the Board. The Board approved Colorado and Montana tuition rates for new freshmen or first-time transfers for BHSU and SDSM&T at the resident rate. However, Colorado and Montana tuition rates for new freshmen or first-time transfers were incorrectly stated for DSU, SDSU, and USD and should not have been approved at the resident rate. The following is a summary of the correction.

Rates Approved in March			Corrected Rates Needing Approval		
	Montana	Colorado		Montana	Colorado
DSU	\$243.30	\$243.30	DSU	\$342.40	\$342.40
SDSU	\$248.35	\$248.35	SDSU	\$360.50	\$360.50
USD	\$248.35	\$248.35	USD	\$360.50	\$360.50

IMPACT AND RECOMMENDATIONS

The correction to the FY19 On-Campus tuition rates for Montana and Colorado reflects the Board's action at the December 2017 meeting.

ATTACHMENTS

None

DRAFT MOTION 20180508_7-E:

I move to approve the correction to the FY19 On-Campus Tuition rates. At DSU, the FY19 tuition rate for Montana and Colorado students will be \$342.40/credit hour. At SDSU and USD, the tuition rate for Montana and Colorado students will be \$360.50/credit hour.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F (1)

DATE: May 8-10, 2018

SUBJECT

BOR Policy 1:7:3 – Business Affairs Council Revisions (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:7:3 – Business Affairs Council](#)

BACKGROUND / DISCUSSION

In an attempt to transition the business affairs policies into the new format, BAC was asked to review potential revisions to BOR Policy 1:7:3 Business Affairs Council. The policy has been updated to include the purpose of the policy, definitions and put in the new format. Responsibilities of the Council have been added. Attachment I shows the proposed changes.

IMPACT AND RECOMMENDATIONS

By making these changes, the BOR Policy manual will continue to be updated to the current format while also defining the responsibilities of the Business Affairs Council.

ATTACHMENTS

Attachment I – BOR Policy 1:7:3 – Business Affairs Council

DRAFT MOTION 20180508_7-F(1):

I move to approve the first reading of BOR Policy 1:7:3 – Business Affairs Council with the revisions as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Business Affairs Council

NUMBER: 1:7:3

A. PURPOSE

To define the participants and role of the Business Affairs Council.

B. DEFINITIONS

None

C. POLICY

The Business Affairs Council is created to provide a vehicle for conducting system and institutional dialogue, developing and overseeing compliance with board policy, and establishing procedures and best practices relative to the fiscal affairs of the institutions and the Regental system.

1. Membership and Role

The Business Affairs Council shall consist of the chief financial officer or vice president of finance at each of the president's designated appointees representing fiscal responsibilities of each institutions under the Board's control. The council shall be chaired by the System Vice President of Finance and Administration ~~Director of Finance and Administration~~ as a non-voting member. The universities and Board office may have others participate in council activity as they deem appropriate and necessary, but each institution will only have one vote. The Business Affairs Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, perform duties, conduct studies, and make recommendations to the Board through the Council of Presidents and Superintendents.

2. Duties and Responsibilities

The Business Affairs Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, perform duties, conduct studies, and make recommendations to the Board through the Council of Presidents and Superintendents. The Council shall also conduct studies and analyses to support the work of the other councils.

The Council shall develop and oversee policies that impact fiscal affairs of the universities and the Regental system. The council shall also provide direction and guidance on accounting matters, audit, bonding, operating and budget requests, capital improvements, facilities and physical plant, financial reporting, payroll, maintenance and repair, student

tuition and fees, accounts payable and receivables, purchasing, travel, contracts, and any other matter that directly or indirectly impacts finance and administration. The Business Affairs Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, perform duties, conduct studies, and make recommendations to the Board through the Council of Presidents and Superintendents.

FORMS / APPENDICES:

None

SOURCE:

BOR, 1978; Revised April, 1990. P519; _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F (2)

DATE: May 8-10, 2018

SUBJECT

BOR Policy 5:1 – Institutional Representation Account Revisions (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:1 – Institutional Representation Account](#)

BACKGROUND / DISCUSSION

This policy has been updated to include the purpose of the policy, definitions and put in the new format. Attachment I shows the proposed changes.

IMPACT AND RECOMMENDATIONS

By making these changes, the BOR Policy manual will continue to be updated to the current format, making it more uniform across the entire manual.

ATTACHMENTS

Attachment I – BOR Policy 5:1 – Institutional Representation Account

DRAFT MOTION 20180508_7-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 BOR Policy 5:1 – Institutional Representation Account with the revisions as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Institutional Representation Account

NUMBER: 5:1

A. PURPOSE

To establish a fund that can be used to support non-routine expenditures necessary to support the promotion, advancement and unique environment surrounding university activities.

B. DEFINITIONS

1. **Institutional Representation Account:** The singular institutional account funded with non-general funds that can be used to support the promotion and advancement of the institution.

C. POLICY

1. Each institution under the control of the Board of Regents may utilize an institutional representation account. The budget for the account is to be limited to \$20.00 per student based on the prior year fall headcount enrollment with a minimum of \$10,000 authorized for each campus.
 - ~~A)~~ Institutional Representation Funds may be used for items that enhance the appearance or benefit the operations and image of the institution or system as a whole. Events for which Institutional Representation Funds may be used include, but are not limited to, foodstuffs, banquets, flowers, decorations, trophies, and awards.
 - ~~B)~~ Institutional Representation Funds may not be used for the cost of alcoholic beverages associated with an event.
 - ~~C)~~ Institutional Representation Funds may not be used for items of a personal nature, gifts for relatives, retiree or staff gifts, or other activities that do not benefit the institution as a whole. Funds may be used to support staff member recognition for approved institutional employee recognition programs.
 - ~~D)~~ Institutional Representation Funds may be used for meals and refreshment to host interview candidates or special guests or the institution, for planning and special department or committee meetings, but may not be used for regular staff or department meetings.
 - ~~E)~~ Institutional Representation Funds may be used to support staff and faculty travel for lodging beyond the state hotel reimbursement when state rates are unavailable.

FORMS / APPENDICES:

None

SOURCE:

BOR, September 1965; July 1968; August 1987; April 1989; May 1989; April 1992; September 1992; May 1993; October 1997; March 2001; December 2010; March-April 2016;

_____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F (3)

DATE: May 8-10, 2018

SUBJECT

BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition](#)

BACKGROUND/DISCUSSION

The Board approved the first reading of the revisions to BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition during the [March 2018 BOR](#) meeting. There have been no changes since this first reading.

Attachment I is the policy with the recommended changes.

IMPACT AND RECOMMENDATIONS

The policy has been reviewed by the Business Affairs Council. The staff at the central office recommends the policy as presented in Attachment I.

ATTACHMENTS

Attachment I – BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition

DRAFT MOTION 20180508_7-F(3):

I move to approve the second and final reading of the revisions to BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: Off-Campus Tuition

NUMBER: 5:5:2

A. PURPOSE

To establish the tuition structure for off-campus student; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. DEFINITIONS

1. **Off-Campus Tuition:** The per credit hour charge that is assessed to students taking courses delivered off-campus for the support of instruction and administrative costs.
2. **Remedial Courses:** Courses delivered either on- or off-campus to students requiring additional assistance in the areas of English, Reading, or Mathematics in an effort to achieve expected competencies in these core academic skill areas.

C. POLICY

1. Off-Campus Tuition

All courses offered off campus and at the Centers will be at off-campus tuition rates established by the Board unless on-campus rates have been specifically authorized by the Board.

- 1.1. **Standard Off-Campus Tuition Rates:** The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. This rate is comprised of the off-campus tuition rate plus an eleven and one-half percenter (11.5%) HEFF component, and a surcharge for the support of the Electronic University Consortium (EUC).
- 1.2. **Per Credit Hour Rates:** The off-campus tuition rates are per credit hour rates for undergraduate and graduate students. There is no distinction between resident and non-resident students as there is with on-campus tuition.
- 1.3. **Remedial On-Campus Courses:** These courses will be assessed an amount equal to the undergraduate off-campus tuition rate. No fees are to be charged in addition to this rate.

2. Tuition Allocations

- 2.1. All off-campus tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the higher education facilities fund.

- 2.2. General Activity Fee: The campuses are required to allocate the equivalent of the per credit hour General Activity Fee (GAF) to the institution's GAF pool of funds for all off-campus credit hours taken by on-campus students.
- 2.3. Salary Competitiveness: The Board will identify the per credit hour amount that is to be committed to the enhancement of salaries as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to enhance faculty and non-faculty exempt salaries. The annual revenue committed to salary enhancement from off-campus tuition applies to all off-campus credit hours taken by on-campus students.
- 2.4. Institutional Maintenance and Repair: The Board will identify the per credit hour amount that is to be committed to maintenance and repair (M&R), as well as the critical deferred maintenance bonds, as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to local M&R. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The annual revenue committed to M&R from off-campus tuition applies to all off-campus credit hours taken by on-campus students.-
- 2.5. Technology Funds: The Board will identify the per credit hour amount that is to be committed to technology investments as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund, as well as campus technology. The annual revenue committed to technology investments from off-campus tuition applies to all off-campus credit hours taken by on-campus students.

3. Off-Campus Reduced Tuition Programs

Legislated and Board approved tuition and fee reductions and waivers apply only to on-campus courses and programs except where noted below. (SDCL §13-55-23)

- 3.1. Reduced Tuition Benefit for South Dakota National Guard Members (SDCL §33-6-5): The undergraduate and graduate off-campus tuition rates assessed to members of the South Dakota National guard may be reduced by the tuition benefit provided for on-campus courses, the adjust being one-half of the resident on-campus tuition rate. This benefit is applied after the federal tuition benefits and may not exceed 100% of the tuition costs.
- 3.2. Reduced Tuition Benefit for Employees of the State of South Dakota: State employees attending a University Center, who meet the eligibility requirements for reduced tuition, will receive the same tuition reduction as that provided for on-campus courses up to a maximum of six credit hours per semester. The benefit will equal one-half the resident on-campus tuition rate for undergraduate or graduate courses for any face-to-face course at a Center.
- 3.3. Reduced Tuition Benefit for Elementary or Secondary Teacher or Vocational Instructor (SDCL §13-55-24): Certain elementary and secondary school teachers and vocational instructors pursuing any undergraduate or graduate off-campus course,

distance education course, or other course not subsidized by the general fund, will receive the same tuition reduction as that provided for on-campus courses. The benefit will equal one-half the resident on-campus tuition rate.

Eligibility is limited to teachers and vocational instructors who:

- are bona fide residents of South Dakota;
- are employed by an accredited school as a teacher as defined in Title 13;
- are required by state law, administrative rules or an employment contract to attend college as a condition of employment or to maintain a certificate to teach;
- are certified as eligible for this program by the school district or private school by which they are employed; and
- maintain an average academic grade of 3.0 or better.

The right of any teacher or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying students have registered.

An eligible teacher or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

FORMS / APPENDICES:

None

SOURCE:

BOR October 2004; BOR June 2011; BOR April 2013; BOR May 2013; BOR December 2014; BOR May 2016; BOR June 2017: _____

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F (4)

DATE: May 8-10, 2018

SUBJECT

BOR Policy 5:21 – System Collection Policy Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:21 – System Collection Policy](#)
[SDCL 54-3-16](#)

BACKGROUND/DISCUSSION

At the [March 2018](#) BOR meeting, the Board approved the first reading of the revisions to BOR Policy 5:21 – System Collection Policy. The substantive change in paragraph 1.2. clarifies that a hold is to be placed on a student’s account if the student is no longer enrolled at the university and the account balance is less than \$250. The policy has been reformatted to meet policy standards. Attachment I is the policy with the recommended changes.

IMPACT AND RECOMMENDATIONS

The staff at the central office recommend the policy as it is presented in Attachment I.

ATTACHMENTS

Attachment I – BOR Policy 5:21 – System Collection Policy

DRAFT MOTION 20180508_7-F(4):

I move to approve the second and final reading of BOR Policy 5:21 – System Collection Policy as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Collection Policy

NUMBER: 5:21

A. PURPOSE

To establish the collection procedures for student, employee, vendor and customer receivables.

B. DEFINITIONS

None

C. POLICY

1. System Collection Procedure

The following system-Standard collection procedure shall be used for student, employee, vendor and customer receivables including, but not limited to, tuition and fees, institutional student loans, traffic fines, library fines, daycare, housing fines, student health and other student charges of whatever kind or character; except that student obligations arising from participation in federal student financial aid programs shall be collected in the manner specified under federal regulation.

1. Delinquent Accounts and Holds

~~A.~~—A commercial or vendor account shall become delinquent 45 days after the established due date. A student account shall become delinquent when a balance remains after the established deadlines. The debtor shall be informed that if the account is not satisfied in full or appropriate arrangements made by the due date, the account shall be ~~handled as follows~~referred to collections and will be subject to late fees.

1.1. 1)—All student accounts with an accounts receivable (AR) balance of \$250 or more shall have a ~~HOLD~~hold placed on them as soon as they become delinquent. The hold will stop a student from registering, adding or dropping classes, or obtaining an official transcript from the institution. ~~The HOLD shall not be removed until the account is satisfied in full. The institution recognizing the receivable may exercise discretion and override the hold upon consultation with the other institution.~~

- 1.2 All student accounts with an accounts receivable balance less than \$250 shall have a hold placed on them when the student is no longer enrolled at the university or when the debt is over 180 days delinquent.
- 1.3 A hold shall not be removed until the account is satisfied in full. The institution recognizing the receivable may exercise discretion and override the hold upon consultation with the other institution.
- 1.4 The hold shall remain on a debtor's record even after the account is written-off, which shall stop the debtor from receiving services from the institution until the debt is satisfied.
- 1.52. 2) ———For all commercial or vendor accounts that become delinquent, the university shall discontinue their services until accounts are paid in full.

2. Collection of Student, Commercial or Vendor Debt

- 2.1. —B.——Collection of student, commercial or vendor accounts that are less than \$250 shall proceed according to the following schedule:

————— 1) ——— Accounts less than \$250:

- a.● Accounts that are less than \$250 shall be handled using in-house collection procedures, which shall consist of a minimum of three contacts to the debtor, with at least two of them being in writing. Debtors shall be responsible for all collection fees incurred where permitted under law.
- b.● When in-house collection efforts are exhausted, the account may be referred to the State of South Dakota's Obligation Recovery Center.
- c.● When collection efforts are exhausted and the account is at least two years delinquent, the account will be submitted to the Board of Finance to be written off in accordance with procedures established by the Board of Finance.
- d. ——— The HOLD may remain on a debtor's record even after the account is approved for write-off, which will stop the debtor from receiving services from the institution in the future.

- 2.2. Collection of Student, Commercial or Vendor Accounts that are \$250 or more shall proceed according to the following schedule:

~~2) Accounts that are \$250 or more:~~

- ~~a.~~ a. Accounts that are \$250 or more shall be handled using in-house collection procedures, which shall consist of a minimum of three contacts to the debtor, with at least two of them being in writing, one by registered mail. The collection process on accounts \$250 or more shall be completed within 180 days from the date the account became delinquent. Debtors shall be responsible for all collection fees incurred where permitted under law.
- ~~b.~~ b. When an account is not in repayment or in-house collection efforts are exhausted, the account shall be referred to the State of South Dakota's Obligation Recovery Center for collection efforts.
- ~~c.~~ c. When the collection efforts by the Obligation Recovery Center have been exhausted and the debt has been referred back to the university, it will be submitted to the Board of Finance for write-off in accordance with procedures established by the Board of Finance.
- ~~d.~~ d. ~~The HOLD shall remain on a debtor's record even after the account is written off, which shall stop the debtor from receiving services from the institution until the debt is satisfied.~~

3. Employee Debt Collection

~~C.~~ Employee debts to their institutions may be satisfied through voluntary or involuntary deductions from salary, or they may be referred to a collection agency.

~~1)~~ 3.1. Employees shall be billed for debts to their employers in the same manner as others who owe monies to the employing institution.

~~2)~~ 3.2. Where employees fail to respond to demands for payment, an institution may refer the matter to a collection agency, ~~or it may:~~

3.3. Employers may use involuntary salary deductions following these steps:

- ~~a.~~ a. Notify the debtor-employee that his or her monthly salary shall be reduced to cover the amount owed ~~ing~~ plus interest beginning with the salary earned during the month following that in which the notice is sent.

- ~~b.~~—The notice sent to debtor-employees shall fix a time for an informal meeting between the institution's chief financial officer or that person's designee and the employee to discuss the debt and its resolution.
 - ~~i.~~—The meeting shall be scheduled no later than ten working days prior to the date of the first deduction.
 - ~~e.~~—If the debtor-employee contacts the institution in response to such notice, the institution may work out mutually acceptable terms for the use of salary deductions to repay all sums owed~~ing~~.
 - ~~d.~~—If the debtor-employee fails to respond to the notice, or if no mutually acceptable agreement is reached, the institution may recoup its claim from the debtor-employee's salary beginning with the installment payable for services provided during the month following that in which the notice was sent.
- 3.3.1 ~~e.~~ Deduction from salary may be in such amounts needed to satisfy the debtor-employee's obligations to the institution; provided ~~that~~ the deductions from salary shall comply with the priorities and limitations on deductions from wages established by SDCL chapter 21-18.
- 3.3.2 ~~3)~~—Debtor-employees may challenge such deductions under grievance procedures established in Board policy or, where pertinent, collective bargaining agreements.
- 3.3.3 ~~a.~~ If an employee succeeds in showing the deduction to have been improper, the institution shall make a lump sum payment of the amount deducted, plus 4% annual interest (Category E Rate SDCL 54-3-16)—from the time of the deduction.

4. Late Fees

~~D.~~—Late fees established by the Board may be assessed against delinquent accounts or interest may be assessed on delinquent accounts at the category F rate specified in SDCL 54-3-16.

FORMS/APPENDICES:

None

SOURCE:

~~BOR~~, BOR December 1995; ~~BOR~~ May 1996; ~~BOR~~ June 2001; ~~BOR~~ May 2003; ~~BOR~~ March 2006;
~~BOR~~ December 2010; ~~BOR~~ May 2012; ~~BOR~~ December 2015; ~~BOR~~ December 2016;
_____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F (5)

DATE: May 8-10, 2018

SUBJECT

BOR Policy 5:25 – Auxiliary Revenue System Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:25 – Auxiliary Revenue System](#)

BACKGROUND/DISCUSSION

At the [March 2018](#), the Board approved the first reading of the changes to BOR Policy 5:25 Auxiliary Revenue System that involved including some of the definition details in the body of the policy. No changes have been made since the first reading.

IMPACT AND RECOMMENDATIONS

The board office recommends that BOR Policy 5:25 be approved with the definition changes noted in Attachment I.

ATTACHMENTS

Attachment I – BOR Policy 5:25 Auxiliary Revenue System.

DRAFT MOTION 20180508_7-F(5):

I move to approve the second and final reading of the revisions made to BOR Policy 5:25 – Auxiliary Revenue System as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Auxiliary Revenue System

NUMBER: 5:25

A. PURPOSE

To establish the necessary fund structure and the appropriate flow of funds generated by the Auxiliary System to capture the appropriate financial information necessary for continuing disclosure.

