

SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 4 – D
DATE: August 2-4, 2022

SUBJECT

Strategic Plan: Access and Affordability – Transfer Initiatives

CONTROLLING STATUTE, RULE, OR POLICY

New BOR Policy 2:5 – Seamless Transfer of Credit

New BOR Policy 2:5:1 – Internal Transfer

New BOR Policy 2:5:2 – External Accredited Institution Transfer

New BOR Policy 2:5:3 – External Non-Accredited and International Transfer

New BOR Policy 2:5:4 – Prior Learning and Validated Transfer

[SDBOR Strategic Plan](#)

BACKGROUND / DISCUSSION

The mission of the Board of Regents is to provide an excellent, efficient, accessible, equitable, and affordable public university and special schools system that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities. Goal 2 of the strategic plan is Access and Affordability, which states, "the Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. Access to affordable education is the cornerstone to ensuring South Dakotans who desire to attend a public post-secondary institution can."

One of the objectives outlined in Goal 2 includes seamless transfer by increasing enrollments through improved access to bachelor degree programs for students with earned credits from technical and community colleges. Since January of 2022, the Board of Regents academic affairs staff have been meeting with the Board of Technical Education (BOTE) academic programming staff. Together, with ReEngine, a collaborative engagement was scheduled on April 14-15, 2022.

ReEngine Lean Review Engagement:

This engagement included university and technical college representation. Utilizing a Lean review process by evaluating continuous improvement strategies, all stakeholders evaluated the current practice, identified 'What Good Looks Like', and determined next steps. First, Attachment I (Statewide Transfer Charter) provides a summary of the charter that the team created together. One of the outcome recommendations from this team in

(Continued)

INFORMATIONAL ITEM

their evaluation is to replace the current Memorandum of Understanding with a Principles of Transfer Agreement represented in Attachment II. The vice presidents identified that having a broad agreement showcases the benefits of partnerships and overarching practice that both system stakeholders could derive change.

Second, the vice presidents will first evaluate all General Education courses not currently listed in the Memorandum of Understanding and those that do not follow the current course numbering and shared student outcomes. Upon resolution of the general education, the next transfer effort will be reviewing major specific needs/transfer (this second phase is an ongoing phase that will require review as new articulation agreements are approved).

Third, during the meetings, the vice presidents also supported the use of technology for students to access transfer equivalency. The provosts from the universities supported the use of Transfer Equivalency Solutions (TES) through CollegeSource as each campus currently works with that platform. Dr. Minder requested TES for a statewide public college and university quote. Leveraging the current system, TES provided a quote that would include the Technical Colleges at an additional cost of \$12,000 total. This proposal has been submitted to the Board of Technical Education (BOTE) staff. TES would agree to one Master Service Agreement through the Board of Regents and currently support several state systems in their transfer equivalency platform: Hawaii, Illinois, Kentucky, Minnesota, and Nebraska. A demonstration has been requested to understand the technology at the system level.

TES is a university and college admission and academic records resource for internal review of course equivalencies. It contains catalogs of universities and colleges across the United States and internationally. There is an additional add-on public facing solution that may be beneficial for both the technical colleges and universities to review called Transferology. This add-on allows a seamless calculation of transfer by the applicants, parents, and students. This Transferology is an outward facing solution. Academic Affairs Council (AAC) will be evaluating this at their August 2022 retreat (August 10-11) and have currently received email communication on the status of this technology solution.

Last, directly related to this transfer work and recommended by the vice presidents, a meeting was scheduled with a cohort of nursing representatives (deans, curriculum management, and general education) to review articulation agreements between the technical colleges and the universities. Attachment III represents the draft charter that was created by that team of stakeholders. This work has just commenced with the goal of creating a statewide transfer agreement between the four technical colleges and the two universities.

New BOR Policy:

The outcomes to these discussions are ongoing. However, at the June 2022 BOR meeting, Dr. Minder presented the first draft policy on seamless transfer (Attachment IV). During the regular business meeting of the August BOR Retreat, the updated policies will be presented for formal approval. Work developing these policies included many stakeholder meetings internal to the Regental system as well as with the Board of Technical Education staff and Technical Colleges.

SDAHO Presentation:

Related to the statewide nursing workforce need, Dr. Maher presented to SDAHO on July 12, 2022. The presentation shared projects that the system supported including legislative updates, USD-Sioux Falls plan, career exploration camps, and transfer initiatives represented as Attachment V.

IMPACT AND RECOMMENDATION

The Strategic Plan specifically documents the importance of access and affordability which connects directly with the work of seamless transfer. In addition, Goal 4 of the Strategic Plan encourages partnerships to engage workforce needs. The project meets several objectives outlined in an effort to support increased engagement of multiple internal and external stakeholders to accomplish access to affordable education. The Regents should consider the ongoing efforts related to transfer and provide additional feedback to current and future needs for the students of this state and workforce needs.

ATTACHMENTS

Attachment I – Statewide Transfer Charter

Attachment II – Principles of Transfer

Attachment III – Draft Nursing Statewide Charter

Attachment IV – [New BOR Policies 2:5, 2:5.1, 2:5.2, 2:5.3, 2:5.4; Rescind BOR Policies 2:25, 2:27, 2:31](#)

Attachment V – SDAHO Presentation

Transfer Policy Regental University System, Technical Colleges
LEAN Project Charter

Date: April 2022

Problem Statement: South Dakota Board of Regents (SDBOR) has endeavored to strengthen their transfer policies. The policies with and between the South Dakota public universities and colleges may create transfer challenges for students. The policies are highly technical, regulatory, and are not student centric.

Project Objective: The purpose of this project is to collaborate and brainstorm to create highly visible pathways, collective career options, and bridges between post-secondary public institutions enabling student opportunities through a seamless transfer process.

What Good Looks Like:

- The state-wide policy on transfer should be seamless to the student between the public colleges and universities.
- A seamless technology solution is adopted between SDBOR, Regental Universities, BOTE, and the four Technical Colleges.
- An agreement would be developed to evaluate all course within the transfer technology solution.
- Courses taken for the applied general education courses would have a bridge course based on competency and agreed upon criteria that if passed would allow credit for the general education course.
- The collaborative efforts of the public colleges and universities will include planning for high-need workforce fields in South Dakota.
- The collaborative efforts will focus on stackable credentialing where the technical colleges and the universities can work together for the best interests of the state of South Dakota and the student.
- Universities and technical colleges will have a communication campaign around post-secondary education.
- Advising tools will be developed to assist students in the navigation of their post-secondary path.

Characteristics of the Future State:

- Communication is facilitated, intentional, and integrated.
- Workforce development should be one of the essential drivers for transfer initiatives.
- Discipline Councils (Faculty) would be established to increase communication between the public colleges and universities.
- Vice Presidents/Provosts from the post-secondary public colleges and universities shall meet quarterly to discuss transfer initiatives.
- Increase partnerships in program-to-program transfer.