B. DEFINITIONS

1. **Auxiliary System:** On October 21, 2004, the Board established a combined system of housing and auxiliary facilities for all six universities to leverage the strength of the system for bonding purposes, this is referred to as the Auxiliary System.
2. **Board:** The Board means the South Dakota Board of Regents.
3. **Bond or Bonds:** A series of housing and auxiliary facilities system revenue bonds.
4. **Bond and Interest Sinking Fund Account:** An account of that name established for each Institutional System pursuant to the requirements of each bond resolution. ~~See Section C.1.3 below for the restrictions and uses of Bond and Interest Sinking Fund accounts.~~
5. **Capitalized Interest Subaccount:** A separate and special ~~fund account~~ must be created with each bond issue at each Institution into which ~~bond an amount equal proceeds equal~~ to the interest costs ~~over a designated period shall be deposited on a portion of the bonds shall be deposited. The monies in the capitalized interest subaccount that are not needed for expenditures may be invested and reinvested in permitted investments. Interest from such investments prior to completion of the project(s) shall be deposited in the capitalized interest subaccount as it is part of the construction fund.~~
6. **Construction Fund:** A separate and special ~~fund account~~ created with each bond issue at each institution in which the proceeds of the bond issue ~~applicable to construction of the project~~ will be deposited. ~~All monies held in the construction fund shall be used or held for use solely for the payment of the cost of construction for the project(s) approved by the Board. The moneys in the construction fund that are not needed for expenditures may be invested and reinvested in permitted investments. Interest from such investments prior to completion of the project(s) shall be deposited in the construction fund. Upon completion of the project(s), if the proceeds from the sale of the bonds plus earned interest exceed the cost of the project(s), any surplus shall be:~~

- ~~Paid into the Bond and Interest Sinking Fund account and used for the payment of the next interest payment of the bond, or~~
 - ~~Used for any purpose approved by bond counsel.~~
- 7. Debt Service Reserve Account:** ~~A fund~~~~The account~~ of that name established for each institutional system pursuant to the requirements of each bond resolution. A debt service reserve account is not required by all bond resolutions. ~~See Section C.1.3 below for the restrictions and uses of the debt service reserve account.~~
- 8. Debt Service Reserve Requirements:** ~~If required upon issuance of a series of bonds, means the lesser of:~~
- ~~Maximum Annual Debt Service on the bonds which are secured by the Debt Service Reserve Account;~~
 - ~~125% of average Annual Debt Service on the bonds which are secured by the Debt Service Reserve account; or~~
 - ~~10% of the original principal amount of the bonds which are secured by the Debt Service Reserve account.~~
- 8. 9. Electronic Municipal Market Access (EMMA):** The Municipal Securities Rulemaking Board's (MSRB) Electronic Municipal Market Access system for municipal securities or any other electronic format or system prescribed by the MSRB.
- 9. 10. Gross Revenues:** All fees, rentals, and other charges from students, staff members, and others using or being served by any portion of the facilities comprising an institutional system.
- 10. 11. Institution:** Institution means Black Hills State University, Dakota State University, Northern State University, South Dakota State University, South Dakota School of Mines and Technology, University of South Dakota, and any other institution which becomes part of the system.
- 11. 12. Institutional System:** ~~for each institution, each and all of the following: The existing facilities of each institution as described in Exhibit A of the most recent Bond Resolution.~~
- ~~Any facilities financed with the proceeds of bonds issued for such institution or purchased with auxiliary system funds;~~
 - ~~The existing facilities of each institution as described in Exhibit A of the most recent Bond Resolution;~~
 - ~~All repairs, replacements, alterations, extensions, betterments, developments, and improvements acquired, constructed, or installed for the institutional system, that have not been converted to non-economic use and occupancy or abandoned for non-economic feasibility as determined by resolution of the Board.~~
- 12. 13. Net Revenues:** The portion of gross revenues of an institution remaining after providing sufficient funds for the reasonable and necessary cost of currently maintaining, repairing, insuring, and operating the institutional system, including the related operating reserve.

13.14. Operating Reserve: Such amount as is adequate and necessary for working capital for operation of the institutional system, provided such operating reserve shall not exceed one-fourth of the operating and maintenance expenses of such institutional system for the preceding 12 months.

14.15. Permitted Investments: Any investments permitted by the laws of the State of South Dakota for the investment of public funds.

15.16. Pledge of Revenues: All revenues generated by the Auxiliary system are deemed as pledged towards the payment of the bonds.~~All revenue bonds are payable from and secured by a pledge of and lien on the following sources in the following order of priority:~~

- ~~• The net revenues of each institutional system;~~
- ~~• Uncommitted funds of the Repair and Replacement Reserve accounts of each Institution;~~
- ~~• Net revenues of the other institutions, but only after provision for payment of interest due on the next interest payment date and one-half of the principal due on the bonds issued on behalf of each Institution within the succeeding 12 months;~~
- ~~• Uncommitted funds of the Repair and Replacement Reserve accounts of the other institutions, in an amount, and from such institutions as determined by the Executive Director; and~~
 - Such other funds which may be pledged or used as authorized by state law.

16.17. Project(s): Facilities to be constructed with a series of bonds.

17.18. Repair and Replacement Reserve Account (RRR): The account of that name for each institutional system established pursuant to the requirements of a bond resolution. Dollars required for RRR requirement are deposited in this account.

18.19. Revenue Fund: The fund of that name established for each institutional system pursuant to the requirements of a bond resolution.

~~**20. RRR Requirement:** Varies from bond issue to bond issue, but typically means 10% of the amount transferred to the Bond and Interest Sinking Fund account for an institutional system until~~ An amount equal to 5% of the cost of construction, furnishing and equipping of all facilities in such institutional system. ~~has been accumulated.~~

21. Maximum Annual Debt Service: The largest amount of debt service due in any single fiscal year over the life of the bond.

C. POLICY

On October 21, 2004, the Board established a combined system of housing and auxiliary facilities for all six universities to leverage the strength of the system for bonding purposes, this is referred to as the Auxiliary System. Under this resolution and authority in South Dakota statute, the Board may issue bonds for the purposes of financing the construction, acquisition, or modification of revenue generating facilities. The Auxiliary System provides that each

institution can continue to operate its existing auxiliaries with central oversight, but the revenues are subject to cross-collateralization to avoid a potential default on any bond issued on behalf of any institution. The bond covenants and required due diligence establish the requirements for the operation and longevity of the Auxiliary System. The flow of funds and the reporting of financial information are the focus of this policy.

1. Bond Proceeds Deposited into Either a Construction Fund or a Capitalized Interest Fund at the Campus Level

1.1. -Construction Fund

All monies held in the construction fund shall be used or held for use solely for the payment of the cost of construction for the project(s) approved by the Board. The monies in the construction that are not needed for expenditures may be invested and reinvested in permitted investments. Interest from such investments prior to completion of the project(s), if the proceeds from the sale of the bonds plus earned interest exceed the cost of the project(s), shall be:

- Paid into the Bond and Interest Sinking Fund and used for the payment of the next interest payment of the bond, or
- Used for any purpose approved by the Board and bond counsel.

1.2. Capitalized Interest Fund

The Capitalized Fund is made up of bond proceeds to be used for the payment of interest on a bond for which the pledged revenue stream has not begun or is temporarily halted due to construction. The monies in the capitalized interest fund may be invested and reinvested in permitted investments. Interest from such investments prior to completion of the project(s) shall be deposited in the construction fund.

1.2.Flow of Funds from Pledged Revenues

1.1.2.1. Revenue Fund

The gross revenue of each institution will be credited to a special account for each institution known as the Housing and Auxiliary Facilities Revenue Fund. Each revenue fund shall be maintained as a special account, separate and apart from all other funds of the institution and shall be maintained by the institution so long as any bonds are outstanding. The monies in each revenue fund shall be used and expended first to maintain the institution's operating reserve. Funds shall be applied to pay when due all necessary operating expenses, which include current maintenance charges, expenses of reasonable upkeep and repairs, properly allocated share of charges for insurance, and all other expense incident to the operation of the institutional system, but shall exclude depreciation, all general administrative expenses of the institution not allocable to the institutional system, and the payments required to be made into the institution's RRR account.

1.2.2.2. Bond and Interest Sinking Fund Account and Debt Service Account

A separate account for each institution shall be established and maintained. On or before each March 25 and September 25 (or other date if provided by a specific series

of bonds) after payment of operation and maintenance expenses of the institutional system due, the chief financial officer of the institution shall transfer to the Bond and Interest Sinking Fund account such amounts which, when added to the balance therein, will be sufficient to equal the interest then due on the bonds and one-half of the principal due within the next 12 months. The funds necessary to pay the principal and interest on the bonds due on the immediately following payment date shall be immediately transferred to a separate account, known as the Debt Service Account. All monies credited to the Debt Service Account are irrevocably pledged to and shall be used solely for the payment of principal and interest on the bonds of the institution.

1.3.2.3. Debt Service Reserve Account

Irrevocably pledged to and solely used as described by the bond resolution. Not all bond issues require a debt service reserve. If required, a separate subaccount is created for each series of bonds. The amount of funds to be deposited in the account is the lesser of the maximum annual debt service, 125% of the average annual debt service, or 10% of the original principal amount of the bonds. Funds on deposit in such a subaccount may be transferred to the related institution's debt service account and used to pay debt service on the bonds secured by such subaccount in the event funds on deposit are insufficient for bond and interest payment. In the event the amounts of deposits exceed the debt service reserve requirement, the excess may be withdrawn and used to pay debt service on the bonds they are securing. If on any April 1 or October 1, the amount on deposit in the debt service reserve account is less than the debt service reserve requirement, the Board shall transfer funds from the related institution's revenue fund and deposit into such subaccount no later than the next interest payment date on such bonds in an amount not less than that necessary to restore the subaccount to the debt service reserve requirement.

1.4.2.4. Repair and Replace Reserve

On or before the close of each fiscal year, a minimum of 10% of the amount transferred to each Institution's Bond and Interest Sinking Fund shall be transferred from each institution's revenue fund to the RRR ~~Reserve~~ account until an amount equal to the RRR requirement of each institution has been ~~accumulated. If bonds are issued for additional improvements to the related institutional system, such amount shall be increased by 5% of the cost of additional improvements. Such~~ Transfers accumulated. Transfers need not be made at any time when funds and investments in the RRR account exceed the RRR requirement. All moneys and investments held in the RRR shall be used and held for use to pay the cost of unusual or extraordinary maintenance or repairs, renewals, renovations and replacements, and renovating or replacement of the furniture and equipment not paid as part of the ordinary maintenance and operation of the institutional system.

1.5.2.5. Disposition of Residual Funds in the Revenue Fund

At the close of each fiscal year and after all transfers and maximum deposits described above have been made, and after any deficiencies in any such transfers and deposits which may exist from any previous fiscal year have been remedied, the balance of any excess funds in each revenue fund then remaining may be used by the Board:

1.5.1.2.5.1. To redeem, on the next interest payment date, the bonds of the related Institution then outstanding, which are subject to redemption prior to maturity,

1.5.2.2.5.2. For any expenditures, including the payment of debt service, relating to improving or restoring any existing facilities of the related Institutional System, and

1.5.3.2.5.3. For any other lawful purpose of the related institutional system.

1.6.2.6. Pledges of Revenues and Income

The bonds of an institution are payable from and secured by a pledge of and lien on the following sources in the following order of priority:

- The net revenues of the related institution;
- Debt Service Reserve of the related institution, if applicable to such series of bonds;
- Uncommitted funds of the RRR account for the related institution;
- Net revenues of the other institutions, but only after provision for payment of interest due on the next interest payment date and one-half of the principal due on the bonds issued on behalf of such institution within the succeeding 12 months;
- Uncommitted funds in the RRR of the other institutions, in an amount and from such institutions as determined by the Executive Director; or
- Such other funds which may be pledged or used as authorized by the Act.

2.3.Continued Requirements

2.1.3.1. Each institution shall notify the Board at least 30 days prior to each interest or principal payment date either:

- That it has sufficient net revenue available from the institutional system to make the interest and principal payment on such payment date, or
- That it does not have sufficient net revenues available from the institutional system to make the interest and principal payment, specifying the amount of such deficiency.

2.2.3.2. The rates, rents, charges, and fees (including the General Activity Fee) chargeable to the occupants of, and students, faculty members, and others using or being served by the system, shall be fixed and revised from time to time so that the:

- Ratio of Net Revenues to Annual Debt Service in each fiscal year shall be at least equal to 120% of the Annual Debt Service for each fiscal year; and
- The ratio of Net Revenues of each institutional system to Annual Debt Service of the bonds of that Institution in each fiscal year will be at least 120% of the Annual Debt Service for such fiscal year.
- Failure to satisfy the rate covenant will not cause a default event if the Board engages an independent management consultant within 30 days to prepare a

report with recommendations for meeting the required coverage ratio. The report will be prepared within 45 days of engagement. The Board, to the extent legally permissible, will implement the consultant's recommendation.

- In no event may the coverage described above fall below 100% of Annual Debt Service on all bonds in each fiscal year.

2.3.3.3. The Board must maintain property and casualty and liability insurance as recommended by an independent insurance consultant at least once a year. The Board may self-insure subject to periodic review by an independent actuarial consultant and maintenance of funding at levels recommended by the consultant.

2.3.1.3.3.1. In the event of an insurable event, the proceeds from any insurance related to the event will be credited to the RRR account to be used to reconstruct, repair, or rehabilitate the part of the institutional system damaged.

2.4.3.4. The Board will provide the following via posting on the EMMA website:

- A copy of any annual or period report with respect to the System prepared for the Board;
- A notice of any threatened termination of any accreditation material to the activities of an Institution or the commencement of any litigation or other governmental or judicial proceeding in which an outcome adverse to the Board could result in a judgment in excess of available insurance coverage within five business days after the Board has such knowledge;
- Within 270 days of the end of the fiscal year, or as soon as available, a copy of the Comprehensive Annual Financial Report (CAFR) for the State of South Dakota;
- Within 270 days of the end of the fiscal year, a copy of the unaudited financial statements for each Institution;
- Unaudited Financial Statements of the Housing and Auxiliary Facilities System Revenue Bond Funds will be provided upon completion;
- Audited Financial Statements, if and when prepared by the Board, will be provided within 30 days after availability to the Board. Audited Financial Statements are not currently prepared, and
- By the end of October, the historical and projected worksheet for the system.

2.5.3.5. If any part of the information described in Section C.2.4 above can no longer be generated because the operations to which it is related have been materially changed or discontinued, the Board will provide a statement to such effect as part of its filing for the year in which such event first occurs.

2.6.3.6. Reportable events will be disseminated by the Board not more than 10 business days after occurrence via the EMMA website. Reportable events are:

- Principal and interest payment delinquencies;
- Non-payment related defaults, if material;

- Unscheduled draws on debt service reserve reflecting financial difficulties;
- Unscheduled draws on credit enhancements reflecting financial difficulties;
- Substitution of credit or liquidity providers, or their failure to perform;
- Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposal Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax-exempt status of the security;
- Modifications to the rights of security holders, if material;
- Bond calls, if material, and tender offers;
- Defeasances;
- Release, substitution or sale of property securing repayment of the securities, if material;
- Rating changes;
- Bankruptcy, insolvency, receivership or similar event of the Board;
- The consummation of a merger, consolidation, or acquisition involving the Board, or the sale of all or substantially all the assets of the Board, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material; and
- Appointment of a successor or additional trustee or the change of name of a trustee, if material.

3.4. Addition/Removal of Project from the Institutional System

3.1.4.1. The description of a project may be supplemented or amended at any time by the Board without the consent of a bondholder, as long as the facilities are authorized by State Statute and upon receipt of a favorable opinion of bond counsel with respect to such supplement or amendment.

3.2.4.2. Prior to the use of bond monies for the supplemented or amended project and if the facilities to be so included are not already part of the institutional system, the Board shall adopt a resolution which describes the new facilities and include the facilities in the Institutional System.

3.3.4.3. No property, plant, and equipment that is used to generate net revenue may be sold or otherwise disposed of unless:

- The property, plant, and equipment is obsolete or worn out
- Fair market value is received in return, or,

- The market value of all property, plant, and equipment disposed of in any fiscal year does not exceed five percent of the total market value of all such property, plant, and equipment.

~~3.4.4.4.~~ Prior to the removal of property, plant and equipment from the institutional system, the Board shall adopt a resolution which describes the facilities being removed and the reason of such removal.

~~3.5.4.5.~~ No accounts receivable that are a source of net revenues may be sold, pledged, factored, or otherwise disposed of under any circumstances.

~~4.5.~~ Educating Staff Involved in Institutional System Reporting

Each institution's Chief Financial Officer will inform their staff of the Board's policies and procedures for financial reporting of the Institutional System and monitor compliance.

FORMS / APPENDICES:

None

SOURCE:

BOR June 2012; BOR March 2017-; ~~BOR~~_____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – G

DATE: May 8-10, 2018

SUBJECT

SDSU Chiller Upgrade and Cooling Services Preliminary Facility Statement

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) Classification of Capital Improvements

[SDCL 5-14-2](#) Supervision by Bureau of Administration of Capital Improvement Projects
– Payment of Appropriated Funds

[SDCL 5-14-3](#) Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of Institution

[BOR Policy 6:4](#) Capital Improvements

[BOR Policy 6:6](#) Maintenance and Repair

BACKGROUND / DISCUSSION

SDSU is submitting its Preliminary Facility Statement related to upgrading the Chiller Plant. The intent of this project is to combine three related maintenance and repair projects for efficiency and maximum productivity. The first project will increase capacity and redundancy in the central chiller plant by adding a fifth 525 nominal ton chiller, estimated at \$1,400,000. The second project will extend the chilled water system to the Intramural Building, estimated at \$540,000. The third project will extend the chilled water system to Wagner Hall and Bailey Rotunda, estimated at \$595,000. Combining the projects will simplify the construction and should reduce design and project management costs.

The fund sources for the project include \$1.4M from rental income from the Auxiliary Housing System. This fund source is being tapped because the chiller plant is currently supporting significant load for residential facilities but they have not contributed to the chiller plant capacity in the past, per SDSU. Currently, Residential Life has nine (9) buildings connected to the chiller plant. Those nine (9) buildings account for 31.6% of the current load. If Residential Life provides the 5th chiller, they will be providing 20% of the total plant capacity but consuming 30% of total plant capacity. There are currently four

(Continued)

DRAFT MOTION 20180508_7-G:

I move to approve SDSU's Preliminary Facility Statement for the additional high capacity chiller and extensions to reach the intramural buildings, Wagner Hall, and the Bailey Rotunda at an estimated cost of \$2,535,000 to be funded by rent revenues and 2018 and 2019 HEFF M&R. Further, I move that this M&R project be exempted from the capital improvement process requirements.

(4) residence halls without air conditioning in the southeast corner of campus – Binnewies, Young, Mathews and Pierson Halls. Cooling all of those will add approximately 800 tons of new load to the chiller plant.

Total Load as of November 2017 Central Chiller Plant	
Avera North	629
Avera South	656
Central Chiller Plant	35
Dairy Micro	159
Ag Hall	210
South Dakota Art Museum	44
Morrill Hall	356
Old Horticulture	19
Architectural Math & Engineering	140
Thorne, Abbott, Spencer	174
Honors, Shultz, Hyde	404
Ben Rifel	190.5
Brown Hall	200
Larson Commons	70
Total	3286.5
Total Res Life Load above	1038.5
Percentage of Res Life Life Load of Total	31.599%

Additional details of the Preliminary Facility Statement can be reviewed in Attachment I.

IMPACT AND RECOMMENDATIONS

SDSU requests approval of this Preliminary Facility Statement and budget for the project development. SDSU also requests that this project be exempted from further steps in the capital improvement process due to the maintenance and repair nature of the project. This would eliminate the need for a building committee and instead the project would be handled by the Office of the State Engineer (OSE).

The project will be funded with \$1,400,000 from rent revenues from the auxiliary system and \$1,135,000 from HEFF maintenance and repair fees.

ATTACHMENTS

Attachment I – SDSU Chiller Upgrade and Cooling Services PFS

**PRELIMINARY FACILITY STATEMENT
FOR
INSTALL FIFTH CHILLER IN CENTRAL CHILLER PLANT, CONNECT
WAGNER & ROTUNDA TO CHILLER PLANT EXTEND MAIN TO THE
INTRMURAL BUILDING
SOUTH DAKOTA STATE UNIVERSITY
PREPARED: APRIL 12, 2018
BY SDSU FACILITIES AND SERVICES
SDSU WO#18-110421, 18-104834, 18-110546**

South Dakota State University (SDSU) requests approval of this Preliminary Facility Statement and budget for the project development. We also request that this project be exempted from further steps in the capital improvement process.

1. GENERAL PROGRAMMATIC NEEDS TO BE ADDRESSED:

The intent of this project is to combine three related maintenance and repair projects for efficiency and maximum productivity. The first project will increase capacity and redundancy in the central chiller plant by adding a fifth 525 nominal ton chiller, estimated at \$1,400,000. The second project will extend the chilled water system to the Intramural Building, estimated at \$540,000. The third project will extend the chilled water system to Wagner Hall and Bailey Rotunda, estimated at \$595,000. Combining the projects will simplify the construction and should reduce design and project management costs. The chiller currently serving Wagner and Rotunda is original to the building and will be removed along with the cooling tower and associated pumps and equipment. New energy efficient pumps and equipment will be installed in Wagner and Rotunda to deliver the chilled water to the existing air handlers in the buildings from the central chiller plant. The new chiller will provide cooling for these buildings and also have capacity to connect other buildings in the future. The new chiller will provide capacity to meet future cooling demand. This will increase the reliability of the cooling for these buildings, eliminate maintenance on older equipment and provide additional cooling capacity for the campus.

2. ANALYSIS OF THE STUDENT BODY OR CONSTITUENTS TO BE SERVED:

This project will provide reliable efficient cooling for classroom buildings serving a large portion of the student body. Intramural, Wagner, and Bailey Rotunda are buildings that house classrooms utilized by many departments across campus. The added capacity in the chiller plant will also be available to cool existing residence halls as the heating and cooling systems in those halls are renovated. Connecting residence halls to the central chiller plant will replace several hundred window air conditioners, improving overall efficiency and campus aesthetics.

3. ADDITIONAL SERVICES TO BE OFFERED:

This project will provide capacity in the main lines for future renovations on residence halls. Residence halls can connect to the chilled water system and get more efficient cooling from the central chiller plant.

4. COMPLIANCE WITH CAMPUS MASTER PLAN:

This project fully complies with campus master plan. It addresses the need to replace aging cooling equipment by connecting to the more efficient Central Chiller Plant. It expands the chilled water distribution system and will allow future buildings and renovated buildings to connect to the chiller plant.

5. ANALYSIS OF NEEDS ASSESSMENT BASED ON THE FACILITIES UTILIZATION REPORT:

Not Applicable.

6. LOCATION:

The location of this project will be in the Central Chiller Plant with direct buried plastic chiller pipes extended to, Wagner Hall, Bailey Rotunda and the Intramural Building.

7. REALLOCATION OF OLD SPACE, IF ANY:

Space in the lower level of Wagner Hall will be reallocated as mechanical space to provide room for the plate and frame heat exchanger, pumps and other mechanical equipment.

8. PROPOSED FUNDING SOURCE/SOURCES:

Total funding available is \$2,535,000. These have been approved and the funding sources are as follows.

- Central Chiller Plant, R0318—40X, \$1,400,000 2018 Rent Revenues
- Intramural, R0318—72X/DEL, \$540,000 2019 HEFF
- Wagner Hall, R0318—36X/DEL, \$595,000 2018 HEFF

The combined value of the three projects exceeds the threshold for a capital improvement project. The PFS has been submitted to comply with BOR policy 6.4. SDSU requests that the combined project be exempted from the remainder of the process due to the maintenance and repair focus of the project.

9. BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN:

SDSU will work with OSE to conduct a competitive selection process for the design services needed for the combined project. We estimate the cost for these services is \$66,000.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – H

DATE: May 8-10, 2018

SUBJECT

SDSU Southeast University Neighborhood Redevelopment Facility Design Plan

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) Classification of Capital Improvements

[SDCL 5-14-2](#) Supervision by Bureau of Administration of Capital Improvement Projects
– Payment of Appropriated Funds

[SDCL 5-14-3](#) Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of Institution

[BOR Policy 6:4](#) Capital Improvements

[BOR Policy 6:6](#) Maintenance and Repair

BACKGROUND / DISCUSSION

SDSU is submitting its Facility Design Plan for the redevelopment of the Southeast University Neighborhood. The project includes the construction of a three-story apartment building and four to six townhouses to accommodate 204 to 228, according to the Facility Program Plan approved in December 2017. The budget for the project was capped at \$20M given maintenance and repair needs of the auxiliary system. Parking was to be an additional cost.

SDSU is requesting approval of a facility design plan and a total budget of \$20,735,379. Given the parking costs of \$335,379, the project is about \$400K over the \$20M approved budget. The Building Committee met May 1, 2018, and approved the Facility Design Plan at a cost not to exceed \$20,735,379 to be funded using \$18.0M in revenue bonds debt serviced from student rent revenues and \$2,735,379 in cash from the auxiliary system. The Building Committee also approved a Guaranteed Maximum Price not to exceed \$17,649,545.

If SDSU builds the apartment and 4 townhouses, they will create 204 beds. Per current estimates, total project costs will be \$19,658,000, which is under the project budget. However, 204 beds are 12 beds under the basis for the financial pro forma. If SDSU builds

(Continued)

DRAFT MOTION 20180508_7-H:

I move to approve SDSU's Facility Design Plan for the Southeast Neighborhood Redevelopment and Construction of apartments and townhouses and related parking at a cost not to exceed \$20,735,379, to be funded using \$18.0M in revenue bonds debt serviced from student rent revenues and \$2,735,379 in cash from the auxiliary system.

the apartment and 5 townhouses (base bid + alternate #1), they will create 216 beds. While this meets the pro forma, total project costs are estimated at \$20,400,000, putting the project about 2% over budget.

If bids are favorable and SDSU can build a sixth townhouse for the original budget of \$20M, they will accept a second alternate to build six townhouses.

The project includes a contingency (almost 5%) for the contractor (\$820,730) and a contingency (almost 5%) for the owner (\$820,370). This contingency is appropriate at this stage of design on this type of project. Each contingency is the value of one townhouse. It is possible that the project could still come in under the originally approved budget.

The Facility Program Plan noted the possibility of including commercial or student services space within the facility. This remains under consideration. An area has been reserved on the site for development of approximately 2,000 square feet of student support/dining space added to the south wing of the apartment building. SDSU is working to develop a tentative agreement for this commercial space. If this comes to fruition, an independent financing plan to realize this addition would be brought to the Board at a future meeting. The profits from the operation would become part of the Auxiliary System revenues.

Additional details of this Facility Design Plan can be reviewed in Attachments I, II, and III, and IV.

IMPACT AND RECOMMENDATIONS

SDSU requests approval of the Facility Design Plan and a total budget of \$20.4M for construction of the apartments and townhouses in order to build a total of 216 beds. The 216 beds will allow SDSU to meet the pro forma projections related to revenues and expenses.

ATTACHMENTS

Attachment I – SDSU FDP Southeast Neighborhood Redevelopment
Attachment II – SDSU Apartment Building Floor Plans
Attachment III – Floor Areas for Apartment Building and Townhomes
Attachment IV – Site Layout Plan

**FACILITY DESIGN PLAN
FOR
SOUTHEAST UNIVERSITY NEIGHBORHOOD REDEVELOPMENT
APARTMENT AND TOWNHOUSE CONSTRUCTION
SOUTH DAKOTA STATE UNIVERSITY**

**April 13, 2018
OSE#R0318-09X**

In accordance with Board of Regents (BOR) Policy 6.4 for Capital Improvements, South Dakota State University (SDSU) requests approval of this Facility Design Plan. SDSU also requests that the BOR grant authority to the BOR Building Committee to issue construction bid packages and to approve the Guaranteed Maximum Price (GMP), which will allow the project to proceed according to the timeline and schedule included in this plan. Construction will commence in June 2018.

The project shall construct a three-story apartment building and four to six townhouses to accommodate at 204 to 228 beds according to the goals outlined in the Facility Program Plan (FPP). The Facility Program Plan was approved at the December 2017 SD Board of Regents meeting. This submittal is a result of the schematic design completed by Architecture Incorporated and KWK Architects, and construction manager at risk (CM@R), Journey Construction Inc.

A. Architectural, Mechanical & Electrical Schematic Design

Schematic Building & Site Design Description

The new Southeast University Neighborhood Redevelopment project is located in the block defined on the north by 8th Street, on the south by 7th Street, on the east by Jackrabbit Avenue and on the west by 14th Avenue.

The project consists of one, three-story apartment building, located at the corner of Jackrabbit Avenue and 8th Street, and townhouses located along 7th Street. The total bed count for the project is 204 to 228 beds depending upon the number of townhouses constructed. The apartment building includes 156 beds in a mix of four-bedroom, three-bedroom, two-bedroom, and one-bedroom apartments. In addition, one two-bedroom apartment will be dedicated to a building manager. The three-story building has a total area of 56,296 gsf.

Each townhouse is a two-story structure that includes one ground floor four-bedroom apartment, and two, two-story four-bedroom apartments. Four, five, or six townhouses would be constructed (for 48, 60, or 72 beds). The area of each townhouse is 4,572 gsf. A spreadsheet of the space required within the apartment and townhouses is attached to the report.

The project documents and bidding will be structured with a base bid of the apartment building and four townhouses. A fifth townhouse will be bid as Alternative 1. A sixth townhouse will be bid as Alternative 2.

Parking is located in three areas to provide almost one parking space per tenant, which is equivalent to municipal zoning requirements. The project includes the abatement and demolition of State Court (six one-story apartment buildings) in two phases. The first phase includes the abatement and demolition of the three eastern apartment buildings. The three westernmost apartment buildings will remain open during the construction of the apartment and townhouse buildings, including appropriate construction fencing. Immediately after the completion of the new buildings, the three westernmost apartments will be abated and demolished.

The site is too remote to be served by campus utility services. Water, sanitary sewer, storm sewer, electricity, and natural gas will be provided to the site via the Brookings Municipal Utilities systems adjacent to the site or Northwestern Utilities natural gas service. The campus computer network will be extended to all facilities on this site from campus network switches near Brown Hall via the campus utility tunnels and direct-buried cabling. Planned site improvements include outdoor recreation spaces, surface parking, and bike parking.

Attachments to this report include floor plans of the apartment and a typical townhouse, perspective drawings of the apartment, townhouses, and a site plan.

The schematic design includes provisions for a future second phase apartment building, additional townhouses, a student support/dining site, future parking, outdoor recreation space, pedestrian access to the center of the block, planting areas, and surface drainage management. The schematic design also makes provision for a future roundabout to better manage vehicular traffic at the corner of 8th Street and Jackrabbit Avenue. The future provisions are illustrated with the site plan attachment to this report.

Schematic Architectural Description

Apartment Building:

The structural frame will consist of insulated precast concrete load bearing exterior walls, hollow core concrete slabs with concrete topping, and load bearing corridor walls for internal support. Thin-set brick and sandblasted stained precast will be part of the exterior precast wall system. The interior faces of the precast panels will remain exposed with a painted finish in residential spaces. Stair and elevator towers will utilize precast concrete panel walls. The building will be supported by shallow spread footings and foundation walls of reinforced concrete. Water proofing and foundation drainage will be provided. None of the buildings will have basements. The first floor slab will be concrete placed on grade over a vapor barrier.

The roof of the apartment building will be flat /low slope with internal drain. The structural system will be bar-joist with metal deck. Water protection will be a single ply membrane over polyisocyanurate rigid insulation. Structural steel columns and beams will provide support for the roof structure.

Utility doors will be painted hollow metal doors and frames. Entry glazing systems shall be aluminum storefront or curtain walls with aluminum doors and frames. Windows will be fixed and sliding residential grade fiberglass windows that are double glazed with low-emissivity coatings.

Partitions inside apartments shall be 3-5/8" metal studs with 5/8" gypsum board on each side (sound transmission classification 40). Perimeter partitions of apartments shall be 3-5/8" metal studs with two layers each side of 5/8" gypsum board, and 2" sound insulation (minimum sound rating classification of 50). All gypsum board shall be Type X. Gypsum board at bathrooms shall be moisture-resistant type. Cement board shall be used at tile locations. Interior bearing walls will be one-hour fire rated. Corridor walls and unit demising walls will be one-half hour rated. Shafts/Stairs walls will be two-hour or one-hour rated gypsum board shaft-wall system with sound insulation.

Typical doors shall be solid core wood with stained veneer and hollow metal frames, except as follows. In apartments, doors for closets, bedrooms, and bathrooms shall be residential hollow core doors with wood frame. Doors into service areas not generally accessible to the public shall be hollow metal in a hollow metal frame. Doors opening to public corridors shall be twenty-minute fire rated. Doors opening into stairs shall be ninety-minute fire rated.

Closet shelving shall be PVC coated wire with separate wood clothes rod. Kitchen and bathroom cabinets shall be oak veneer wood casework. Solid-surfacing shall be used for countertops at kitchens. Cultured marble countertops with integral sinks will be provided for the bathrooms.

Interior floor finishes shall consist of carpet tile with four-inch vinyl base in living rooms, bedrooms, closets, corridors, studies, meeting rooms, offices, lounges and similar spaces. Sheet vinyl with welded seams and integral cove base shall be used in apartment bathrooms and kitchens. Porcelain tile with matching base shall be used in building lobby. Vinyl composition tile or sealed concrete with 4" base shall be used in service areas. Wall finishes shall be two coats eggshell acrylic paint on gyp board shall be used in most locations. Porcelain tile shall be at selected walls in public bathrooms. Ceiling finishes shall be two coats flat paint. Acoustical tile ceilings shall be used in corridors, offices, and similar spaces. Exposed ceilings with paint finish shall be used in storage and service areas.

Townhouses:

Traditional residential wood frame construction and "gyp-crete" floor topping will characterize the townhouses. The exterior walls will consist of wood studs with gypsum sheathing, air/vapor barrier, exterior insulation, spacers and cement board panels, planks and trims. The roof construction will be prefabricated wood trusses with plywood or OSB roof sheathings. Ice and water shield underlayment will be provided with asphalt shingles as the roof covering. The townhomes will not have elevators. The staircases will be open to the floor above and constructed of wood framing. Windows will be fixed and sliding residential grade fiberglass windows. Window sills shall be solid surfacing. The building will be supported by shallow spread footings and foundation walls of reinforced concrete. Water proofing and foundation drainage will be provided. None of the buildings will have basements. The first floor slab will be concrete placed on grade over a vapor barrier.

Utility doors will be painted hollow metal doors and frames. Entry doors shall be metal clad wood doors. Windows will be fixed and sliding residential grade fiberglass windows that are double glazed with low-emissivity coatings.

Partitions inside apartments shall be 3 1/2" wood studs with 5/8" gypsum board on each side (STC 40). Perimeter partitions of apartments shall be similarly constructed with two layers each side of 5/8" gypsum board, and 2" sound insulation (minimum sound rating classification of 50). All gypsum board shall be Type X. Gypsum board at bathrooms shall be moisture-resistant type. Cement board shall be used at tile locations. Interior bearing walls will be one-hour fire rated.

Doors shall be the same in the townhouses as indicated for the apartments. Interior finishes shall be the same as indicated for the apartments. Closet shelving shall be PVC coated wire with separate wood clothes rod. Kitchen and bathroom cabinets shall be oak veneer plywood. Solid-surfacing shall be used for countertops at kitchens. Cultured marble countertops with integral sinks will be provided for the bathrooms.

Schematic Mechanical Systems Description:

The plumbing systems for the apartment building and the townhouses shall be the same. Plumbing fixtures will be high-efficiency, low-water, consumption fixtures. Prefabricated acrylic shower inserts are planned in all bathrooms. Piping to all plumbing fixtures shall be polyethylene piping with a 25-year warranty. Hot water heating piping shall be copper to withstand higher water temperatures. All piping shall be insulated. Water will be heated using high-efficiency domestic hot water heaters. A domestic hot water recirculation system will be used in the apartment building (only this facility) to ensure that the building occupants don't have to wait for hot water.

All sanitary waste and venting shall be PVC piping and cast iron when within return air plenums. All natural gas piping shall be schedule 40 black pipe with isolation valves and pressure reducing valves as necessary serving high efficiency hot water boilers and water heaters. All storm drainage shall be PVC piping encased in insulation. All condensate drain piping shall be insulated PVC piping.

The apartments and townhouses will be fire protected by a sprinkler system. The apartment system shall utilize iron pipe and fittings and served by a 6" main in the mechanical room of the building. The townhouses shall utilize approved plastic piping. Flush concealed heads shall be used throughout all facilities.

Apartment Heating, Ventilating, and Air Conditioning System:

Each apartment will have a two-pipe fan coil unit located in a mechanical closet within the apartment to provide heating and cooling. Electric heating will be provided in each fan coil unit for use in shoulder seasons when outdoor temperatures cause need for heating. The fan coil units are connected to supply ductwork to distribute air within the apartment. Return air would be provided via transfer grilles that are connected to common return plenums. Fresh air would be ducted into each apartment's HVAC unit. The temperature control system shall be an extension of the existing Johnson Controls DDC control system.

The fan coil units will be supplied with hot water or cold water depending upon the seasonal needs via a two-pipe distribution system. During the heating season, hot water will be provided from natural gas fired boilers and heating water pumps. During the cooling season, chilled water will be supplied from an air-cooled chiller and separate chilled water pumps. The project is considering reuse of the chiller from the Student Wellness Center as it is of adequate capacity for the apartment building. The ventilation system will utilize energy recovery units with enthalpy and desiccant wheels to heat or chill water that will be as close to neutral air as possible to designated fan coil units or designated spaces. The energy recovery units will transfer energy from the exhaust air stream to the outside air.