Project Team Composition:

- Project Champion: BOR/BOTE
- Project Sponsor/Process Owner: Janice Minder, Scott DesLauriers
- Project Manager: Katie Maley, David Johnson
- Project Facilitator & Practitioner: Alfredo Mycue
- Project Team Members:
 1. Janice Minder (BOR)
 2. Pam Cariveau (BOR)
 3. Carly Handcock (BOR)
 4. Scott DesLauriers (BOTE)
 5. Open (BHSU)
 6. Provost Rebecca Hoey (DSU)
 7. Assistant Dean of Academics – Terri Cordrey (LATC)
 8. Vice President – Carol Grode-Hanks (MTC)
 9. Provost – Mike Wanous (NSU)

10. Provost – Lance Roberts (SDSMT)
11. Provost – Dennis Hedge (SDSU)
12. Vice President – Benjamin Valdez (STC)
13. Provost – Kurt Hackemer (USD)
14. Vice President – Deborah Toms (WDT)

Timeline/Milestones:

- April 2022 – Project Begins

Time Considerations:

Phase	Expected Number of Meetings and duration	Expected “Touch time” for Project Team	Approximate Date(s)
Charter It	♦ Session Time	30 Minutes	April 14
Vision It	♦ Session Time	2 Hours	April 14
Map It	♦ Session Time	2 Hours	April 14
Gap It	♦ Session Time	2 Hours	April 14
Build It	♦ Session Time	1 Hours	April 14
Strategic Discussion	♦ Session Time	2 Hours	April 15
Nursing Discussion	♦ Session Time	2 Hours	April 15
Total	Face-To-Face Meetings April 14-15	11.5 Project Team Hours	

Other Charter Elements:

- Goal – Presentation to Joint Appropriations Committee on the collaborative efforts during the 2023 Session.
- Objective - Team should identify a strategy for a state-wide nursing plan between the Technical Colleges, Board of Technical Education, Universities, and the Board of Regents.
- Timeline - The work for the Nursing framework development will occur between May – December 2022.
- Outcome: Principles of Transfer Agreement between BOR and BOTE – August 2022.

Principles for Transfer between the South Dakota Board of Regents and Board of Technical Education

Preamble: Board of Regents and Board of Technical Education support the importance of seamless transfer between the South Dakota public post-secondary colleges and universities. This agreement includes the Principles of Transfer and represents an agreement between the public post-secondary technical colleges and universities toward their commitment to increase communication and transfer initiatives between the boards and the standards set forth for success.

Principles:

1. Attentive to relevant Higher Learning Commission (HLC) standards, each public post-secondary South Dakota college and university will publish a straightforward, transparent, and an understood statement of institutional intent regarding the purposes, emphases, and structure of transfer between the colleges and universities.
2. Commitment to providing students with knowledge and abilities through a cohesive partnership between the South Dakota public colleges and universities by (a) committing to a shared and unified approach of General Education student outcomes, common course numbering, and assignment of faculty, (b) working toward agreements for associates to baccalaureate degrees (A2B), working on strategies for student success and educational attainment to and from the public colleges and universities, and (c) creating a mechanism to work together when discussions would help increase the commitment of seamless transfer.
3. Continuity between general education and the major should be made explicit through clear links between specific priorities of general education and specific expectations of major programs. Effective general education programs, offered in collaboration with majors, should prepare students for further study. Effective majors should affirm and build on the preparation general education provides.
4. Creating stackable credentials that would best meet the state of South Dakota workforce needs and overall well-being of the state of South Dakota related to program, degrees, and educational attainment.
5. Acknowledging that effective advising is critical to student success, South Dakota colleges and universities should enable and charge advisors (a) to undertake “intentional conversations” with all students concerning their educational goals, (b) to guide students in “navigating” a curriculum that links general education and the major, and (c) to enable students to understand the value of their degree program and future pursuits in education through stackable credentialing.

Policies:

1. The Board of Regents transfer policies can be found:
 - Board of Regents Policy 2:5 Seamless Transfer of Credit
 - Board of Regents Policy 2:5.1 Internal Regental Transfer
 - Board of Regents Policy 2:5.2 External Non-Regental Accredited Transfer
 - Board of Regents Policy 2:5.3 External Non-Regental Non-Accredited College/University and International Transfer
 - Board of Regents Policy 2:5.4 Prior Learning and Validated Transfer

2. Transfer of Credit Policy
 - Lake Area Technical College Policy
 - Mitchell Technical College Policy
 - Southeast Technical College Policy
 - Western Dakota Technical College Policy

Approved:

 Board of Regents President

 Board of Technical Education President

 Date

 Date


South Dakota Board of
Technical Education

Nursing Career Pathways Project Charter

Date: July 1, 2022

Problem Statement:

To fulfill the State's professional nursing needs through two integrated paths of development that establish a shared vision of nursing education in a streamlined and shared partnership by providing complementary curricula, seamless transfer, and a unified agreement for transfer of credits via a continuous communication and collaboration rhythm leading to expected competencies of our students.

Project Objective:

- Short-Term - To create a statewide agreement including an articulation framework and an approved agreement including the public colleges and universities.
 1. RN to BSN.
 2. LPN to BSN.
 3. Reverse Transfer.
 4. Articulation for Independent Coursework.
- Long-Term – Develop alliances with clinical partners and employers creating additional awareness and benefits (onboarding opportunities) to students for the nursing pathways.
- Long-Term – Develop and implement a strategy for digital transfer of knowledge on transfer agreements; to enter into a shared agreement for a technology transfer software solution.
- Long-Term – Develop an advising model to promote both the technical colleges and the universities.

What Good Looks Like:

- Defined Career Pathways
- Standard Competencies
- Block Transfer
- Accounting for Rural and Urban Needs
- Workforce Needs
- Effective Partnerships
- Outreach, Communicate, Marketing, Recruiting

Characteristics of the Future State:

- Focus on the student and what is best for them:
 - Seamless; clarity/ease of admission requirements.
 - Focused on the profession; how to facilitate the advancement
- Focused on workforce needs. Articulation framework should reflect workforce commitment.
- Create a standard list of competencies that a diploma/associate degree in nursing would meet.
- Look at the diploma/associate curricula to see what the commonalities and what can be blocked.
 - General education block.
 - Major specific block.

Project Taskforce Composition:

- Project Champion: Executive Director Brian Maher, Board of Regents
- Project Sponsor/Process Owner: Janice Minder, Scott DesLauriers
- Project Manager: Janice Minder
- Project Facilitator & Practitioner:
 - ReEngine - Alfredo Mycue and David Johnson (Facilitator)

- SDBOR - Carly Handcock (Recorder)
- Project Team Members:
 - BHSU Samantha Smith
 - LATC Amber Schleusner
 - LATC Jocelyn Starr
 - MTC Carena Jarding
 - MTC Carol Grode-Hanks
 - NSU Alyssa Kiesow
 - SDSU Heidi Mennenga
 - SDSU Mary Anne Krogh
 - STC Jaclyn Kramer
 - STC Kristin Possehl
 - USD Anne Kleinhesselink
 - USD Anne Pithan
 - WDT Kristen Hybertson
 - WDT Tiffany Howe
 - BOR Carly Handcock
 - BOR Janice Minder
 - BOTE Scott DesLauriers

Charge:

- Create Framework:
 - Who is on the consortium?
 - Draft framework.
 - Develop a timeline.
 - To Do's as we return to our institutions
 - Brief leadership and faculty on the framework.
 - Address: if we are to facilitate the framework, what would we need to accomplish (internally) to meet the expectations of the framework?
 - Return to consortium and present internal discussion points.
- We need 2 meeting tracks (again all collaboratively) for review committee.
 - Analysis of admission of Tech Schools and University admissions (can we streamline them).
 - Compare and contrast; what are the differences.
 - What are commonalities. Faculty input is important here.
 - Commission a tiger team(s) to accomplish these reviews. (Sequentially or in parallel)
 - Map the essentials (map competencies collaboratively).
 - What competencies are met by all the tech schools?
- Establish a meeting rhythm – 2X a month.