Townhouse Heating, Ventilating, and Air Conditioning System:

High-efficiency, natural gas fired forced air furnaces with floor-to-floor zone damper system teamed with air-cooled condensing units would provide individual tenant heating and cooling comfort control. Each individual unit would have a furnace located in a mechanical closet. Supply and return ductwork will distribute air into the rooms. Fresh air would be ducted into each unit's HVAC unit and pulled into the return thus mixing with return air and distributed throughout the unit. The temperature control system would be simple low voltage control system.

Electrical Systems Description – Apartment and Townhouses:

Electrical service will be 120-208V three-phase with individual apartment meters. Common area lighting, power, and equipment will be metered separately. Lighting for apartments and townhouses shall be LED type fixtures. The bedroom fixtures will be controlled by vacancy/dimmer switches to maximize the energy savings by combining the functionality of a vacancy sensor with the versatility and ambiance control of a dimmer. Hallways and common areas will be controlled using a combination of sensors, standard switches, or dimmers as appropriate. All exterior lights will be controlled by photocells out of a lighting control panel.

The fire alarm system shall be a fully addressable system. The fire alarm system shall be able to communicate on the campus network. Exit and emergency lighting will be placed according to life safety codes.

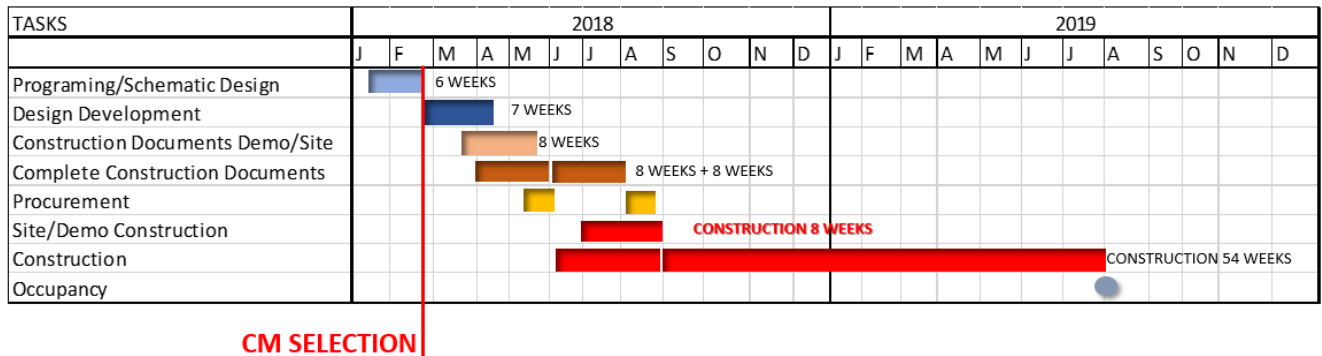
The data system will be CAT6 cabling throughout all facilities. Panduit network racks with cable management will be utilized. The data and phone systems will be connected to the campus system using fiber optic cable. The security system will include cameras and door access controls at all entrances to all facilities.

LEED Compliance:

The apartment building will be constructed to comply with LEED version 4 and receive certification at the silver level of energy and resource efficiency. The townhouses will be constructed to comply with many of the energy and resource efficiency requirements, but are unable to meet LEED version 4 certification at the silver level. The cost of compliance exceeds a reasonable payback. SDSU will seek exception to LEED compliance for the townhouses for this reason.

Project Timeline and Schedule:

The overall project schedule is illustrated below.



There are a number of short-term milestones that are important to the project.

- Schematic Design – completed on March 20, 2018
- Design Development Drawings – April 16, 2018
- OSE to issue bid package for bidding on precast concrete – April 16, 2018
- Open bids on precast concrete – early May, 2018
- CM@R to submit Guaranteed Maximum Price to SDSU and OSE – May 7, 2018
- Issue bid packages for utility development, concrete foundation, structural steel, and building shell – May 8, 2018
- Award GMP to Journey Construction and award bid of precast concrete – Mid-May, 2018
- Open bids on utility development, concrete foundation, structural steel, and building shell – May 23, 2018
- SDSU to abate State Court and 7th Street properties and demolish buildings – June 1st through June 30th
- CM@R and subcontractors mobilize on the project site – mid-June, 2018
- Issue bid packages for townhouses and site development – June 19, 2018
- Open bid packages for townhouses and site development – July 3, 2018
- Issue bid packages for apartment, mechanical, electrical, and finishes – July 3, 2018
- Site clearing, building fill, and utility development – start July 12, 2018
- Open bid packages for apartment, mechanical, electrical, and finishes – August 2, 2018
- Start foundation systems – August 2, 2018
- Start precast installation on apartment– September 14, 2018
- Completion Date for project – August 1, 2019

Establishing a subcontract, manufacturing, and delivery of the precast concrete panels is the most important item on the critical path of the project. The panels must be on site and ready for installation immediately after the apartment foundations are in place. Precast concrete was selected as the building structural system and skin as it offered distinct advantages to the overall project schedule. The panels have a long lead time between bidding and delivery to the project, so must be started earlier to dovetail seamlessly into the construction schedule.

B. Changes from Facility Program Plan

The scope of the project is consistent with the project described in the Facility Program Plan. The FPP noted that we would likely have one, two, four, and possibly three bedroom apartments. There will be two, three, and four bedroom units in the developed facilities. The floor area is less than the estimated floor area from the FPP. The features of the units are consistent with the Facility Program Plan.

The Facility Program Plan noted the possibility of including commercial or student services space within the facility. This remains under consideration. An area has been reserved on the site for development of approximately 2,000 sf of student support/dining space added to the south wing of the apartment building. SDSU is working to develop a tentative agreement for this commercial space. A separate project would be pursued with an independent financing plan to realize this addition.

C. Impact to Existing Building or Campus Wide Heating/Cooling/Electrical Systems

The Facility Program Plan noted that this project would be developed without connecting to the campus utility infrastructure. The project is being planned so electricity, sanitary sewer, water, storm sewer, and natural gas would be delivered to the buildings via Brookings Municipal Utilities and Northwestern Energy. There will be no impact to the campus utility systems. This redevelopment will connect to the campus computer networking system. The fiber optic network serving the Southeast Residential Community will be extended to serve the new apartment building and townhouses.

D. Total Estimated Construction Costs:

The total project cost and funding is shown below. The cost is represented for approval of the base bid and Alternative #1, which will total 216 beds (156 beds in the apartment, and 60 beds in the five townhouses).

Project Cost Estimate

Construction Cost Estimate	
General Conditions	\$ 1,494,521
Apartment Construction	\$ 9,843,200
Townhouse Construction	\$ 3,710,610
Site, Utilities, Landscaping	\$ 996,276
Construction Contingency (5.1%)	\$ 820,730
CM@R Fees (4.9%)	<u>\$ 784,208</u>
Total Construction Costs	\$17,649,545

Non-construction Costs

Design and Consultant Fees	\$ 1,461,500
OSE & SDSU Project Management	\$ 507,604
Appliances & Accessories	\$ 100,000
Security & Network Equipment	\$ 196,000
Owner Contingency (5.1%)	<u>\$ 820,730</u>
Total Non-construction Costs	\$ 3,085,834

Total Project Costs	\$20,735,379
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Notes:

General Conditions include the CM@R's general requirements, builders risk insurance, performance & payment bonds, and South Dakota excise taxes.

Design and consultant fees include architects & engineers design fees, CM@R estimating & consulting fees, topographical survey, soil borings, construction testing, commissioning of mechanical systems, and commissioning of the building envelope.

Project funding shall include:

Bonds	\$18,000,000
Residential Life	\$ 2,300,000
Residential Life	\$ 100,000
Parking and Traffic Revenues	<u>\$ 335,379</u>
Total Project Funding	\$20,735,379

SDSU plans to include two primary alternates to the bidding documents. Alternative 1 is for construction of a fifth townhouse. Alternate 2 is for construction of a sixth townhouse. The value of the contingency allowances shown in the project costs is approximately equal to the value of one townhouse. A combination of favorable bids, good bidding documents, and judicious management of the contingency allowance may allow acceptance of one or both alternates.

E. Changes from Cost Estimates for Operation or M&R Expenses

SDSU does not anticipate any changes from the plan outlined in the Facility Program Plan. This project is included within the long range plan for the Residential Hall Auxiliary System maintenance and repairs per the requirements of the Board of Regents policy.

APPENDIX



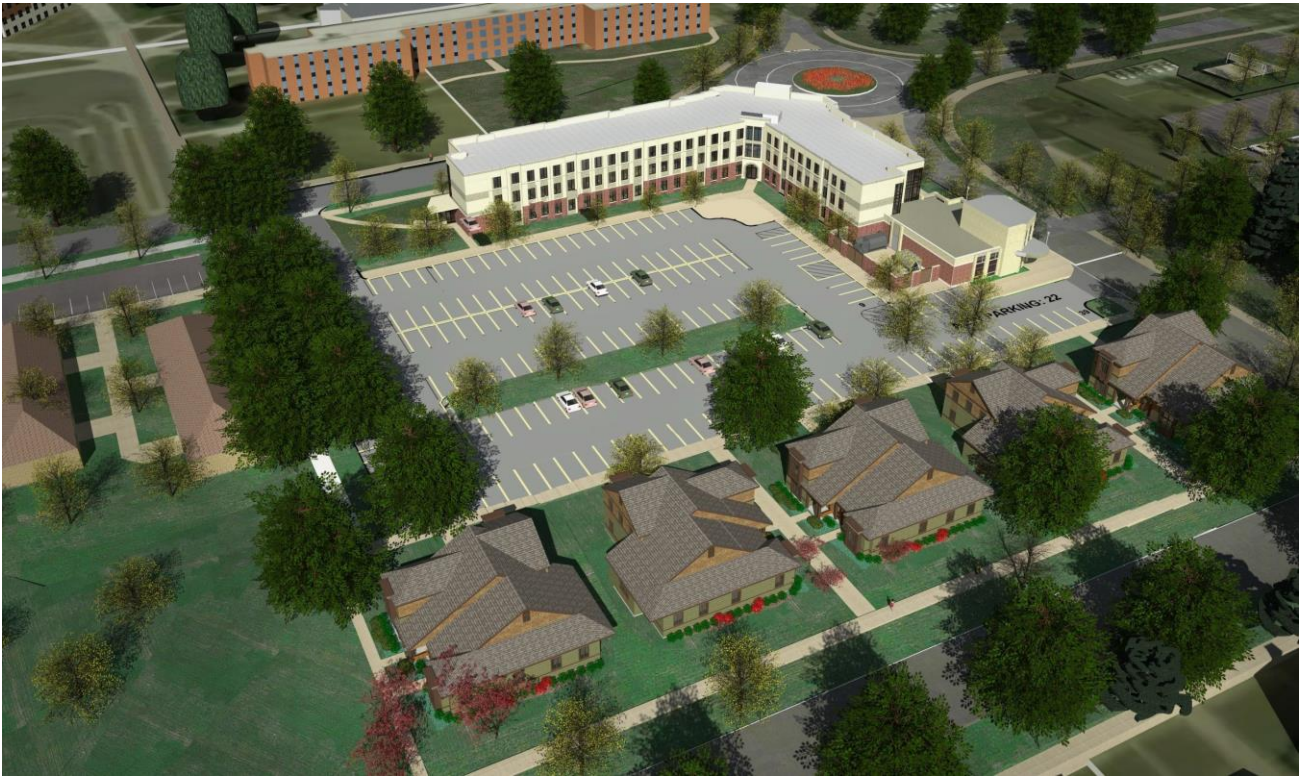
Aerial Views of New Apartment from Southeast and Northwest





Views of New Apartment Northeast Entrance and West Entrance





View of northeast facing entrance at corner of Jackrabbit Lane and 8th Street.



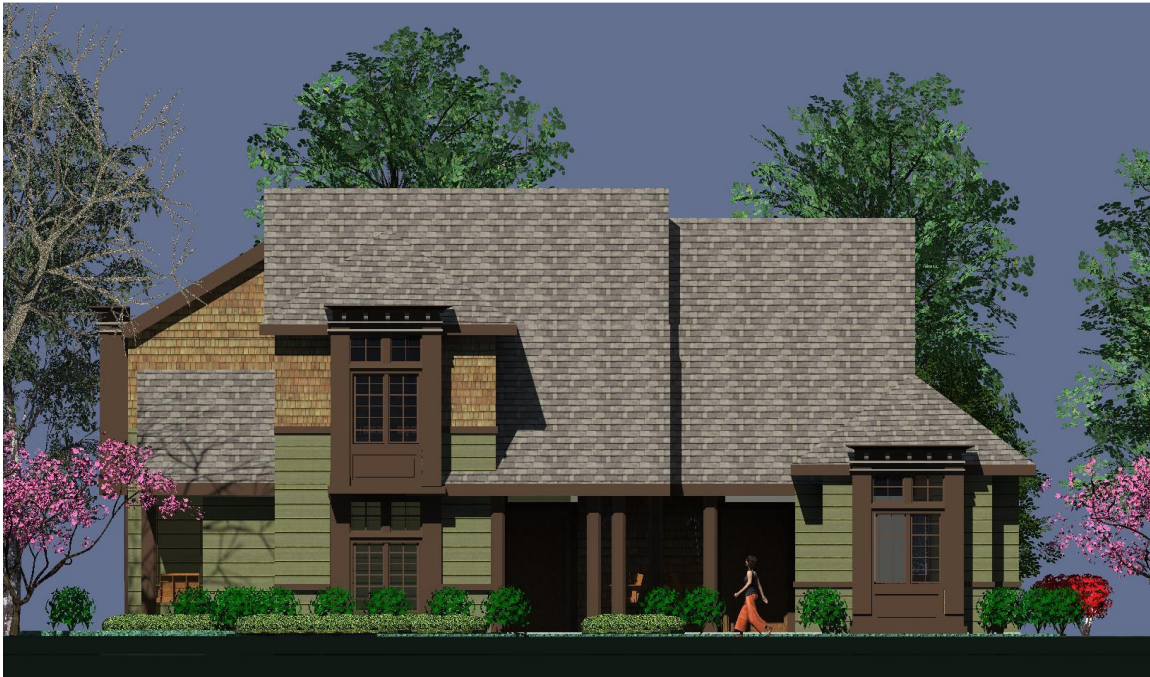
View of parking lot and apartment building from the interior of the property.



Townhouse – Plan View of First Floor

Townhouse – Plan View of Second Floor





Typical Townhouse – West Elevation

Townhouse – Aerial View of Adjacent Townhouses





Typical Townhouse – Perspective between Townhouses to South

North Elevation – Adjacent Townhouses



Room Legend

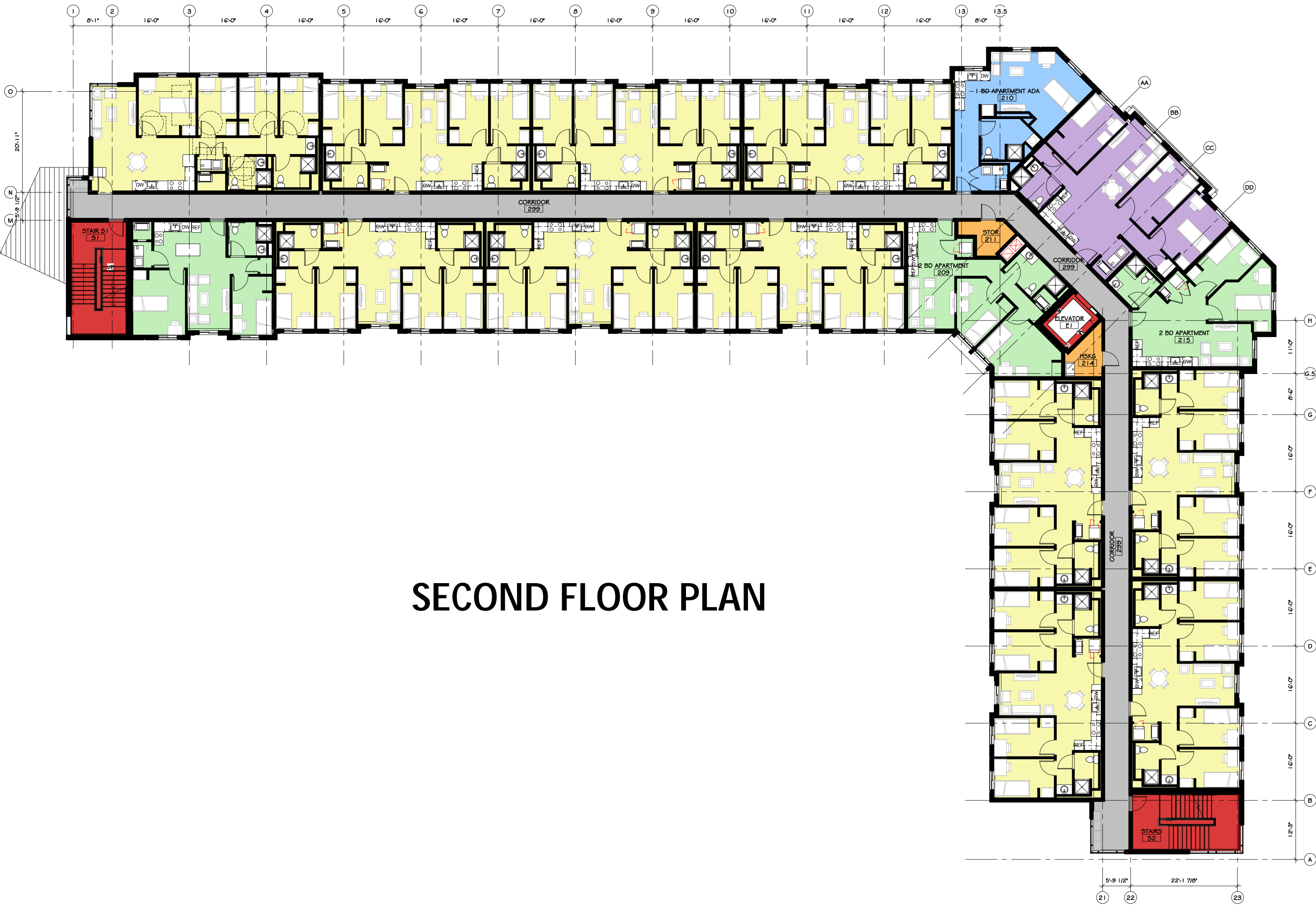
- 2 BD APARTMENT
- 2 BD APARTMENT ADA
- 3 BD APARTMENT
- 4 BD APARTMENT
- 4 BD APARTMENT ADA
- CORRIDOR
- ELEVATOR
- LOBBY
- MAIL
- MAIN DATA / MDF
- MAIN ELECTRICAL
- MECHANICAL
- RD OFFICE
- STAIR
- TOILET
- VENDING
- VEST.