Framework Components:

- Purpose and Rationale
- Membership (task force)
- Membership of the Institutions
- Stakeholders
- Policy and Procedure
- Timeline
- Definitions of Concepts and Terms
- Student Eligibility
- Wraparound Advising
- Program Requirements
- Deliverables

- Action Items
- Analytics/Measurements
- Addendum General Education/Major Block Transfer

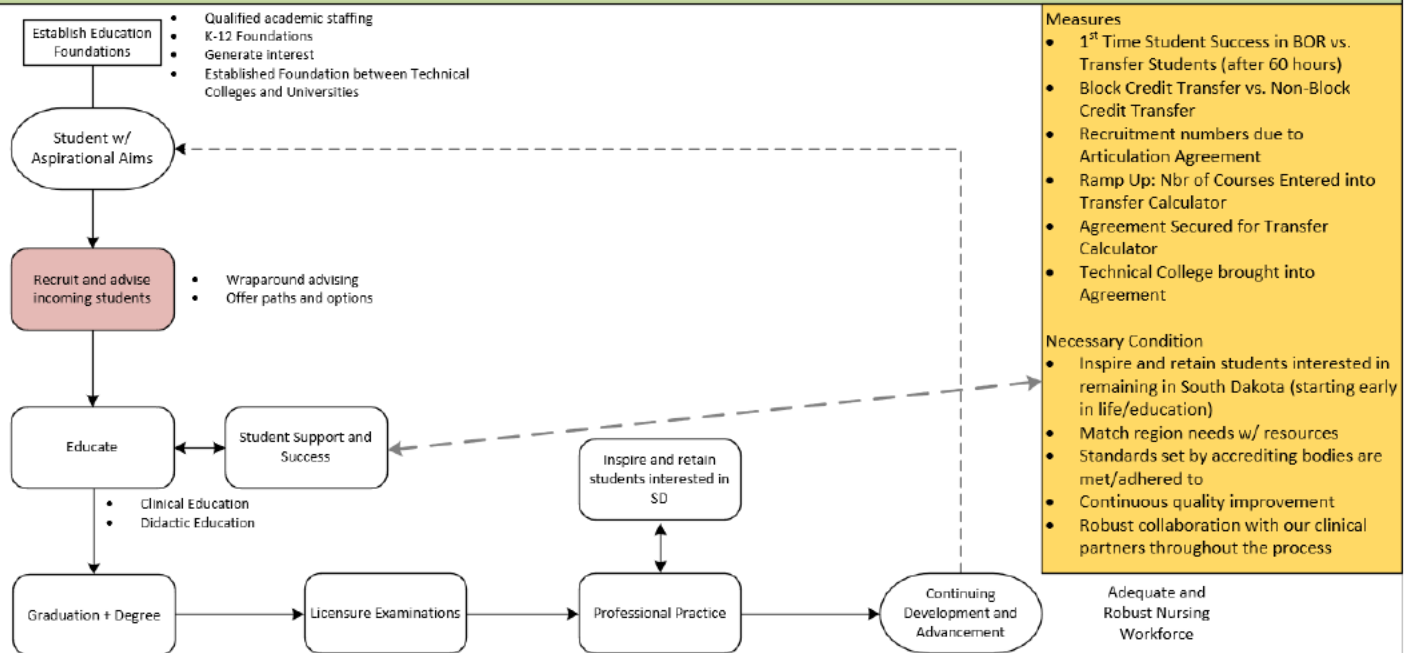
Timeline/Milestones:

- July 2022 – Executive Director present to stakeholders.
- August 2022 – Framework initial draft developed.
- September 2022 – Gen-Ed block is agreed upon.
- October 2022 – introduce the concepts and goals of transfer initiative to faculty and staff.
- October 2022 – The major (nursing) block is agreed upon.
- October-November 2022 - Board of Nursing consulted and (if required) briefed.
- Mid-November 2022 – Brief to Executive Director, Board of Technical Education.
- November 2022 – Full Working Draft is developed for review and modifications.
- December 2022 – Final draft is provided to institution leadership (and widely disseminated).
- January 2023 - Consortium Brief to the SD Legislature.
- January-June 2023 – Institutions begin to make changes in accordance draft articulation agreement.
- June 2023 (at BOR/BOTE Board Meeting) - Final articulation signed (define the effective date).

Other Charter Elements:

- **Strategic Compass**

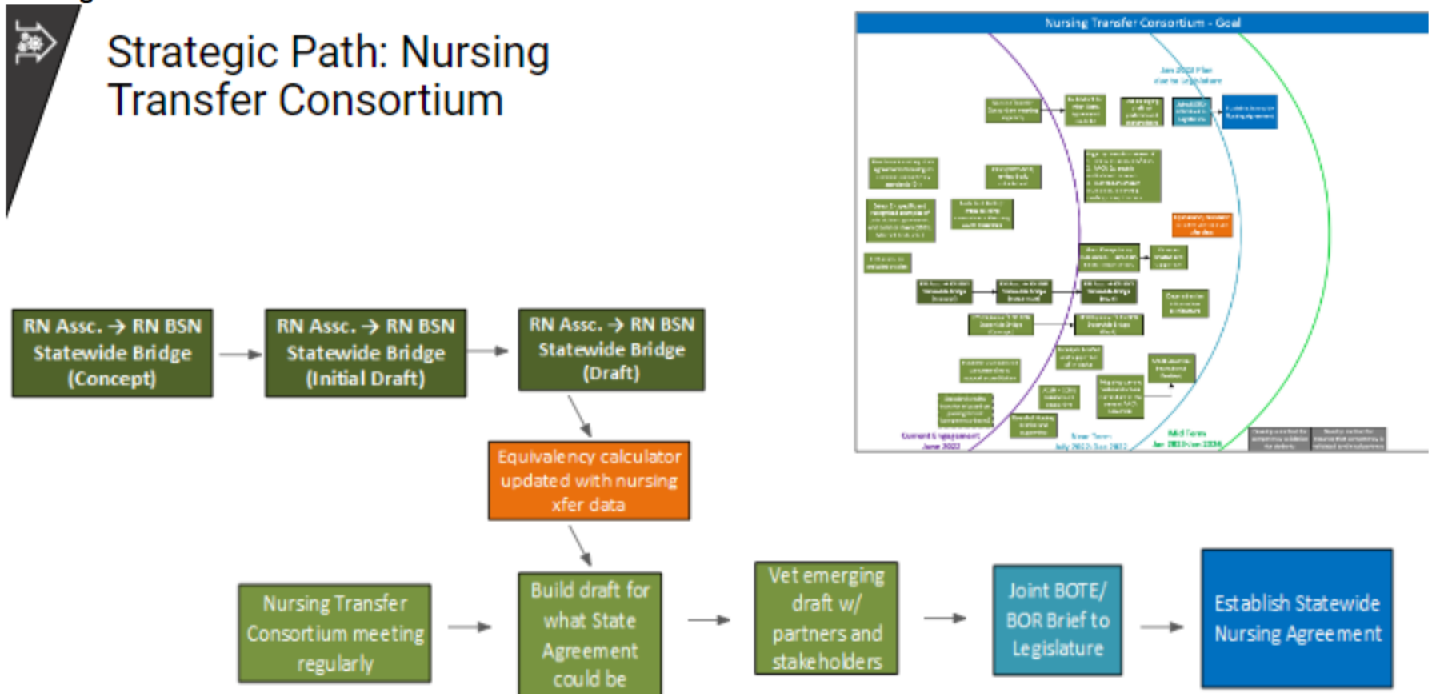
Goal: To fulfill the State's professional nursing needs through two integrated paths of development that establish a shared vision of nursing education in a streamlined and shared system by providing complementary curricula, seamless transfer, and a unified agreement for transfer of credits via a continuous communication and collaboration rhythm leading to: expected competencies of our students.