FIRST FLOOR PLAN

Room Legend

- 1 BD APARTMENT ADA
- 2 BD APARTMENT
- 2 BD APARTMENT ADA
- 3 BD APARTMENT ADA
- 4 BD APARTMENT
- 4 BD APARTMENT ADA
- CORRIDOR
- ELEVATOR
- HSKG
- STAIR S I
- STAIRS
- STOR

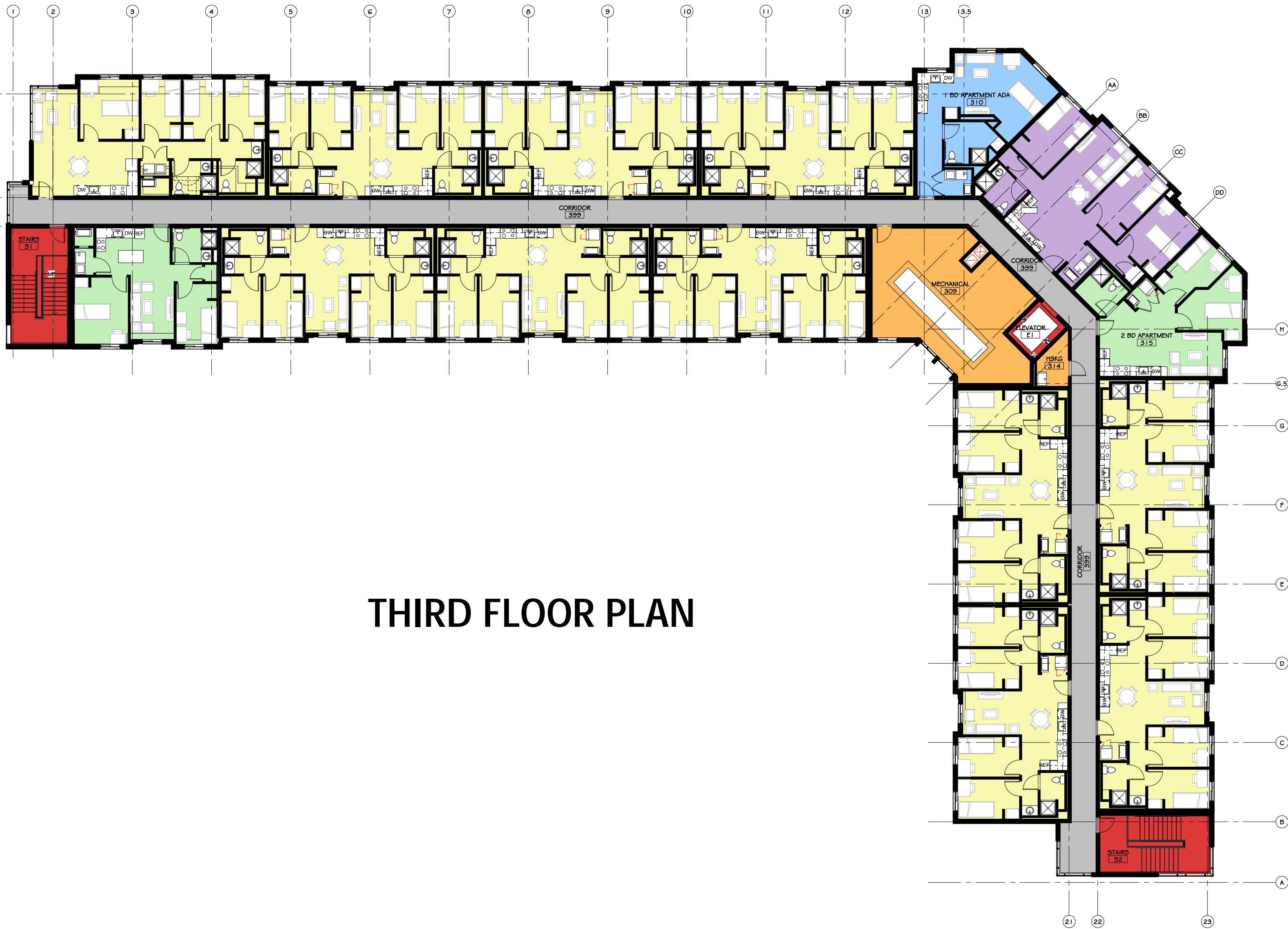


SECOND FLOOR PLAN

Room Legend

- 1 BD APARTMENT ADA
- 2 BD APARTMENT
- 2 BD APARTMENT ADA
- 3 BD APARTMENT ADA
- 4 BD APARTMENT
- 4 BD APARTMENT ADA
- CORRIDOR
- ELEVATOR
- HSKG
- MECHANICAL
- STAIRS

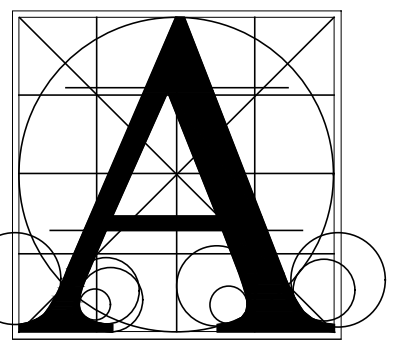
THIRD FLOOR PLAN



SDSU

New Apartment Building		156	Beds
		56,296	GSF
Apartments 2/1/2018	SD NASF	Quantity	Total NASF
Residential Spaces - Students & Staff			39,497
Four Single BR/ 2BA Apt (4 residents)	926	29	26,854
Four Single BR/ 2BA ADA Apt (4 residents)	1,076	3	3,228
Three Single BR/ 1BA ADA Apt (3 residents)	946	4	3,784
Two Single BR/ 1BA Apt (2 residents)	661	4	2,644
Two Single BR/ 1BA ADA Apt (2 residents)	635	3	1,905
Studio ADA (1 resident)	541	2	1,082
Staff Apartment 2BR/ 1BA	635	0	0
Floor Support Spaces			161
Housekeeping	53	2	106
Storage	55	1	55
Apartment Community Spaces			700
Lobby	700	1	700
Apartment Support Spaces			514
Apartment Manager's Office	175	1	175
Mail/Storage	73	1	73
Vending	205	1	205
Public Restroom	61	1	61
Building Support			1,484
Main Electrical	177	1	177
Main Data / MDF	164	1	164
Main Mechanical	745	1	745
Secondary Mechanical	398	1	398
Total ASF			42,356
Contingency	5%		2,118
Total Net Square Feet			44,474
Efficiency % (Gross Square Feet)	79%		56,296
GSF/ Bed			361

New Townhouse Building			12 Beds
			4,578 GSF
Apartments 2/1/2018	SD NASF	Quantity	Total NASF
Residential Spaces - Students & Staff			4,088
Four Single BR/ 2BA ADA	1,324	1	1,324
Four Single BR/ 2BA	1,432	1	1,432
Four Single BR/ 2BA	1,332	1	1,332
Floor Support Spaces			0
N/A	0	0	0
Apartment Community Spaces			0
N/A	0	0	0
Apartment Support Spaces			0
N/A	0	0	0
Building Support			32
MDF	32	1	32
Main Mechanical (Included in laundry rm)	0	0	0
Total Net Square Feet			4,120
Efficiency % (Gross Square Feet)	90%		4,578
GSF/ Bed			381



Architecture
Incorporated

415 South Main Avenue
P.O. Box 2140
Sioux Falls, South Dakota
Phone: (605) 339-1711

815 St Joseph Street, Suite 203
P.O. Box 8047
Rapid City, South Dakota
Phone: (605) 721-1158

PROGRESS

PRINT

NOT FOR CONSTRUCTION
4/13/2018 11:40:00 AM

KWK ARCHITECTS

103 W. Lockwood Ave, Ste. 218
St. Louis, MO 63119
Phone: (314) 942-8810

LANDSCAPE ARCHITECT:

CONFLUENCE

524 N MAIN AVE.
SIOUX FALLS, SD 57104
PH: 605.339.1205 FAX: 605.339.1215
CONTACT: LYLE PUDWILL, ASLA

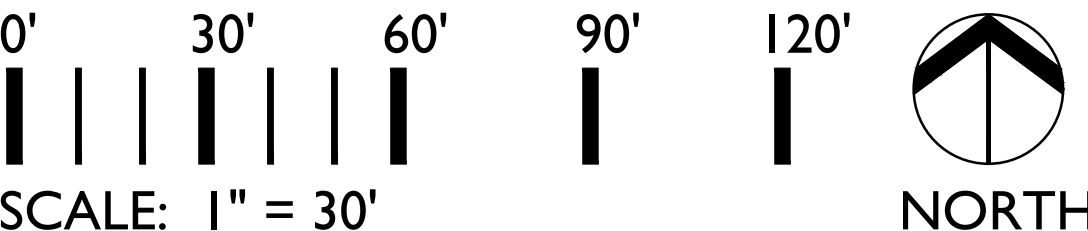
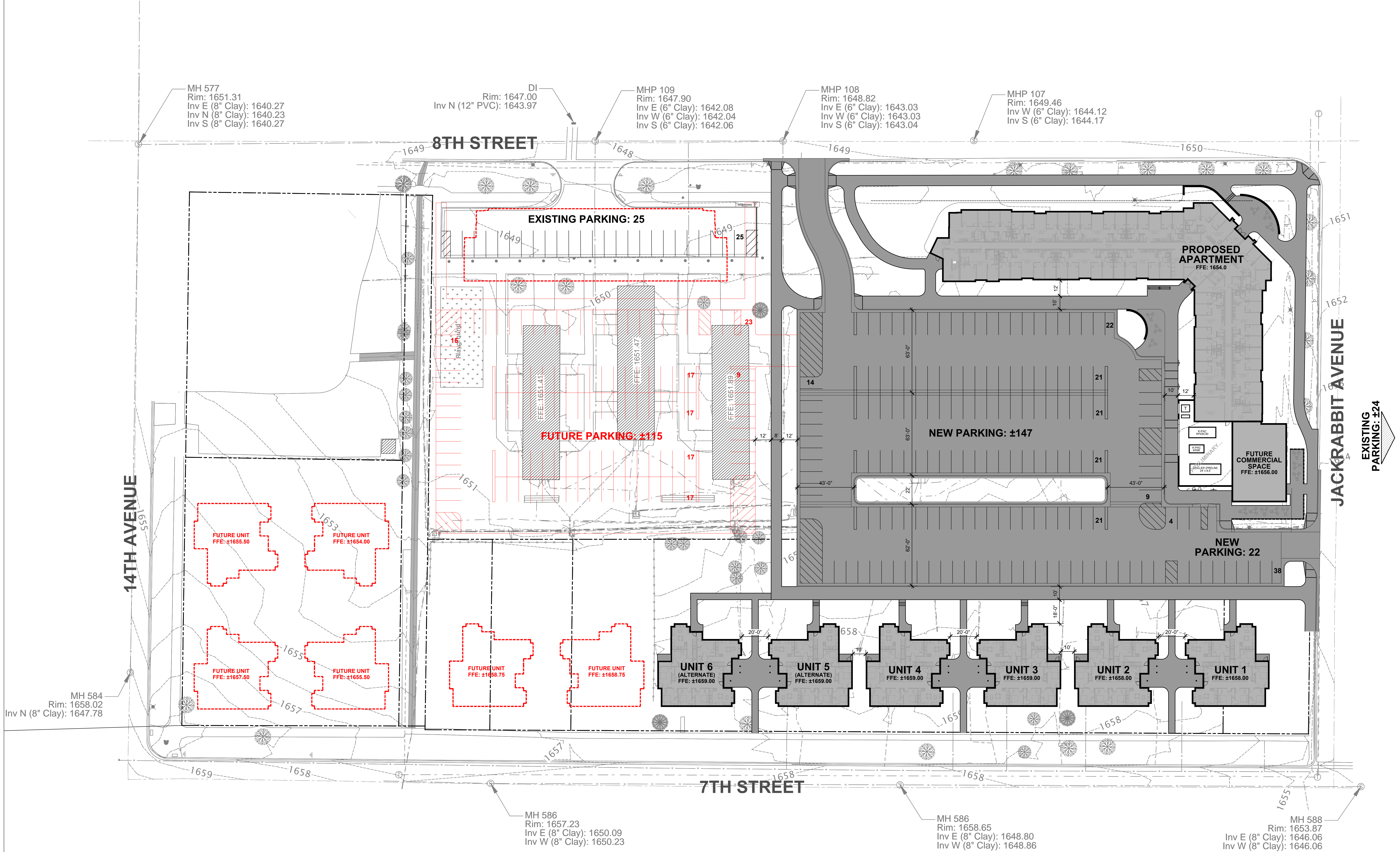
SE UNIVERSITY NEIGHBORHOOD REDEVELOPMENT

SITE LAYOUT PLAN

number: 16020.00
date: 2016-03-13
revision:
drawn: LP checked: LP

NO.	DATE	DESCRIPTION

2.10



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – I

DATE: May 8-10, 2018

SUBJECT

Dakota State University New Housing and Student Life Facility Preliminary Facility Statement

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

DSU is submitting its Preliminary Facility Statement for a new facility to accommodate student housing and life space. DSU currently has four traditional-style residence halls that provide most of the on-campus living opportunities. All were constructed between 1963 and 1971. In the fall of 2017, the Courtyard Hall (formerly Madison Hospital) opened at DSU, adding 107 beds to the campus. In addition to the four traditional halls and the Courtyard, DSU leases two eight-plex apartments from the Madison Housing Authority; each apartment features a full kitchen.

DSU continues to see growth in housing demands both from incoming freshman students and upper-class students looking to remain close to campus. After adding 107 beds to DSU's inventory by opening the Courtyard Hall, a 16.3 percent increase in capacity, DSU housing was still 94.23 percent utilized in the fall of 2017. With additional growth projected for fall of 2018 and beyond, housing capacity will quickly become a limiting factor to the growth potential at DSU.

Additional details of the Preliminary Facility Statement can be reviewed in Attachment I.

(Continued)

DRAFT MOTION 20180508_7-I:

I move to approve DSU's Preliminary Facility Statement for a new Housing and Student Life facility.

IMPACT AND RECOMMENDATIONS

The university is asking to hire an architect to assist with the design and costs of a housing project. In addition to that information, the facility program plan will need to provide a full understanding of the DSU housing market and capacity; the demographic population of the current students being housed now and into the future; enrollment history and projections; the current and future debt capacity of the institution assuming 90% occupancy; a pro forma for the project; the impact on housing rates for current students; the coverage ratios; alternative housing options; and the risks and fallback plan if enrollment projections are not met.

The project will be funded from the issuance of bonds to be repaid with housing revenues over 25 years.

Allowing Dakota State University to move forward with a Preliminary Facility Statement will allow them to gather important information needed to analyze the feasibility and size of a housing project. This step only allows for planning; the project is actually not approved until the Facility Program Plan is approved.

It is recommended that DSU be allowed to move forward with their planning.

ATTACHMENTS

Attachment I – DSU New Housing and Student Life Facility PFS

Preliminary Facility Statement

DSU Housing

MAY 2018

Dakota State University requests approval of this Preliminary Facility Statement to complete preliminary planning for a facility to provide residence halls and student life space.

A. General programmatic needs to be addressed

Dakota State University currently has four traditional-style residence halls that provide most of the on-campus living opportunities. All were constructed between 1963 and 1971, but were renovated in 2008 and 2009, allowing for improvements to the restrooms, showers, windows, HVAC, and other infrastructure improvements.

In the fall of 2017, the Courtyard Hall opened at DSU, adding 107 beds to the campus. This facility was a former hospital. Most of the space was renovated into double occupancy rooms, but several designed single rooms and five suites were also created; the suites are four-beds (two bedrooms) per suite.

In addition to the four traditional halls and the Courtyard, DSU leases two eight-plex apartment complexes from the Madison Housing Authority; each apartment features a full kitchen. These provide additional housing options for DSU students within two blocks of the main campus.

DSU continues to see growth in housing demands both from incoming freshman students and upper-class students looking to remain close to campus. After adding 107 beds to DSU inventory by opening the Courtyard Hall, a 16.3 percent increase in capacity, DSU housing was still 94.23 percent utilized in the fall of 2017. With additional growth projected for fall of 2018 and beyond, housing capacity will quickly become a limiting factor to the growth potential at DSU.

The DSU Rising program – gift dollars from Miles and Lisa Beacom and Denny Sanford, and grant dollars from the South Dakota Future Fund – will also drive additional enrollment at the DSU campus. Specifically, the program budget includes student scholarships of \$4.225 Million over the next 10 years which will enhance DSU's ability to attract students. Marketing dollars budgeted in the program of \$3.29 Million over 6 years will enhance recruiting, name recognition, and awareness of DSU which will indirectly and directly contribute to enrollment growth.

Therefore, DSU is requesting approval of the Preliminary Facility Statement for a new housing complex. This would allow the university to select an architectural firm to assist in the planning process for a new residence hall.

B. Analysis of the student body or constituents to be served

DSU currently has over 700 students living on campus and a capacity of 762. A new hall would allow DSU to continue to grow and to potentially offer additional types of housing. New housing inventory would also enhance the ability to accommodate special needs assignments and may enhance the ability to provide living/learning programs, theme housing and first-year interest group housing requests that is predicted will continue to be more prevalent.

C. Additional services to be offered

This new facility will also significantly enhance the flexibility and ability to place individuals on campus for summer conferencing. Air conditioning throughout the facility, well positioned laundry areas, storage space and private and group common spaces will be appreciated by residents and housing administration.

The specific design and quantity of housing will be determined during the planning process; however, it is anticipated that suite style or semi-suite style housing will be desired and a range of 200 to 300 beds. Both style and quantity of beds will be dependent upon cost estimates and enrollment projections.

D. Compliance with master plan

DSU completed an Auxiliary Master Plan that included student housing in 2015. The development of this specific project will follow that plan in identifying the specific location, size, and type of housing needed for DSU.

E. Analysis of needs assessment based on the facilities utilization report

DSU opened the Courtyard Hall in August 2017. This increased housing at DSU by 107 beds – a 16.3 percent increase in capacity. Even with that increased capacity, DSU had over a 94 percent occupancy rate for fall 2017. Based on current application rates for the next school year and projected future growth that will be driven by program demand and increased scholarships, DSU anticipates a need for increased housing capacity to accommodate the growth of on-campus students. A more in-depth analysis of the potential demand will be conducted as part of the next step in the planning process.

Capacity and occupancy rates for the last three years are provided in the following table:

	Fall 2015	Fall 2016	Fall 2017
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Capacity	655	655	762
Occupancy %	93.59%	101.53%	94.23%

F. Location

The exact location of this new facility will be determined as part of the next stage of planning. Several potential locations were identified in the Auxiliary Master Plan completed by DSU in 2015, including a parcel of land north of the Courtyard Hall and south of the Dakota Prairie Playhouse, but all options will be evaluated before making a final recommendation.

G. Reallocation or demolition of old space, if any

The Auxiliary Master Plan identifies Zimmermann Hall as a facility that would be demolished in the long-term plan, but at this time it is needed to meet housing demand. It is not anticipated that Zimmermann Hall will be removed as part of this phase.

H. Proposed funding source/sources

The planned funding source for this project will be from the issuance of bonds, to be repaid with housing fees. Other options, such as Private-Public-Partnerships will also be explored to determine the best option for financing or funding the project.

I. Budget for development of a Facility Program Plan

Funding for the Facility Program Plan will come from auxiliary revenues.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – J

DATE: May 8-10, 2018

SUBJECT

West River / Lyman – Jones Rural Water Systems, Inc. Easement Resolution (SDSU)

CONTROLLING STATUTE, RULE, OR POLICY

SDCL [5-2-10](#) & [5-2-11](#).