WGLL Before Constraint: We think strategically about both how and who we recruit, having developed effective methods. Our methods are geared towards the population we're attempting to recruit. We have determined how to effectively reach non-traditional students. We have an effective marketing plan to reach those students. We have a thorough student pipeline plan. Faculty have the bandwidth to support recruitment activities.

WGLL Inside Constraint: Potential students understand the pathways available to them. K-12 institutions help us strategically recruit based on evidence of past successes. There are adequate resources to recruit effectively (time, money, people, etc.). Broad marketing instruments are developed for South Dakota Nursing for example, Nursing Career Pathway. The programs market South Dakota as a one-stop shop. We effectively communicate why South Dakota's nursing programs are better than its competitors': tuition, accessibility, etc. Our methods ignite people's passion for the profession.

- **Strategic Path RN to BSN – Initial Focus – Short-Term Goal:**



Charter Approval:

Dr. Brian Maher
Executive Director Board of Regents

Date: _____

Nick Wendel
Executive Director Board of Technical Education

Date: _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 9 – B
DATE: June 22-23, 2022

SUBJECT

New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4 – Seamless Transfer of Credit
(First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:5](#) – Transfer of Credit

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU

[BOR Policy 2:26](#) – Associate Degree General Education

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

[BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

[SDBOR Strategic Plan](#)

BACKGROUND / DISCUSSION

The Board of Regents (BOR) developed and approved a new [Strategic Plan](#) for 2022-2027 which focused on five strategic goals. The second goal was defined as:

Access and Affordability: The Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. **Access to affordable** education is the cornerstones to ensuring South Dakotans attend a public post-secondary institution.

Within this goal (Access and Affordability), there were several enrollment management strategies identified. One objective centered around seamless transfer. The objective and action items regarding transfer include:

Objective:

Increase transfer enrollment by 5% through improved access to bachelor's degree programs for students with earned credits from technical and community colleges.

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DRAFT MOTION 20220622_9-B:

I move to approve the first reading of the proposed revisions to BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4, as presented.

Actions:

1. Revise transfer policies and guidelines to be more student-centered.
2. Evaluate outcomes each year and reassess the policies and guidelines. Make changes as necessary to facilitate objectives.
3. Identify strategic partnership opportunities with the Board of Technical Education to improve traditional transfer and reverse transfer in South Dakota.

To implement this objective and action items, the Academic Affairs Council (AAC) over the last several months has been evaluating the transfer policies. To assist in this effort, a subcommittee was created. That subcommittee attempted to represent team members from each of the campuses in the following functional departments: registrar, BOR enrollment services center, academic affairs, and assessment. The work of that subcommittee has also been forwarded while in development to AAC, the Council of Presidents and Superintendents (COPS), and to functional campus departments such as financial aid and academic records. The team wanted to increase awareness of the progress on these policies and overall, on identifying campus and department needs during the evaluation.

The outcome of this team review is as follows:

- Transfer policy is complex; it required the team to review processes/practices in the Student Information System (Banner), review the process of transcript collection/review at the university, review the process of course syllabi at the university, and a review external universities and systems to identify trends, best practices.
- It was found that the Regents would not need a policy reflecting the memorandum of understanding or the lack thereof in BOR Policy 2:31 and BOR Policy 2:25. It was also found that there was not a need to have a policy on articulation agreements as found in BOR Policy 2:27.
- It was noted that the policy should reflect accreditation standards allowing a more succinct policy given the national and regional accreditation guidelines, policies, and functional review needs.
- It was agreed that new seamless student-centered transfer policies would strive to meet the goal of the Board of Regents Strategic Plan at it relates to transfer.
- It was noted that common definitions would be critical to facilitate policy and practice.
- There was a need identified to draft guidelines and student information system reference tools to better align with new proposed policy.
- Stakeholders recommended an overarching parent BOR Policy with sub-policies incorporating details specific to stakeholder needs to mitigate confusion of the students or applicants looking to transfer to the Regental system.

With these outcomes, the Board of Regents will find the first proposed new draft policies.

1. BOR Policy 2:5 Seamless Transfer of Credit [Parent Policy]
 - Aligned the structure of the policy to include the current formatting.

New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4
June 22-23, 2022

- Addition of the definitional section.
 - Addition of the Policy Statements.
 - Section on Waivers
 - Appeal Procedure
2. BOR Policy 2:5:1 South Dakota Regental System Transfer of Credit [Sub-Policy]
 - Aligned the structure of the policy to include the current formatting.
 - This policy reflects *only Regental system* credit hours earned and transcribed.
 3. BOR Policy 2:5:2 External (Non-Regental System) Accredited University/College Transfer of Credit [Sub-Policy]
 - Aligned the structure of the policy to include the current formatting.
 - This policy only reflects external (outside the Regental system) courses by *accredited* colleges and universities.
 4. BOR Policy 2:5:3 External (Non-Regental System) Non-Accredited Institution and International Transfer of Credit [Sub-Policy]
 - Aligned the structure of the policy to include the current formatting.
 - This policy only reflects external (outside the Regental system) courses by *non-accredited* and *international* colleges and universities.
 5. BOR Policy 2:5:4 Prior Learning and Validated Transfer of Credit [Sub-Policy]
 - Aligned the structure of the policy to include the current formatting.
 - This policy only reflects courses or hours through a prior learning experience such as a Test, or Military experience.

IMPACT AND RECOMMENDATION

These policies have had many stakeholders review and consider changes both philosophically and operationally. Because these policies and the practices associated will require additional dialogue, Dr. Minder will continue to route them to additional stakeholders and will begin having more discussion on the operationalizing of these policies. The goal will be to incorporate AAC guidelines where needed and Student Information System reference guides for those stakeholders managing transfer. The second review will be in August of 2022 with the anticipated effective term of Fall 2022.

The timeline associated with this policy will be as follows:

- First Reading – June 2022 BOR Meeting
- Additional Stakeholder Meetings – July 2022
- AAC Guidelines/Student Information System Reference Guides – July 2022
- Second and Final Reading – August 2022 BOR Meeting

BOR academic staff supports the recommendation of approving BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4.

New BOR Policies 2:5, 2:5:1, 2:5:2, 2:5:3, and 2:5:4
June 22-23, 2022

ATTACHMENTS

- Attachment I – Proposed New Draft of BOR Policy 2:5 (No Track Changes)
- Attachment II – New Proposed BOR Policy 2:5:1
- Attachment III – New Proposed BOR Policy 2:5:2
- Attachment IV – New Proposed BOR Policy 2:5:3
- Attachment V – New Proposed BOR Policy 2:5:4

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Seamless Transfer of Credit

NUMBER: 2:5

A. PURPOSE

This policy outlines flexible pathways for students to transfer among institutions within and from outside the Regental system to enable their opportunities for success.

B. DEFINITIONS

1. **Accredited Institution:** Holding accreditation from one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education, New England Association of Schools and Colleges, Higher Learning Commission, Northwest Accreditation Commission, Southern Association of Colleges and Schools, WASC Senior College and University Commission (WSCUC).
2. **Articulation Agreement:** An agreement between two or among multiple institutions allowing for transfer of credit, either as course-by-course and/or as a block of credits.
3. **Associate College:** Institution at which the highest degree awarded is an associates degree.
4. **Block Credit:** A block of credits derived from a cluster of courses referenced in an articulation agreement between participating institutions.
5. **Common Catalog:** The catalog of courses shared by all Regental institutions allowing students to use coursework completed to fulfill degree requirements regardless of the home institution.
6. **Common Course Numbering:** The system shared numbering of equivalent courses among Regental institutions that facilitates the common course catalog.
7. **Course Evaluation:** A review completed by the appropriate registrar or designated official to compare descriptions, content, and level of course completed from an accredited or non-accredited institution.
8. **General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
9. **In-State:** Any public or private college or university physically located in South Dakota.
10. **Out-of-State:** A college or university not physically located in South Dakota.
11. **Prior Learning Assessments (PLA):** A process to evaluate learner competencies acquired by a student through formal and non-formal learning experiences that occurred outside of

the college classroom. (e.g., External Exam [CLEP, AP, IB, etc.], American Council on Education [ACE], Council on Adult and Experiential Learning [CAEL], etc.).

- 12. Program-to-Program Transfer:** Process whereby an entire curriculum or program of study is accepted between colleges and universities.
- 13. Receiving Institution:** The Regental university to which the student is transferring.
- 14. Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2:8.).
- 15. Regental University:** Defined as one of the six (6) public universities: 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.
- 16. Reverse Transfer:** The post-transfer recognition of college credits by the sending institution from credit earned at the receiving institution.
- 17. SD Technical College:** Colleges affiliated with the South Dakota Board of Technical Education: Lake Area Technical College, Mitchell Technical College, Southeast Technical College, and Western Dakota Technical College.
- 18. Sending Institution:** The institution from which a student is transferring.
- 19. Transfer Student:** A designation given to a degree-seeking student who transfers credit from a sending institution to a receiving institution.
- 20. WICHE (Western Interstate Commission for Higher Education):** A higher educational compact for which the Board of Regents is a member.
- 21. WICHE Interstate Passport:** A national program that enables seamless block transfer of lower-division general education attainment.

C. POLICY STATEMENTS

1. Governance:

- 1.1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 1.2. The Regental university must gain approval of any articulation agreement by the Board of Regents.
- 1.3. The Board of Regents governs the common course numbering and the common course catalog in their enterprise resource planning (ERP) system.
- 1.4. All courses are subject to all Board of Regents policies and any conditions for validation that are prescribed by the receiving institution.
- 1.5. The Regental general education shall be managed by the Academic Affairs Council with consultation with the general education faculty council.

2. Quality:

- 2.1. The legitimacy and quality of the sending institution shall be evaluated in part by its accreditation status.
- 2.2. Receiving institutional programmatic accreditation shall be evaluated when assessing transfer of credit.
- 2.3. Total transfer credit completed at an associate college shall not exceed one-half of the hours required for completion of the baccalaureate degree at the receiving institution.
- 2.4. Transfer grades are calculated into the GPA; grading schemes inconsistent with the Regental grading scheme will be converted to the Regental equivalent.
- 2.5. Credit is only applied once per course per degree; any course taken multiple times will be treated according to the repeat policy.

3. Applicability:

Credit is awarded when the academic program, level of study, and course content are similar in nature and applicable to the academic program of the receiving institution.

4. Student-Centered:

Students shall have the following options by which they can transfer within the Regental system or into the Regental system from an external institution.

- BOR Policy 2:5:1 Internal (within the Regental system) Transfer of Credit
- BOR Policy 2:5:2 External (Non-Regental) Accredited Institution Transfer of Credit
- BOR Policy 2:5:3 External (Non-Regental) Non-Accredited and International Transfer of Credit
- BOR Policy 2:5:4 Prior Learning Transfer of Credit

D. PROGRAM SPECIFIC TRANSFER OF CREDIT WAIVERS

1. The System Vice President for Academic Affairs may approve program-specific waivers of up to seventy-five (75) total transfer credit hours at the receiving institution.
2. Formal Board of Regents approval is required for a transfer of credit for:
 - 2.1. Baccalaureate program-specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the receiving institution.
 - 2.2. Graduate accelerated program-specific waivers of thirteen (13) total transfer credit hours up to a maximum of twenty-five (25) total transfer credit hours at the receiving institution.

E. APPEAL PROCESS

1. Transfer students who do not qualify for transfer of credit may appeal through the appropriate institutional appeal procedures. Institutions should publish appeal procedures in the catalog or another official institution publication.
2. The appeal procedures will be posted in the AAC Guidelines for transparency of the receiving institution process.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS**Policy Manual**

SUBJECT: South Dakota Regental System Transfer of Credit

NUMBER: 2:5:1

A. PURPOSE

The Board of Regents governing the six public universities have established a common course catalog and common transcript to ensure a Regental student can seamlessly transfer within the Regental system. Student coursework, credit hours and grades are recorded on the student's transcript.

B. DEFINITIONS

See BOR Policy 2:5.

C. GENERAL EDUCATION TRANSFER OF CREDITS

1. Students who complete the System General Education Requirements (BOR Policy 2:7) at any Regental institution will have fulfilled the System General Education Requirements for their degree program. The completion of the requirements will internally transfer with the courses, credit hours and grades assigned regardless of the course distributions or approved course lists.
2. A student who has not completed all System General Education requirements at the sending institution will be required to complete additional coursework consistent with the course requirements at the receiving South Dakota Regental institution.
3. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan.

D. MAJOR SPECIFIC, VALIDATED, AND ELECTIVE TRANSFER OF CREDITS

1. Students completing an internal transfer within the Regental system can request that program related, validated credits, and elective credits be transferred toward the degree requirements.
2. Credits earned through Pass/Fail grading options, credit-by-examinations, portfolio reviews, and other validated credit awards that may be known by other names at institutions will transfer as equivalent courses when available at the receiving institution.
3. Institutions will complete a course evaluation and if approved, the course, credit hours and grade will be equated in the student information system.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

DRAFT

SOUTH DAKOTA BOARD OF REGENTS**Policy Manual**

SUBJECT: External (Non-Regental System) Accredited University/College Transfer of Credit

NUMBER: 2:5:2

A. PURPOSE

The Board of Regents governing the six public universities shall establish a policy on the transfer of credits from externally accredited universities and colleges. This policy shall only include those sending institutions that are accredited institutions. Students will be required to complete all requirements as outlined in the academic catalog.

B. DEFINITIONS

See BOR Policy 2:5.

C. UNDERGRADUATE GENERAL EDUCATION

1. General Education Block Transfer of Credit

- 1.1. A student who has completed general education requirements that are consistent with the six (6) goals and credit hour requirements outlined in [BOR Policy 2:7](#) will enter the Regental system having fulfilled the General Education program requirements.
- 1.2. 1.2 A student who has completed the WICHE (Western Interstate Commission for Higher Education) Interstate Passport, or other approved general education agreement requirements will have successfully fulfilled the General Education program requirements.
- 1.3. 1.3 Approved equivalent courses and grades are recorded on the transcript and credit will be identified in the student information system that general education has been satisfied.

2. General Education Transfer of Credit

- 2.1. All individual general education courses requests for transfer will have a course evaluation.
- 2.2. Approved equivalent courses and grades are recorded on the transcript.
- 2.3. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed.

D. UNDERGRADUATE PROGRAM MAJOR SPECIFIC AND ELECTIVE TRANSFER OF CREDIT

1. Major or Elective Courses

- 1.1. The university-specific degree or plan of study requirements determine if the requested courses are applicable to the student's degree program at that university and if they meet the minimum grade criteria required by the program.
- 1.2. University discretion is permitted in acceptance of courses.
- 1.3. During any subsequent evaluation, equivalencies for system common courses and system general education courses may not be changed. Changes may occur in unique major or elective course requests. The institution must communicate to the student the changes and support for changes.
- 1.4. Remedial courses (as identified on the sending institution's transcript) received in transfer are recorded, transcribed, and assigned an equivalency. Credits earned from remedial courses will not be applied toward a student's graduation requirements.
- 1.5. Approved courses, grades and credit hours are recorded on the transcript.