BACKGROUND / DISCUSSION

West River / Lyman – Jones Rural Water Systems, Inc. is seeking to locate a section of its water transmission / distribution pipeline across a portion of the land occupied by SDSU's Cottonwood Range & Livestock Field Station in rural Jackson County. To simplify the document trail, the easement encompasses the entirety of the water pipeline at the SDSU Field Station, but the only portion that is new is that portion located in the northeast quarter (NE1/4) of section 21. The location of the new water pipeline does not unnecessarily interfere with SDSU's use of the land.

IMPACT AND RECOMMENDATION

South Dakota State University (SDSU) requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to West River / Lyman – Jones Rural Water Systems, Inc. to erect, construct, reconstruct, replace, repair, use, maintain, and operate a potable water transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such water pipeline. The foregoing will allow West River / Lyman – Jones Rural Water Systems, Inc. to locate a portion of its water pipeline on SDSU's property in Jackson County.

Staff recommends approval.

ATTACHMENTS

Attachment I – Resolution Requesting the Grant of an Easement to West River / Lyman – Jones Rural Water Systems, Inc.

Attachment I, Exhibit I – Draft Easement to West River / Lyman – Jones Rural Water Systems, Inc.

DRAFT MOTION 20180508_7-J:

I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein.

RESOLUTION

Resolution requesting the grant of an easement through, under, in, on and across portions of land occupied by South Dakota State University for the use and benefit of West River / Lyman – Jones Rural Water Systems, Inc.

The South Dakota Board of Regents (hereinafter referred to as “Grantor”), on behalf of South Dakota State University, in consideration of one dollar (\$1) and other good and valuable consideration, and pursuant to the authority vested in Grantor under SDCL § 5-2-11, hereby requests the Commissioner of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to grant to West River / Lyman – Jones Rural Water Systems, Inc., an easement to erect, construct, reconstruct, replace, repair, use, maintain, and operate a potable water transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such water pipeline through, under, in, on and across the following legally described real estate within the Jackson County:

The strip of land being fifty (50) feet wide, extending twenty-five (25) feet on each side of the pipeline as constructed, in the East Half (E1/2) of the Northeast Quarter (NE1/4) of the Southeast Quarter (SE1/4) of Section Seventeen (17); the North Half (N1/2) of the North Half (N1/2) of the North Half (N1/2), the West Half (W1/2) of the West Half (W1/2) of the Northwest Quarter (NW1/4), and the Southwest Quarter (SW1/4), all of Section Twenty-one (21); the West Half (W1/2) of the East Half (E1/2) of the Northwest Quarter (NW1/4) of Section Twenty-eight (28); all in Township One South (1S), Range Nineteen East (19E), Black Hills Meridian, as further shown in Exhibit A to Exhibit I, a copy of which is attached hereto and incorporated into this agreement, the same as if written at length herein.

Grantor requests that any grant of easement be consistent with, or responsive to, the issues identified in the draft grant of easement prepared by the Office of School and Public Lands and attached hereto as Exhibit I, without restricting the ability of the parties to further revise and finalize the details of the final document(s).

Grantor requests that any grant of easement provides that Grantor shall not be liable for any personal injury, property damage, or other liability to Grantee, its agents, employees, invitees, or to any other party caused by or related to Grantee’s use of the premises, irrespective of how such injury or damage may be caused, whether by action of the elements or acts of negligence of Grantee or any other party, and that Grantee further agree to reimburse Grantor for any judgment against it arising from Grantee’s use of the property.

Dated this 9th day of May, 2018

SOUTH DAKOTA BOARD OF REGENTS

By 

Bob Sutton

President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board in Vermillion, South Dakota, on the 9th day of May, 2018, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this 9th day of May, 2018

SOUTH DAKOTA BOARD OF REGENTS

By 

John W. Bastian

Secretary

**This document prepared by:
Office of School and Public Lands
(605)773-3303
500 East Capitol Avenue
Pierre, South Dakota 57501-5070**

**STATE OF SOUTH DAKOTA
PERMANENT EASEMENT**

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501[the "State"] and between West River / Lyman – Jones Rural Water Systems, Inc., 307 Main Street, Murdo, South Dakota, 57559 ["WRLJ Rural Water"].

WHEREAS WRLJ Rural Water is desirous of acquiring a permanent easement for the purpose of constructing and maintaining a potable water transmission or distribution pipeline and related facilities above and below the surface of the proposed easement area upon land belonging to the State, and the State is desirous of cooperating with WRLJ Rural Water for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One dollar (\$1.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to WRLJ Rural Water a permanent easement for the following described purposes: the right to erect, construct, reconstruct, replace, repair, use, maintain, and operate a potable water transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such water pipeline through, under, in, on and across the following legally described real estate within the County of Jackson, State of South Dakota (the "Easement Area"):

The strip of land being fifty (50) feet wide, extending twenty-five (25) feet on each side of the pipeline as constructed, in the East Half (E1/2) of the Northeast Quarter (NE1/4) of the Southeast Quarter (SE1/4) of Section Seventeen (17); the North Half (N1/2) of the North Half (N1/2) of the

North Half (N1/2), the West Half (W1/2) of the West Half (W1/2) of the Northwest Quarter (NW1/4), and the Southwest Quarter (SW1/4), all of Section Twenty-one (21); the West Half (W1/2) of the East Half (E1/2) of the Northwest Quarter (NW1/4) of Section Twenty-eight (28); all in Township One South (1S), Range Nineteen East (19E), Black Hills Meridian, as further shown in Exhibit A, a copy of which is attached hereto and incorporated into this agreement, the same as if written at length herein.

2. WRLJ Rural Water agrees that any construction will not interfere unnecessarily with the State's use of its adjoining property and will not endanger or injure any improvements thereon. The State reserves the right to utilize the Property for all purposes not inconsistent with the easement rights herein conveyed. The State and / or WRLJ Rural Water may enter upon the above described property for the purposes of effectuating the grant of and reserved rights in this easement.

3. WRLJ Rural Water further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the water pipeline and other utilities or structures installed by WRLJ Rural Water and associated with the operation and maintenance of said pipeline.

4. WRLJ Rural Water further understands and agrees, that to the extent provided by South Dakota law it shall be liable for all damages caused by the construction, operation, maintenance, enlargement, upgrade, repair, alteration, removal or replacement of the water pipeline and other utilities or structures installed by WRLJ Rural Water and associated with the operation and maintenance of said pipeline and WRLJ Rural Water agrees to indemnify, defend, and hold the State harmless for the same. Nothing in this agreement shall be read to waive Grantor's sovereign immunity.

5. WRLJ Rural Water further understands and agrees that the State has and retains the right to lease, sell or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long as they do not infringe upon the rights granted hereunder. This Easement is also subject to a reservation of rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII, §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South Dakota Codified Laws 5-2-12, and in any law of the State

of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

6. In consideration of this Easement, WRLJ Rural Water will not impose special assessments on the State to pay for connection costs to WRLJ Rural Water that may be associated with the development of the above describe area.

7. The land herein described is to be used for the water pipeline and other utilities or structures associated with the operation and maintenance of said pipeline and no other purpose whatsoever, and that should the above described real property granted by this Easement cease to be used for said purposes for two consecutive years, this Easement reverts to the State or its successor and assigns.

8. This agreement and attachments shall constitute the entire agreement between the State and WRLJ Rural Water. This agreement supersedes any other written or oral agreements between the State and WRLJ Rural Water pertaining to the Easement Area, or any portion thereof. This agreement can be modified only in writing and signed by the State and WRLJ Rural Water or their respective heirs, representatives, executors, administrators, successors and assigns.

9. This easement shall be binding upon the heirs, executors, administrators, assigns, and successors in interest of the parties hereto.

10. This Easement is governed by and shall be construed in accordance with the laws of the State of South Dakota.

11. This Easement shall be binding upon the heirs, executors, administrators, assigns and successors in interest of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Easement on this ____ day of _____, 2018.

STATE OF SOUTH DAKOTA

BY: _____
Dennis Daugaard
Governor

ATTEST:

Ryan Brunner
Commissioner of School and Public Lands

WEST RIVER / LYMAN –
JONES RURAL WATER
SYSTEMS, INC.

BY: _____

ATTEST:

ACKNOWLEDGMENTS

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF HUGHES)

On this ____ day of _____, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared Dennis Daugaard, Governor, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF HUGHES)

On this ____ day of _____, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared Ryan Brunner, Commissioner of South Dakota School and Public Lands, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF _____)

On this ____ day of _____, 2018, before me, the undersigned officer, personally appeared _____, who acknowledged him/herself to be the _____ of West River / Lyman – Jones Rural Water Systems, Inc., and that s/he, as _____, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of West River / Lyman – Jones Rural Water Systems, Inc., as _____.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF _____)

On this ____ day of _____, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared _____, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public

Commission Expires



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – K

DATE: May 8-10, 2018

SUBJECT

City of Brookings Easement Resolution (SDSU)

CONTROLLING STATUTE, RULE, OR POLICY

SDCL [5-2-10](#) & [5-2-11](#).

BACKGROUND / DISCUSSION

The City of Brookings is seeking to relocate a section of its sanitary sewer line that runs across a portion of the land occupied by SDSU. The land in question is located in the City of Brookings, just off of University Boulevard. The relocation consists of approximately 137 feet of sanitary sewer line and does not unnecessarily interfere with SDSU's use of the land.

IMPACT AND RECOMMENDATION

South Dakota State University (SDSU) requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to the City of Brookings to install, repair, maintain, alter, and operate sanitary sewer, storm sewer, water, and other facilities or structures associated with the operation and maintenance of such utilities. The foregoing will allow the City of Brookings to relocate its sanitary sewer line on SDSU's property in Brookings.

Staff recommends approval.

ATTACHMENTS

Attachment I – Resolution Requesting the Grant of an Easement to the City of Brookings

Attachment I, Exhibit I – Draft Easement to the City of Brookings

DRAFT MOTION 20180508_7-K:

I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein.

RESOLUTION

Resolution requesting the grant of an easement through, under, and across portions of land occupied by South Dakota State University for the use and benefit of the City of Brookings

The South Dakota Board of Regents (hereinafter referred to as "Grantor"), on behalf of South Dakota State University, in consideration of one dollar (\$1) and other good and valuable consideration, and pursuant to the authority vested in Grantor under SDCL § 5-2-11, hereby requests the Commissioner of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to grant to the City of Brookings, an easement to install, repair, maintain, alter, and operate sanitary sewer, storm sewer, water, and other facilities or structures associated with the operation and maintenance of such utilities through, under and across the following described property:

That portion of the North Half (N1/2) of the Southeast Quarter (SE1/4) of Section 24, Township 110 North, Range 50 West of the 5th P.M., City of Brookings, Brookings County, South Dakota, as set forth in Exhibit A to Exhibit I, a copy of which is attached hereto and incorporated into this agreement, the same as if written at length herein.

Grantor requests that any grant of easement be consistent with, or responsive to, the issues identified in the draft grant of easement prepared by the Office of School and Public Lands and attached hereto as Exhibit I, without restricting the ability of the parties to further revise and finalize the details of the final document(s).

Grantor requests that any grant of easement provides that Grantor shall not be liable for any personal injury, property damage, or other liability to Grantee, its agents, employees, invitees, or to any other party caused by or related to Grantee's use of the premises, irrespective of how such injury or damage may be caused, whether by action of the elements or acts of negligence of Grantee or any other party, and that Grantee further agree to reimburse Grantor for any judgment against it arising from Grantee's use of the property.

Dated this 9th day of May, 2018

SOUTH DAKOTA BOARD OF REGENTS

By 

Bob Sutton

President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board in Vermillion, South Dakota, on the 9th day of May, 2018, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this 9th day of May, 2018

SOUTH DAKOTA BOARD OF REGENTS

By


John W. Bastian

Secretary

**This document prepared by:
Office of School and Public Lands
(605)773-3303
500 East Capitol Avenue
Pierre, South Dakota 57501-5070**

**STATE OF SOUTH DAKOTA
PERMANENT EASEMENT**

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501 [the "State"] and between the City of Brookings, 520 3rd Street, Suite 230, Brookings, SD 57006 [the "City"].

WHEREAS the City is desirous of acquiring a permanent easement for the purpose of constructing a sanitary sewer line and related facilities above and below the surface of the proposed easement area upon land belonging to the State, and the State is desirous of cooperating with the City for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One dollar (\$1.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to the City a permanent easement for the following described purposes: the right to install, repair, maintain, alter, and operate sanitary sewer, storm sewer, water, and other facilities or structures associated with the operation and maintenance of such utilities through, under and across the following legally described real estate within the County of Brookings, State of South Dakota (the "Easement Area"):

That portion of the North Half (N1/2) of the Southeast Quarter (SE1/4) of Section 24, Township 110 North, Range 50 West of the 5th P.M., City of Brookings, Brookings County, South Dakota, as set forth in Exhibit A, a copy of which is attached hereto and incorporated into this agreement, the same as if written at length herein.

2. The City agrees that any construction will not interfere unnecessarily with the State's use of its adjoining property and will not endanger or injure any improvements thereon. The State reserves the right to utilize the Property for all purposes not inconsistent with the easement rights herein conveyed. The State and / or the City may enter upon the above described property for the purposes of effectuating the grant of and reserved rights in this easement.

3. The City further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the water, storm and sanitary sewers, and other utilities or structures installed by the City and associated with the operation and maintenance of said utilities.

4. The City further understands and agrees, that to the extent provided by South Dakota law it shall be liable for all damages caused by the construction, operation, maintenance, enlargement, upgrade, repair, alteration, removal or replacement of the water, storm and sanitary sewers, and other utilities or structures installed by the City and associated with the operation and maintenance of said utilities and the City agrees to indemnify, defend, and hold the State harmless for the same. Nothing in this agreement shall be read to waive Grantor's sovereign immunity.

5. The City further understands and agrees that the State has and retains the right to lease, sell or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long as they do not infringe upon the rights granted hereunder. This Easement is also subject to a reservation of rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII, §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South Dakota Codified Laws 5-2-12, and in any law of the State of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

6. In consideration of this Easement, the City will not impose special assessments on the State to pay for connection costs to City utilities that may be associated with the development of the above describe area.

7. The land herein described is to be used for water, sanitary and storm sewers, drainage, other utilities or structures associated with the operation and maintenance of said utilities and no other purpose whatsoever, and that should the above described real property granted by this Easement cease to be

used for said purposes for two consecutive years, this Easement reverts to the State or its successor and assigns.

8. This agreement and attachments shall constitute the entire agreement between the State and the City. This agreement supersedes any other written or oral agreements between the State and the City pertaining to the Easement Area. This agreement can be modified only in writing and signed by the State and the City or their respective heirs, representatives, executors, administrators, successors and assigns.

9. This easement shall be binding upon the heirs, executors, administrators, assigns, and successors in interest of the parties hereto.

10. This Easement is governed by and shall be construed in accordance with the laws of the State of South Dakota.

11. This Easement shall be binding upon the heirs, executors, administrators, assigns and successors in interest of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Easement on this ____ day of _____, 2018.

STATE OF SOUTH DAKOTA

BY: _____
Dennis Daugaard
Governor

ATTEST:

Ryan Brunner
Commissioner of School and Public Lands

CITY OF BROOKINGS

BY: _____
Keith W. Corbett
Mayor

ATTEST:

City Clerk

ACKNOWLEDGMENTS

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF HUGHES)

On this ____ day of _____, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared Dennis Daugaard, Governor, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF HUGHES)

On this ____ day of _____, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared Ryan Brunner, Commissioner of South Dakota School and Public Lands, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF BROOKINGS)

On this ____ day of _____, 2018, before me, the undersigned officer, personally appeared Keith W. Corbett, who acknowledged himself to be the Mayor of the City of Brookings, and that he, as Mayor, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of the City by himself as Mayor.

Notary Seal

Notary Public

Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF BROOKINGS)

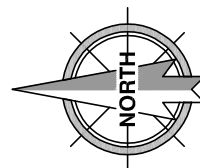
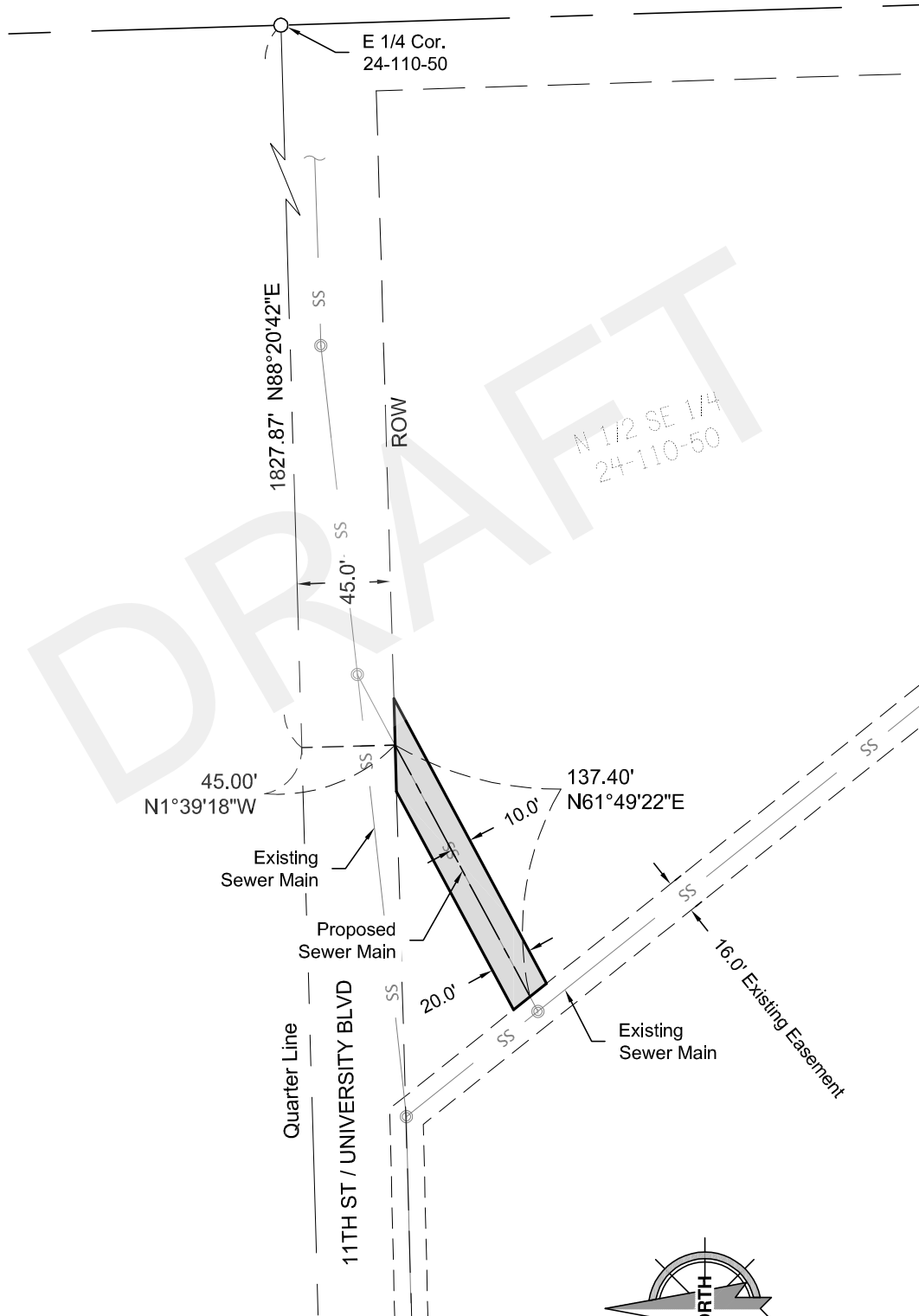
On this ____ day of _____, 2018, before me the undersigned Notary Public within aforesaid County and State, personally appeared _____, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public

Commission Expires

Exhibit A



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

REVISED
AGENDA ITEM: 7 – L
DATE: May 8-10, 2018

SUBJECT

University Center – Sioux Falls Renovations Preliminary Facility Statement

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) Classification of Capital Improvements

[SDCL 5-14-2](#) Supervision by Bureau of Administration of Capital Improvement Projects
– Payment of Appropriated Funds

[SDCL 5-14-3](#) Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of Institution

[BOR Policy 6:4](#) Capital Improvements

[BOR Policy 6:6](#) Maintenance and Repair

BACKGROUND / DISCUSSION

SDSU is submitting their Preliminary Facility Statement to show the need for improved space for the SDSU College of Nursing at University Center Sioux Falls. The SDSU College of Nursing currently executes its educational programs from space in the Southeast Technical Institute. The current space is unable to support the collaborative and simulated learning environment for a quality nursing education. Additional space is not available at the Southeast Technical Institute.

The College of Nursing acquired the services of JBA Incorporated to analyze the nursing program's space needs in Sioux Falls and Rapid City in the spring of 2014. The Board of Regents conducted a separate study of the University Center Sioux Falls in 2017. The Board of Regents authorized selection of an Architectural-Engineering design consultant to provide space planning, project scope, and cost analysis for renovation of space in the University Center assigned to SDSU at the March 2018 Board of Regents meeting.

A plan for reassignment of space in the University Center's Administration/North Building and Science Center/South Building was authorized. One part of the plan will allocate space within the administration and classroom facility of the University Center to the SDSU

(Continued)

DRAFT MOTION 20180508_7-L:

I move to approve SDSU's Preliminary Facility Statement to provide space planning, project scope, and cost analysis of all spaces impacted by the expansion of nursing space at University Center – Sioux Falls as agreed to by USD, SDSU and the Board of Regents.

College of Nursing. Approximately 15,380 square feet of space on the second floor of the Center has been designated for reassignment. Other impacted spaces occupied by USD, the University Center, and the Board of Regents will also need to be considered as part of the A/E work and coordinated with USD.

Additional details of the Preliminary Facility Statement can be reviewed in Attachment I.

IMPACT AND RECOMMENDATIONS

SDSU requests approval of this Preliminary Facility Statement (PFS) for space renovations for their Nursing Program at UCSF. SDSU is providing this PFS to the Board of Regents to show need for improved space for the SDSU College of Nursing in Sioux Falls. This report describes the need for additional space and a solution that has been recommended. The next step is to prepare a schematic design and complete architectural programming for the space needs of the College of Nursing programs and the Pharmacy College contained within the 15,380 square feet. The other spaces that will be impacted by the plan will also need to be included in the A/E review and coordinated with USD.

SDSU requests exemption from the Capital Improvement Process due to the nature of the project being maintenance and repairs necessary for programmatic suitability.

ATTACHMENTS

Attachment I – UC-SF Renovations PFS

Attachment II – UC-SF Space Study

**PRELIMINARY FACILITY STATEMENT
UNIVERSITY CENTER – SIOUX FALLS
SDSU University Center Renovations
SOUTH DAKOTA STATE UNIVERSITY
DATE: April 2018**

South Dakota State requests approval of this Preliminary Facility Statement (PFS). SDSU is providing this PFS to the Board of Regents to show need for improved space for the SDSU College of Nursing in Sioux Falls and for programs and departments that are required to move as a result of addressing space improvements for SDSU College of Nursing. This report describes the need for additional space and a solution that has been recommended. The next step is to prepare a schematic design and complete architectural programming for the space needs of the College of Nursing while also addressing University Center Sioux Falls in its totality. The Board of Regents authorized selection of an Architectural-Engineering design consultant to provide space planning, project scope, and cost analysis for renovation of space in the University Center at the March 2018 Board of Regents meeting. SDSU requests exemption from the Capital Improvement Process due to the nature of the project being maintenance and repairs necessary for programmatic suitability.

a. General Programmatic Needs to be Addressed

The SDSU College of Nursing currently executes its educational programs from space in the Southeast Technical Institute. The assigned space is quantitatively and functionally unable to support the collaborative and simulated learning environment for nursing education. Additional space is unavailable on a long term basis to accommodate the program requirements.

The College of Nursing acquired the services of JBA Incorporated to analyze the programs space needs in Sioux Falls and Rapid City in the spring of 2014. The Board of Regents conducted a separate study of the Sioux Falls University Center in 2017 (Attachment III). This study was to examine space utilization of the University Center with the purpose of improving utilization. This study was also completed by JBA Incorporated. A series of recommendations were made and presented by JBA Incorporated to the combined leadership of SDSU, USD, the University Center, and the Board of Regents in January and March of 2018.

A plan for the reassignment of space in the Administration/North Building and Science Center/South Building was tentatively agreed upon by USD and SDSU. One part of the plan will assign space within the administration and classroom facility of the University Center to the SDSU College of Nursing. Approximately 15,380 sf of space on the second floor of the Center has been designated for reassignment. Other parts of the plan related to USD, the University Center, and the Regents Information Services, all need to be planned and sequenced. SDSU requested and received authorization at the March 2018 BOR meeting to acquire architectural and engineering design services to complete the architectural programming efforts and complete a preliminary design of necessary renovations. The renovations would convert the existing assigned space into

classroom, class lab, office, and conference space dedicated to provide the education programs necessary to train undergraduate and graduate nursing students enrolled in programs in Sioux Falls. The engineering services are also needed to evaluate the other sequenced projects.

b. Analysis of the Student Body or Constituents to be Served

The assigned space will serve the students and faculty of the SDSU College of Nursing and the College of Pharmacy. The SDSU College of Nursing offers a BS in Nursing (standard program), BS in Nursing (accelerated program), and a PhD in Nursing at its Sioux Falls location. In addition the program supports the MS in Nursing and its five specializations as well as the Doctor of Nursing Practice programs. Students and faculty from the College of Pharmacy will also be served by the space reassignment. The program includes full time and part time faculty, visiting faculty, student work study, undergraduate students, and graduate students from Sioux Falls and the region. Constituency served includes the robust health care industry centered in Sioux Falls, SD.

Other impacted spaces will include the Art Studio, Regents Information Systems offices, UC faculty and student services offices, and potentially other space, services and classrooms. These spaces will also be considered in the A/E engagement.

c. Additional Services to be Offered

The JBA Incorporated space study report space study report prepared in Spring 2014 analyzed Nursing College space at the Rapid City and Sioux Falls sites. The report indicates that the Nursing College is space deficient by over 4,000 sf. The existing space is not designed for collaborative academic teams. It is not capable of supporting cohort based instruction, it supports primarily didactic learning practices. It is not capable without significant change, to support both didactic and group learning practices. To obtain additional space at SETI and then renovate it to properly support the College of Nursing for the long term needs is not supported by SETI.

The University Center is a new facility that has ample space for its instructional programs. The University Center Space Study Summary prepared by JBA Incorporated illustrated that adequate space is available for course offerings provided at the center by SDSU, USD, and DSU. Approximately 33% of the space in the University Center can be reassigned for more efficient use.

This would alleviate the current problems with space utilization, where classroom space is scheduled about 20 hours per week and course sizes are far less than overall room capacity. JBA Incorporated conducted a test fit to illustrate how space might be reassigned within the University Center to satisfy the needs of the University Center, Regents Information Systems and SDSU Nursing. A series of steps were outlined. One was renovation of the 2nd Floor of the Administration/North Building for SDSU Nursing/Pharmacy use.

The second floor offers an adequate quantity of space, although it is not suited for the specialized instructional needs of the College of Nursing. With alterations and remodeling, the space would

serve the College of Nursing's current and future needs. Other alterations on the second floor would be made to serve the College of Pharmacy, as well as shared classroom space.

d. Compliance with Master Plan

The reassignment and reallocation of space within the University Center was authorized by agreement of the Board of Regents, SDSU, USD, and the University Center at a March meeting of all parties involved. A plan for reassignment of the classroom and administrative building to house programs of SDSU, USD, and the University Center has been developed based on the recommendations of JBA Incorporated. The SDSU nursing project is a part of the agreed plan and represents the major portion of the renovation. Other spaces that will be disrupted will also need to be addressed as part of the plan.

e. Analysis of Needs Assessment Based on the Facilities Utilization Report

The SDSU College of Nursing leases approximately 11,000 sf of space at the SETI campus. This is 4,000 sf short of space required for the didactic and group learning environment needed. From the 2014 study of space needs for the Sioux Falls SDSU Nursing programs, approximately 15,850 nsf of space (24,286 gsf) is required. The quantity of assigned space available in the Administrative/North Building on the University Center campus is 15,380 sf.

The March 2018 space summary included a test fit showing recommendations for space reassignment within the University Center. It showed that the assigned space should be adequate for College of Nursing's requirements as well as the College of Pharmacy.

Both Colleges require specialized tools and recreated environments for students education. Environments of critical care, hospital care, clinical care, home care, and elderly care are simulated for the students practical and skills based educations. Simulation centers are needed to provide a flexible environment that can be rearranged to simulate these various environments.

Following is a general summary of the College of Nursing space needs in Sioux Falls. Faculty offices (full time, part time, and visiting)

Staff offices

Student work study

Conference rooms

Testing areas

Small meeting/interview rooms

Reception

Work room

Faculty Gathering area w/kitchen

Student library/resources center

Student gathering/collaboration area w/kitchen

Classroom with class service area

- Briefing & debriefing rooms
- Exam rooms
- Pharmacy lab with service area
- Simulation labs – four types of varying size and function with storage area
- Skills lab with service and equipment storage

Following is a general summary of College of Pharmacy space needs in Sioux Falls.

- Faculty offices
- Classroom – jointly used space
- Simulation labs – shared with College of Nursing

SDSU desires to hire an architectural/engineering consultant to confirm the program requirements of the College of Nursing and College of Pharmacy, prepare a preliminary design of the renovated spaces in the University Center Administration/North Building, and prepare a cost estimate of the expected renovations. Further, the study will address other impacted spaces and the related costs of any necessary remodel.

f. Location

The project will impact the University Center Administrative and Classroom Building as well as the Science Center, and the SETI space which nursing currently occupies. Assigned space for the Nursing College is located on the second floor. A plan of the space is attached (Attachment III) to indicate the space that may be affected by the nursing project. Other spaces impacted will also be addressed.

g. Reallocation of Old Space

Old space on the SETI campus is leased from the Sioux Falls School District. This space would be reallocated to accommodate the Regents Information Systems offices and the classroom space would be evaluated as part of the overall plan and future needs.

h. Proposed Funding Source(s)

The overall scope of the project is unknown at this time. The Administration/North building is a modern building and highly suited for remodeling and necessary renovations. An addition will not be required. The work required will be categorized as alterations and renovations within the definition of maintenance and repair for programmatic suitability.

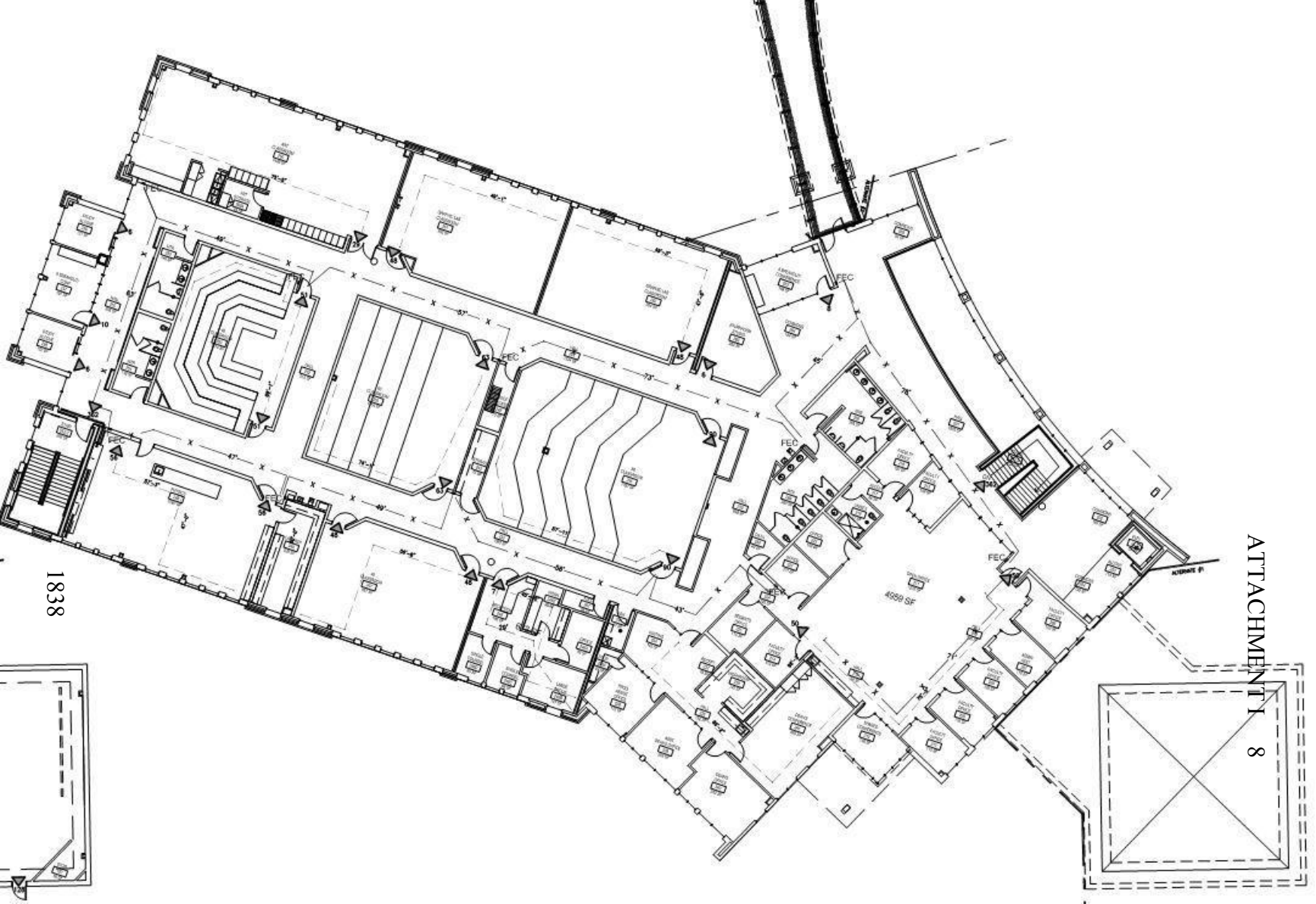
The test fit model indicates that the office areas may need little to no renovations. Other art studio class labs and general classroom space will require moderate renovations to function as briefing/debriefing spaces, nursing skills labs, support spaces and student support spaces. The tiered classroom area will require extensive renovations to serve as simulation class labs. Many

of the class lab spaces, skills lab, conference, and briefing/debriefing areas will require a high level of technological support to serve online and remotely supported education throughout the state. Renovating spaces in other buildings to accommodate displaced classrooms or activities will also be evaluated and included in the plan.

The scope of the required renovations are unknown at this time, as well as the funding required to complete the project. It is possible the funding required will exceed the policy limit for a capital improvement although the needed repairs are for programmatic suitability. Funding sources of the project will be determined after completion of the preliminary design and cost estimate.

i. Budget for Development of a Facility Program Plan

South Dakota State University will utilize university funds to pay for the space planning and programming services necessary to confirm the architectural program, prepare a schematic design, and prepare a cost estimate. The planning will be coordinated with other stakeholders who are utilizing space within the University Center. The budget for these services is \$50,000 which will require a competitive selection process of the necessary consultant.



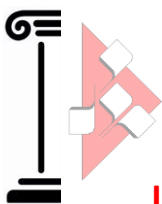


Summary



University Center Space Study

*South Dakota Board of Regents
March 2018*



JBA 1INCORPORATED - Fort Collins, Colorado 80528 - joe@jba1.com

Introduction

The South Dakota Board of Regents commissioned a study to analyze the space use of the University Center (UC) Campus in Sioux Falls. The intent of the study was to determine how well the facilities are currently being used and test the possibility of relocating the South Dakota State University (SDSU) Sioux Falls Nursing program to the Center.

JBA Incorporated was retained to perform the study and provide recommendations to meet the space needs of both University Center programs and SDSU Nursing. The University Center has two buildings (Administration/North Building and Science Center/South Building) that supports South Dakota State University, University of South Dakota, and Dakota State University programs. The South Dakota State University Nursing program is located on the Southeast Technical Institute (SETI) campus approximately 2.4 miles due south of the University Center.

South Dakota State University Nursing

JBA studied the needs of the SDSU Nursing program multiple times over the past three years. The program is currently operating in substandard spaces, from a quantitative and functional perspective. The program lacks approximately 4,000 assignable square feet (40% of its space) and is trying to run a program in functionally obsolete space. The current space is not only cramped but is unsuited for the collaborative learning and simulation environments needed to be successful. The current space can support individual didactic courses for a variety of programs much easier than the simulation and team learning pedagogies required by a professional cohort-style nursing program.

University Center Programs

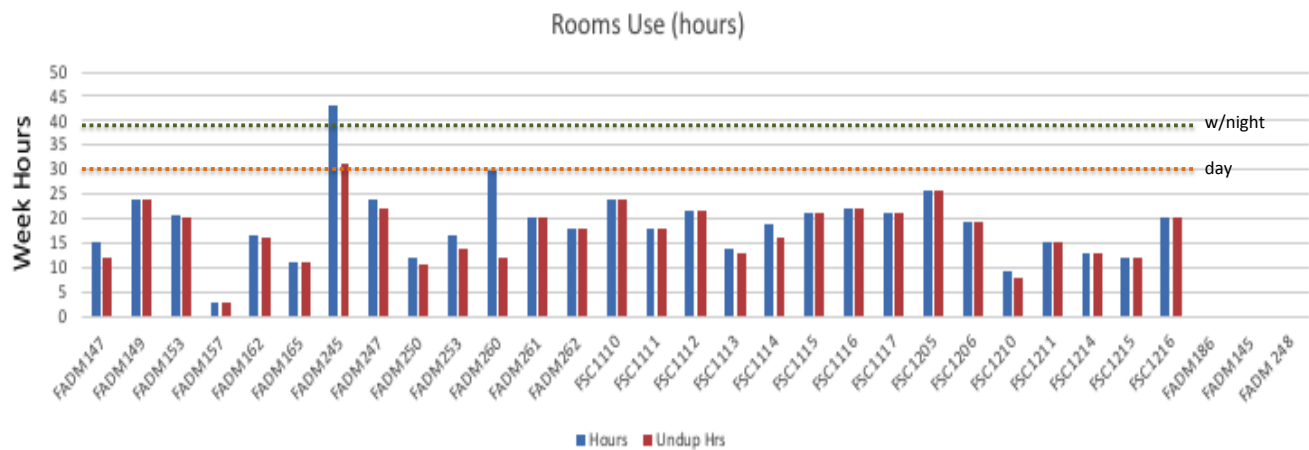
The majority of courses held at the University Center support core undergraduate programs. They consist of traditional didactic lectures, some of which may be supplemented by a laboratory section or two. Many of these courses share classrooms and laboratories depending on schedules and room requirements.