2. Block Transfer of Credit by Articulation Agreements

- 2.1. Universities may enter into an articulation agreement including transfer of a cluster of courses for block credit toward the student's degree program with the approval of the Executive Director, or designee, and the Board of Regents.
- 2.2. Following a course evaluation ensuring the agreement was adhered, credits will be transferred as a block and a grade of CR applied.
- 2.3. All approved equivalent courses and credit hours are recorded on the transcript, but the grade earned at the sending institution is not recorded or calculated into the grade point averages.
- 2.4. Students and the receiving university may utilize a course-by-course equivalency upon request instead of the block credit (see Sections D.1 and D.3).

3. Program-to-Program Transfer

- 3.1. Universities may enter into a program-to-program articulation agreement with the approval of the Executive Director, or designee, and the Board of Regents.
- 3.2. A program-to-program agreement may provide for proactive/guaranteed admission to the receiving institution upon a student completing the requirements at the sending institution. (i.e., Associates to Bachelors [A2B] where the first two years are completed at a non-baccalaureate institution [AS degree] toward the receiving institution's baccalaureate degree).
- 3.3. A program-to-program agreement will define the requirements of the program, major emphasis, credit hours received and a pathway to degree attainment.
- 3.4. Approved equivalent courses, grades and credit hours are recorded on the transcript.

4. Reverse Transfer

- 4.1. Universities may enter into an articulation agreement with the approval of the Executive Director, or designee, and the Board of Regents.
- 4.2. This is utilized primarily for attainment of an associate degrees through credits earned at the receiving institution and degree awarded by the sending institution. This reverse transfer can be utilized for any academic credential as defined by the agreement.

E. GRADUATE PROGRAM MAJOR SPECIFIC AND ELECTIVE TRANSFER OF CREDIT

1. The receiving university-specific plan of study requirements determines if the course requests are applicable to the student's degree program.
2. Transfer credits will have a course evaluation completed by the receiving institution.
3. After the course evaluation is completed, courses will be recorded as either specific major course equivalencies or courses may be recorded as electives, and equivalencies granted.
4. Approved grades and credit hours will be recorded on the transcript.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: External (Non-Regental System) Non-Accredited University/College and International Transfer of Credit

NUMBER: 2:5:3

A. PURPOSE

The Board of Regents governing the six public universities shall establish a policy on the transfer of credits from externally non-accredited universities and colleges. This policy shall only include those sending institutions that are non-accredited institutions or international institutions.

B. DEFINITIONS

See BOR Policy 2:5.

C. Undergraduate/Graduate Transfer of Credit

1. General Education Transfer of Credit

- 1.1. University discretion is permitted in acceptance of general education courses. Courses considered for transfer are subject to all BOR policies and any conditions for validation that may be prescribed by the receiving institution.
- 1.2. In any subsequent evaluation, equivalencies for system common courses and system general education courses will not be changed.
- 1.3. Approved equivalent courses, grades and credit hours are recorded on the transcripts.

2. Major Specific, Validated Credit and Elective Transfer of Credit

- 2.1. The receiving university discretion is permitted in acceptance of courses. All degree requirements determine course transfers.
- 2.2. Major specific and elective courses considered for transfer are subject to all Board of Regent policies and any conditions for course evaluation and validation that may be prescribed by the receiving institution.
- 2.3. Subsequent course evaluation completed shall not change equivalencies for system common courses and system general education courses.
- 2.4. Subsequent course evaluation may change and can be inactivated for major and elective courses and additional equivalencies may be added and evaluated.
- 2.5. Approved equivalent receiving institution courses, grades and credit hours are recorded on the transcript.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

DRAFT

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Prior Learning and Validated Transfer of Credit

NUMBER: 2:5:4

A. PURPOSE

The Board of Regents governing the six public universities shall establish a policy on the transfer of credits related to Prior Learning or other Validated credits.

B. DEFINITIONS

See BOR Policy 2:5.

C. PRIOR LEARNING TRANSFER OF CREDIT

As with the assessment of classroom learning, the objective of prior learning assessment is to identify student competency related to a specific set of learning outcomes. This policy only applies to transfer students who earned and have evidence of the credit outlined in their transcript. The Regental universities should provide transfer students the same opportunities as continuing students to demonstrate their competence using internally and/or externally developed tests, ACE credit recommendations for military and non-military training, portfolio assessment procedures and/or other competency-based alternatives.

1. General Requirements

- 1.1. Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of thirty (30) hours of credit for baccalaureate degrees and fifteen (15) hours of credit for associate degrees.
- 1.2. The Regental system will establish proficiency score levels, courses for which credit by examination is appropriate, policies on fees, and other related policies.
- 1.3. The Discipline Councils will provide consultation to the Academic Affairs Council as it relates to competencies, course equivalencies, and other requirements to the system academic staff.

2. Credit by Exam

- 2.1. Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, DSST, etc., will be evaluated and accepted for transfer if equivalent to Regental courses and the scores are consistent with Regental policies.
- 2.2. Such credits are only valid if transcribed by a sending institution within five years of the student taking the examination.

- 2.3. Regental institutions shall honor credits from nationally recognized examinations transcribed to meet degree requirements at a non-Regental institution.
 - 2.3.1. If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.
 - 2.3.2. Credit received through validation may apply to System General Education Requirements.
- 2.4. After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of EX on the transcript, but the grade earned at the sending institution is not recorded or calculated into the grade point average.

3. Military Credit

- 3.1. Validation of military credit is limited to an additional thirty (30) hours of credit for baccalaureate degrees and an additional fifteen (15) hours of credit for associate degrees.
- 3.2. University discretion is permitted in acceptance of validated military credit for graduate programs, limited to a maximum of twelve (12) credit hours.
- 3.3. After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of CR on the transcript.
- 3.4. The grade earned at the sending institution is not recorded or calculated into the grade point average.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022.

SOUTH DAKOTA BOARD OF REGENTS**Academic and Student Affairs**

AGENDA ITEM: 9 – C
DATE: June 22-23, 2022

SUBJECT

Repeal BOR Transfer Policies 2:25, 2:27, and 2:31 (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

[BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

[SDBOR Strategic Plan](#)

BACKGROUND / DISCUSSION

With the June BOR Item 9-B, the current Board of Regents (BOR) Transfer of Credit policies listed below have been recommended for repeal. These will be replaced in August of 2022 with the new proposed transfer policies as outlined in Item 9-B.

- [BOR Policy 2:25](#) – Articulation of General Education Courses/No MOU
- [BOR Policy 2:27](#) – Program to Program Articulation Agreements
- [BOR Policy 2:31](#) – Articulation of General Education Courses/MOU

IMPACT AND RECOMMENDATION

The Academic Affairs Council (AAC) have reviewed and support the repealing of policies 2:25, 2:27 and 2:31 in conjunction with the implementation of the new transfer policies outlined in Item 9-B.

The timeline associated with these policies will be as follows:

- First Reading – June 2022 BOR Meeting
- Second and Final Reading – August 2022 BOR Meeting

Board staff recommends approval.