Approach

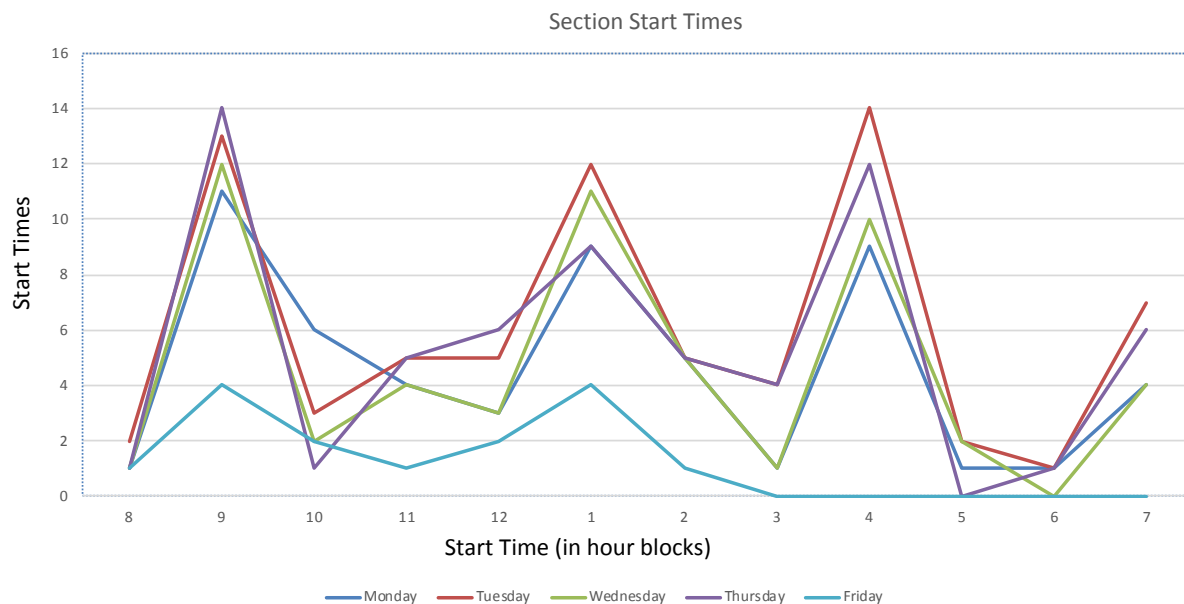
Since the Nursing programs space needs were already known, the majority of the effort focused on the program needs for courses held at the University Center. JBA gathered fall of 2017 course data, employment data, and facilities data for all University Center programs. This information was used to analyze how much, and of what type of space, these programs require. The results of the analysis then allowed JBA to provide options to better align programs with appropriate space needs. Recommendations increase the use of the University Center, while relying on the Southeast Technical Institute space to support unique programs and academic growth that may not be realized elsewhere in Sioux Falls. The analysis shows the University Center has ample instructional space, the question then became, was there enough capacity to support moving the SDSU nursing program to the UC campus?

University Center Class Schedules

The University Center has relatively high-quality spaces that can support a higher demand in enrollments or course offerings. It is essentially “space rich”. Since there is ample instructional space, instructors have been able to any time and place to hold the specific course. As seen in the graph below, the University center uses its classrooms on the average of 20 hours per week, well below the national average of between 28 and 36 hours. This means there is capacity to either grow by adding courses or take some classrooms off line and repurpose the rooms for other uses.

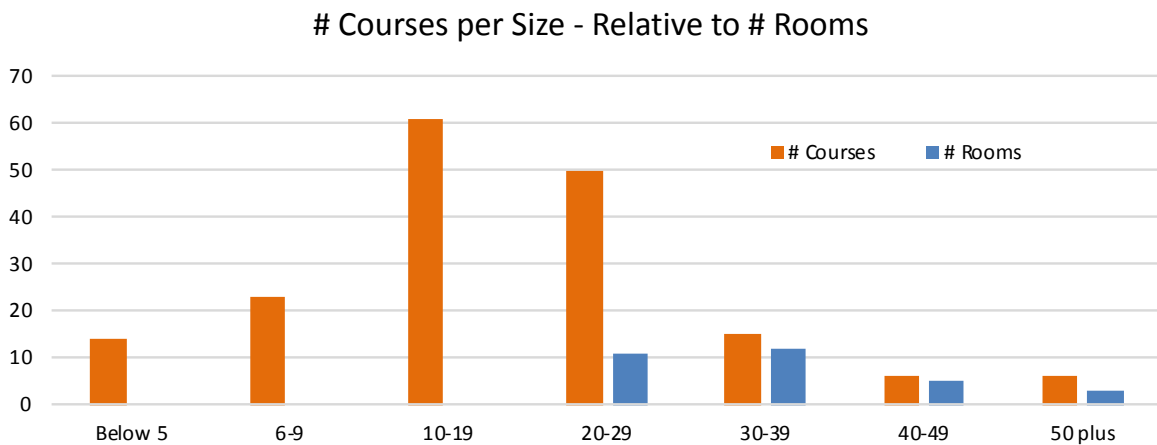
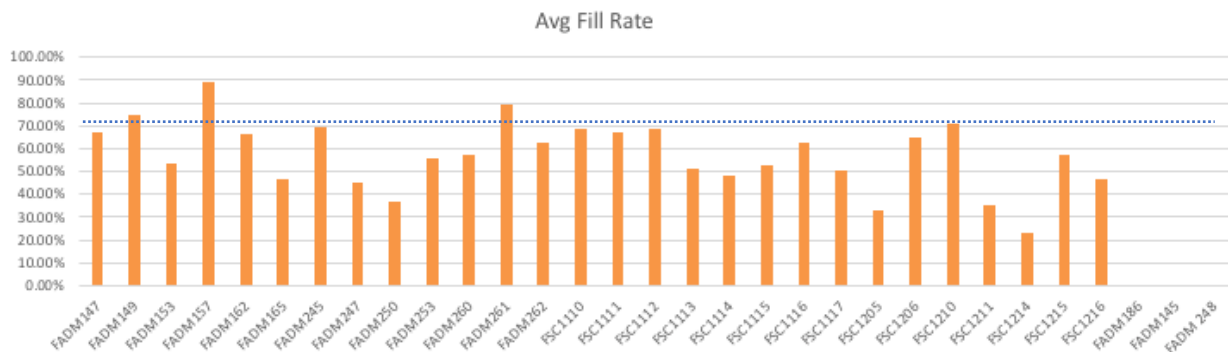


The following graph indicates the times course start during the week. It shows the start time for each day of the week for each course during a week’s period. Peaks occur at 9:00am, 1:00pm, and 4:00pm. Many classrooms are poorly utilized between these times. If the University Center would spread the start time of many courses to be either one hour earlier one hour later, it would reduce the number of classrooms needed by almost 25%.



Fill or Occupancy Rates

In addition to the course schedule issues described in the previous section, is many courses have enrollments far less than the room capacities. It is extremely inefficient to have a class of 15 persons in a room that holds 45 students. Having a good distribution of room types and sizes to support fluctuating class sizes is important. Unfortunately, many of the classrooms at the University Center are similar in size and type. It is standard practice to attempt to have classes in rooms that students can fill the seats to an average of 67% to 70% the room's capacity. As seen in the first chart below, the UC is far below that average. The second chart shows how many courses the University Center has at each enrollment level, as compared to room sizes. Fifty-six percent (56%) of the classes have less than 20 students enrolled yet all the rooms are designed for over 20 students, and a majority over 30 students. This inefficiency affects classroom utilization by another 10%.



Summary of Use

Taking into account the course schedules, enrollments in each course, and the types of classrooms and laboratories available at the University Center, it is clear the University has more than enough classrooms and laboratories to support current course enrollments. Based on the Fall of 2017 data, the UC only needs 67% of the rooms it has. The analysis uses traditional and conservative metrics figuring classrooms should be used on average of 30 hours per week and when in use, 70% of the seats occupied.

The results of the space analysis indicate the University Center has capacity for growth, or it can repurpose 33% of its instructional space for other uses. Details are available under separate cover and have been presented to Board and University leaders in early 2018.

Space Utilization Options

Based on the fall 2017 course and enrollment loads, it appears that with adjustments in the course scheduling and some minor classroom improvements, ample space could be made available to relocate the SDSU nursing program to the University Center campus. Two options for such a move were presented to the SDBOR and campus leaders, but one emerged as a clear favorite for many reasons. JBA was asked to work with University Center staff and SDSU Nursing to refine the option to locate SDSU Nursing from their current location at SETI, to the second floor of the University Center North (Administration) Building.

Recommended Space Concept

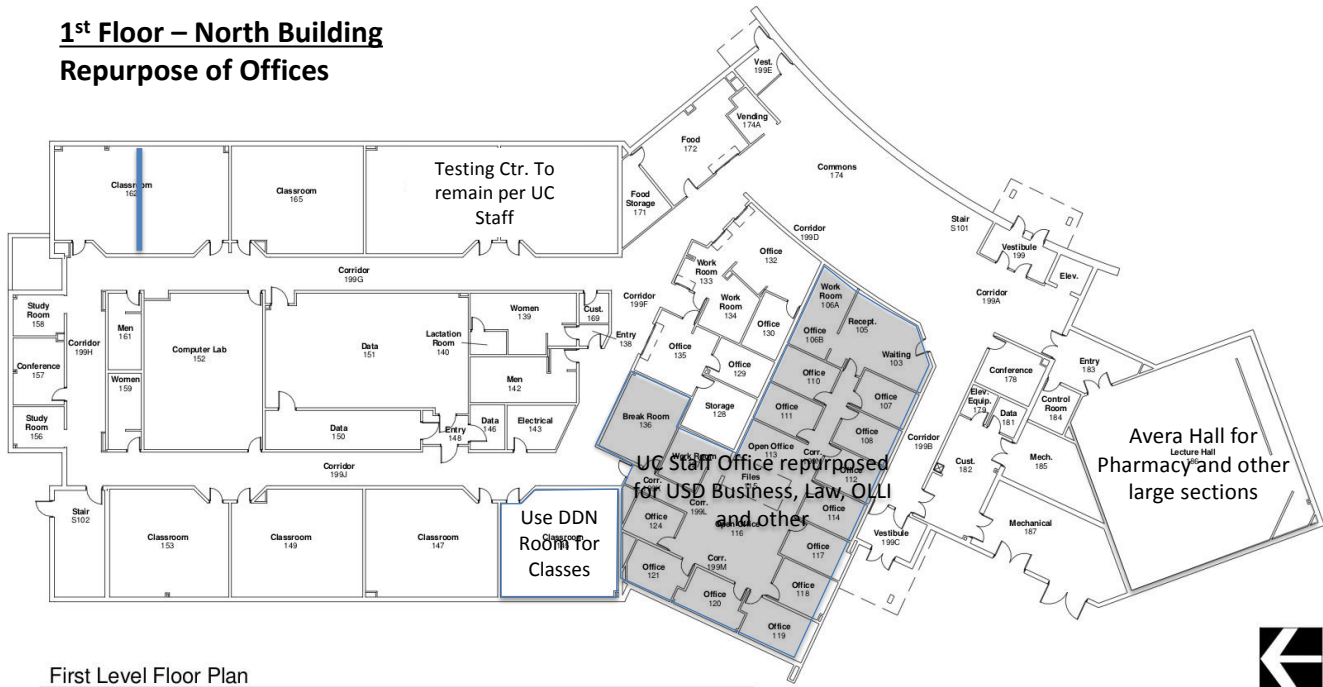
The following plans summarize the efforts of a two-day workshop with University Center staff, University of South Dakota leadership, South Dakota State University leadership, Nursing and Pharmacy. JBA worked with each program to further define and transform each user's space needs into a conceptual space plan. Following the workshops, JBA reviewed the concept plans with the main users and adjusted them based on input during the review sessions.

The conceptual space plan is a "test-fit" to see how each function and activity in the program's operations can fit into the existing architecture. It is not meant to be an actual design but does provide enough detail to assure success. Other options may be found during a detailed design process. This is a detailed programming effort that can inform the design team when the time comes.

There are a series of enabling moves or minor renovations that need to take place prior to, or in support of, the major renovation for Nursing. These are indicated on the plans but are summarized as follows. They are not necessarily in chronological order.

1. Renovate 1st Floor South Building in preparation for a relocated Student Success Center.
2. Relocate Regent Information Systems offices and Art Studios to SETI.
3. Relocate UC Staff to 1st Floor South Building
4. Minor renovations to 1st Floor North Building to improve classroom utilization.
5. Renovate 2nd Floor North Building for Nursing/Pharmacy.

1st Floor – North Building Repurpose of Offices



First Level Floor Plan
NOT TO SCALE

- Avera Hall to be used by pharmacy and others for large sections (gains 1 room)
- DDN room to be used for academic purposes (gains 1 room)
- Split room 152 into two smaller rooms (gains 1 room)
- Relocate US Staff to South Building
- Computer Lab room 152 to Media Lab (option)

2nd Floor – North Building Nursing and Pharmacy Suite



Second Level Floor Plan
NOT TO SCALE

- Relocate classes from this floor to 1st Floor and South Building
- Relocate Art Studio to SETI
- Relocate Student Success to South Building
- Relocate Graphics Lab to 1st Floor Computer Lab or South Building



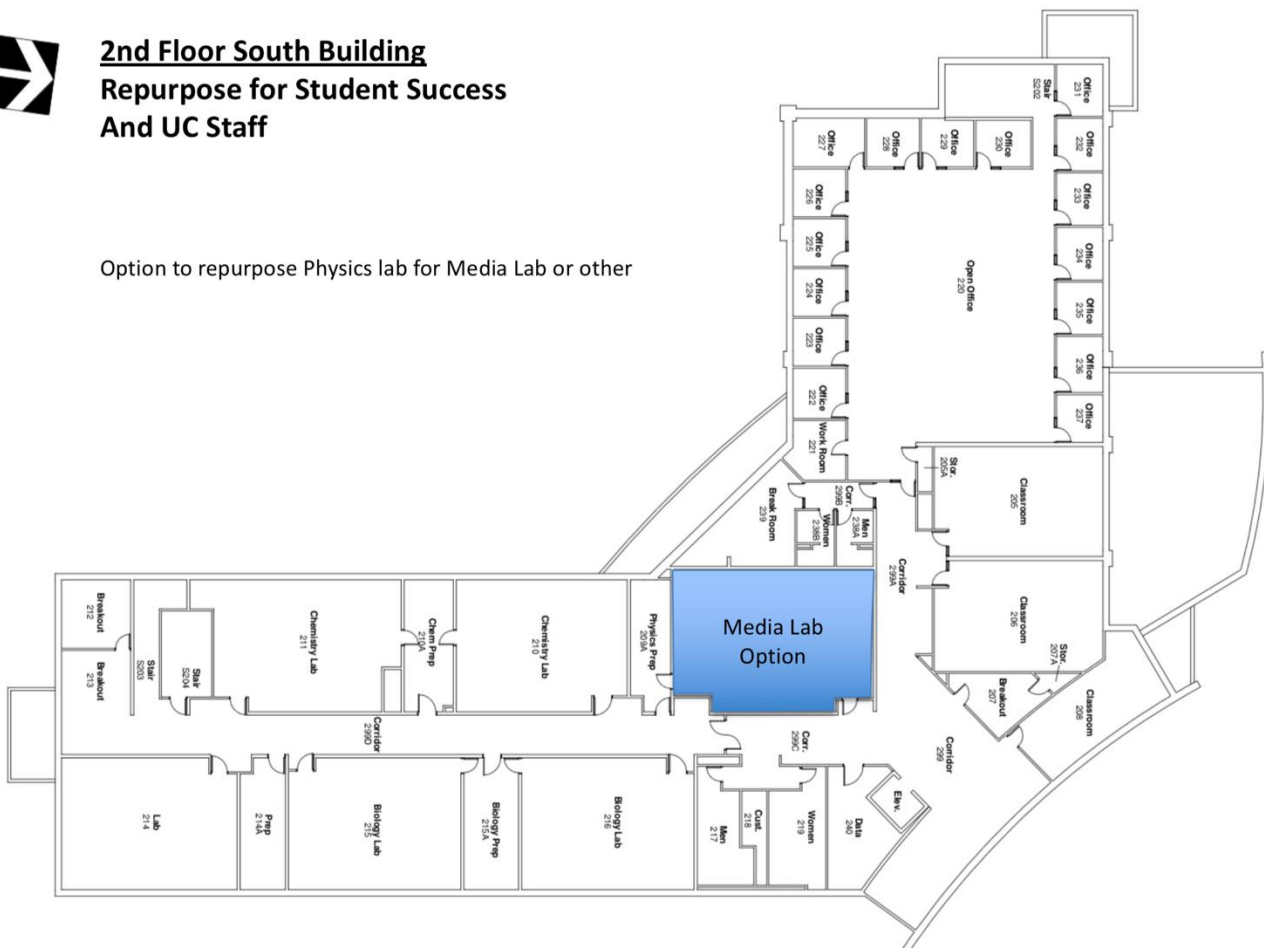
1st Floor South Building Repurpose for Student Success And UC Staff

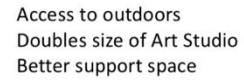
Create Student Success Center at entry
Repurpose RIS offices to UC staff offices
Improve use of 106 and 107



2nd Floor South Building Repurpose for Student Success And UC Staff

Option to repurpose Physics lab for Media Lab or other





SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – N

DATE: May 8-10, 2018

SUBJECT

M&R Subcommittee Update

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March Board meeting, the Board took action on a number of recommendations from the Maintenance and Repair Subcommittee. The Board discussed the gap between available funding and the maintenance and repair needs. A motion was defeated that would have required the institutions to develop and implement a detailed maintenance and repair funding plan, as well as a facility operating budget and funding plan, for any building approved by the Board but not yet built. It was requested at that time that the subcommittee revisit the issue again and report back to the Board in May.

The M&R Subcommittee will be meeting on May 2, 2018, to revisit the funding issues. A report and update will be provided at the Board meeting.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

The South Dakota Board of Regents adjourned its regular business meeting on May 10, 2018 and will meet again in regular session on June 26-28, 2018 in Brookings, South Dakota.

I, Mike Rush, Executive Director and CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on May 8-10, 2018.

A handwritten signature in black ink that reads "Mike Rush". The signature is written in a cursive, flowing style.

Mike Rush
Executive Director and CEO