ATTACHMENTS

Attachment I – Repeal BOR Policy 2:25

Attachment II – Repeal BOR Policy 2:27

Attachment III – Repeal BOR Policy 2:31

DRAFT MOTION 20220622_9-C:

I move to approve the first reading to appeal BOR Policies 2:25, 2:27, and 2:31, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Articulation of General Education Courses: South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents~~

NUMBER: ~~2:25~~

A. PURPOSE

~~To regulate the articulation of General Education courses between the Regental system and South Dakota Technical Colleges when no Memorandum of Agreement is in place.~~

B. DEFINITIONS

None

C. POLICY

1. Criteria

- ~~1.1. Articulation of General Education courses will be a Regental system to technical college process.~~
- ~~1.2. Articulation will include the General Education courses designated as the System General Education Requirements for the Regental institutions.~~
- ~~1.3. General Education courses may be articulated as acceptable for transfer to all Regental institutions for lower division credit. No courses numbered 099 or lower, including remedial and non degree credit courses, will be articulated.~~
- ~~1.4. Technical college instructors teaching general education courses articulated with the Regental institutions must meet the criteria specified below. Prior to each semester, the technical colleges will provide the Board Office with the names, vitae, and graduate transcripts of not previously approved faculty teaching the articulated courses, and the faculty must be approved by the Board Office prior to the course being taught. The Board Office will provide the Department of Education and Cultural Affairs with the list of approved faculty.~~
 - ~~1.4.1. Technical college faculty have either a master's degree in the subject/discipline being taught or any master's degree typically with eighteen (18) graduate hours in the subject/discipline being taught.~~
 - ~~1.4.2. Faculty who do not meet the criterion above must be actively pursuing courses of study that will lead to these degrees within three (3) to five (5) years.~~

- 1.4.3. ~~If a university specialized accrediting agency establishes standards for faculty credentials, those standards will be followed.~~
 - 1.5. ~~Emergency short term exceptions will be accepted.~~
 - 1.6. ~~Once a course is approved for Regental system to technical college articulation, the courses offered in the postsecondary technical college system will be numbered to conform to the common course numbering model of the Board of Regents System. Common numbering and titles will facilitate the transfer process.~~
- 2. Process**
- 2.1. ~~Requests for articulation by the postsecondary technical colleges will be forwarded to the System Chief Academic Officer in the Office of the Executive Director of the Board of Regents for action by the Academic Affairs Council. The course requests will include the following material from the immediately preceding semester: a copy of the syllabus (including detail of course content), tests indicating the skill level students are required to meet, evaluation and grading procedures, and a list of all faculty who teach the course and copies of their vitae and transcripts.~~
 - 2.2. ~~The System Chief Academic Officer will refer articulation proposals to the Academic Affairs Council or designee.~~
 - 2.3. ~~Once a course is articulated, it is the responsibility of each party to submit a new proposal when any aspect of the course is changed, including number, content, outcomes, faculty, etc.~~
- 3. Transfer**
- 3.1. ~~Transfer of courses from South Dakota postsecondary technical colleges is governed by Board policies 2:5, 2:25, 2:26, 2:27, and 2:31.~~
 - 3.2. ~~High school dual credit courses offered or accepted by technical colleges must be validated by AP or CLEP examinations before being accepted in transfer to Regental institutions. The Regental system has established the minimum scores on each AP and CLEP examination necessary to receive credit.~~
- 4. Associate Degrees**
- 4.1. ~~The Associate of Applied Science degree is a non transferable degree. General education coursework for such degrees may be transferable only when a specific program to program articulation agreement exists.~~

FORMS / APPENDICES:

None

SOURCE:—

~~BOR June 1997; BOR March 1998; BOR August 1999; BOR June 2005; BOR October 2017; July 2020 (Clerical).~~

~~SOUTH DAKOTA BOARD OF REGENTS~~

Policy Manual

~~SUBJECT:~~ Program to Program Articulation Agreements

~~NUMBER:~~ 2:27

A. PURPOSE

To regulate ~~program to program articulation agreements.~~

B. DEFINITIONS

None

C. POLICY

1. Criteria

- 1.1. ~~The Associate of Arts degree is a transferable degree. Students completing an Associate of Arts degree and transferring must fulfill all college, major, minor, certificate, and other degree requirements of the receiving campus.~~
- 1.2. ~~The Associate of Science degree is a terminal degree. However, it is transferable when a specific degree articulation agreement exists between a given A.S. degree and a specific baccalaureate degree.~~
- 1.3. ~~The Associate of Applied Science degree is a non-transferable degree. Credit hours for such degrees may be transferable only when a specific articulation program to program agreement exists.~~
- 1.4. ~~Articulation agreements will be applicable throughout the Regental system in the manner specified during the approval process.~~
- 1.5. ~~Articulation agreements will be applicable only to Regental institutions offering equivalent programs.~~

2. Process for Agreements with Accredited Colleges and Universities

- 2.1. ~~Agreements will be developed by Regental institutions and faculty according to institutional guidelines.~~
- 2.2. ~~These agreements will be forwarded to the Academic Affairs Council for system review. The Academic Affairs Council will make a recommendation to the Council of Presidents and Superintendents and the Board of Regents.~~
- 2.3. ~~Once a program is articulated, it is the responsibility of each institution to submit a new proposal when any aspect of the agreement is changed.~~

~~2.4. Articulation agreements will be reviewed as part of the seven (7) year institutional program review process and submitted to the Academic Affairs Council.~~

3. ~~South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents~~

~~3.1. The Memorandum of Agreement with the South Dakota technical colleges approved by the Board of Regents (BOR) and Board of Education (BOE) includes program to program agreements.~~

~~3.2. General education courses as part of program to program articulation agreements will be governed by Board Policy 2:31, Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents.~~

~~3.3. Transfer of technical course credit hours as part of program to program articulation agreements is governed by Board policy 2:5, Transfer of Credit.~~

~~3.4. Process for developing program to program articulation agreements~~

~~3.4.1. The Regental university Vice President for Academic Affairs or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement, or the technical college director or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement.~~

~~3.4.2. The BOR System Chief Academic Officer will work with the Regental university(ies) to draft the proposed program to program articulation agreement and submit it to the technical college(s) for review.~~

~~3.4.3. After the university and technical college have agreed on the proposed program to program articulation agreement, the BOR System Chief Academic Officer will submit the proposed articulation agreement to the BOR for approval.~~

4. ~~South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents~~

~~4.1. Program to program articulation agreements will not be developed with South Dakota technical colleges that do not have a memorandum of agreement with the Board of Regents.~~

~~4.2. Program to program articulation agreements existing in June 2005 will remain in place.~~

~~4.3. Transfer of general education courses will be governed by Board Policy 2:25, Articulation of General Education Courses: South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents.~~

~~4.4. Transfer of technical course credit hours is governed by Board policy 2:5, Transfer of Credit.~~

~~FORMS / APPENDICES:~~

None

~~SOURCE:~~

~~BOR June 1997; BOR October 1997; BOR December 1997; BOR August 1999; BOR June 2005;
BOR March 2018; July 2020 (Clerical).~~

~~SOUTH DAKOTA BOARD OF REGENTS~~

Policy Manual

~~SUBJECT:~~ Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents

~~NUMBER:~~ 2:31

A. PURPOSE

~~To regulate the articulation of General Education courses between the Regental system and South Dakota Technical Colleges when a Memorandum of Agreement is in place.~~

B. DEFINITIONS

None

C. POLICY

1. Criteria

- ~~1.1. Articulation of General Education courses will be a Regental system to technical college process governed by a Memorandum of Agreement.~~
- ~~1.2. Articulation will include the 100 and 200 level General Education courses designated as the System General Education Requirements for the Regental institutions.~~
- ~~1.3. Technical college instructors teaching general education courses articulated with the Regental institutions must meet the criteria specified below.~~
 - ~~1.3.1. Technical college faculty have either a master's degree in the subject/discipline being taught or any master's degree typically with eighteen (18) graduate hours in the subject/discipline being taught.~~
 - ~~1.3.2. Faculty who do not meet the criterion above must be actively pursuing courses of study that will lead to these degrees within three (3) to five (5) years.~~
 - ~~1.3.3. If a university specialized accrediting agency establishes standards for faculty credentials, those standards will be followed.~~
 - ~~1.3.4. The university Vice President for Academic Affairs can approve short term exceptions.~~

2. Course Delivery

- ~~2.1. The Regental universities will be responsible for the delivery of general education courses that articulate to the universities.~~

~~2.2. General education courses that do not articulate to the universities are the responsibility of the technical college.~~

3. Transfer

~~3.1. General Education courses delivered by a Regental university to a technical college with a Memorandum of Agreement with the Board of Regents will transfer to all Regental universities.~~

~~3.2. Transfer of general education courses from South Dakota postsecondary technical colleges is governed by Board policies 2:5, 2:25, 2:26, 2:27, and 2:31.~~

~~3.3. High school dual credit academic courses offered or accepted by technical colleges must be validated by AP or CLEP examinations before being accepted in transfer to Regental institutions. The Regental system has established the minimum scores on each AP and CLEP examination necessary to receive credit.~~

FORMS / APPENDICES:

None

SOURCE:—

~~BOR June 2005; BOR October 2017; July 2020 (Clerical).~~

Board of Regents

Dr. Brian Maher, Executive Director

Board of Technical Education

Nick Wendell, Executive Director



South Dakota Board of
Technical Education

Nursing Outlook in South Dakota



- Healthcare needs are growing across South Dakota (SDDHS).
- The Board of Regents and the Board of Technical Education are committed to training more quality nurses for the state.
- South Dakota has had a **5.7% job growth** in registered nurses from 2016 to 2020 (SDBON).
- South Dakota will have **an additional job growth of 1,703** registered nurses or 13.2% by 2028 (SDDOL).
- South Dakota has an average annualized **salary of \$60,956** for registered nurses (SDDOL).
- South Dakota average registered **nurse age is 44.6** (SDBON).
- **13.9% of all registered nurses (2,362) are expected to leave or retire** from nursing in the next five years (SDBON).



Reference: South Dakota State Plan on Aging, 2017-2021 SD Department of Human Services. <https://dhs.sd.gov/LTSS/docs/FINAL%20Signed%20South%20Dakota%202017-2021%20State%20Plan%20on%20Aging.pdf>.
 Reference: South Dakota Workforce Report, 2020 Labor Market Information Center SD Department of Labor. https://dlr.sd.gov/lmic/publications/labor_market_reports/workforce_report_2020.pdf.
 Reference: State Nursing Shortage Exacerbated by the Pandemic. SDB, Lee Strubinger. Accessed on January 25, 2022. <https://listen.sdb.org/healthcare/2022-01-04/state-nursing-shortage-exacerbated-by-the-pandemic>.
 Reference: South Dakota Nursing Workforce 2021 Supply and Employment Characteristics. South Dakota Board of Nursing. <https://doh.sd.gov/documents/CNW2021NsgWFRpt1.pdf>.

NURSING PROGRAMS: Meeting South Dakota Workforce Needs



University of South Dakota

- Bachelor:
 - Nursing (BSN)
 - Nursing RN to BSN (BSN)
- Masters:
 - Nursing Practice – Information (MSN)
- Doctoral:
 - Nursing Practice – Leadership (DNP)
 - Nurse Anesthesia (CRNA)

South Dakota State University

- Bachelor:
 - Nursing (BSN)
 - Nursing Accelerated (BSN)
 - Nursing RN to BSN (BSN)
- Masters:
 - Nursing – Clinical Leader (MS)
 - Nursing – Administrator (MS)
 - Nursing – Educator (MS)
 - Nursing – Psych Mental Health (MS)
- Doctoral:
 - Nursing (DNP)
 - Nursing (PhD)
 - Nursing – Family (DNP)



Locations for USD: Vermillion and Sioux Falls; Online

Locations for SDSU: Brookings, Sioux Falls, Rapid City, Aberdeen; Online

3

NURSING PROGRAMS: Meeting South Dakota Workforce Needs



Lake Area Technical College

- Diploma - LPN
- Associates - RN

Mitchell Technical College

- Diploma - LPN
- Associates - RN

Southeast Technical College

- Diploma - LPN
- Associates - RN

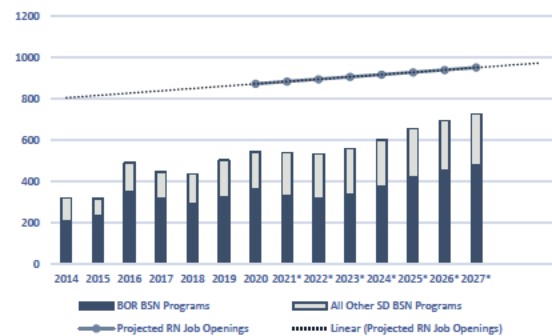
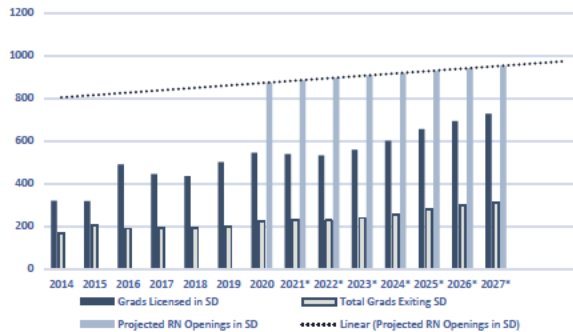
Western Dakota Technical College

- Diploma - LPN
- Associates - RN



4

PROJECTIONS: Estimates of Licensed RN's



*Assumptions include estimates based on licensure history, Workforce and Degree Gap Analysis, SDBOR data on graduates remaining in the State of South Dakota, and a 3% growth in non-BOR schools.

*Only BSN Nursing Programs reviewed.

*Assumption that all licensed nurses are employed – note, this is only an assumption for this model of evaluation.

Reference: US Department of Labor Long Term Employment Projections retrieved from https://projectionscentral.org/Projections/LongTerm?AreaName=&Name=registered-nurses&Items_per_page=10

Reference: South Dakota Board of Nursing, South Dakota Annual Report of Nursing Education Programs 2020. <https://doh.sd.gov/documents/2020SDBONAnnualEducationReport.pdf>

Reference: Regents Information System Reporting

Reference: Emsi Workforce and Degree Gap Analysis, SDBOR 2021.

Note: Data Analyzed for Nursing Presentation JCA February 1, 2022

5

STEPS TO ACHIEVE WORKFORCE NEEDS: South Dakota Board of Regents Tuition Rates



Legislative Session 2021-2022 – Self-Support Tuition Rates

- 2021 (Senate Bill 27)
- 2022 (House Bill 1024)
- Provides the Board of Regents flexibility
- Supports initiatives to produce more graduates
 - high-demand health care fields
 - Rapid City and Sioux Falls areas.

6

STEPS TO ACHIEVE WORKFORCE NEEDS: West River Health Science Center



Legislative Session 2022 – Health Sciences Addition

- 2022 (Senate Bill 43)
- Black Hills State University - Rapid City
 - \$8M in American Rescue Plan Act
 - \$7,114,644 Other Fund
 - \$2M Monument Health



7

STEPS TO ACHIEVE WORKFORCE NEEDS: Lincoln Hall Project



Legislative Session 2022 – Lincoln Hall

- 2022 (Senate Bill 44)
- Northern State University - Aberdeen
 - \$29.5M in American Rescue Plan Act
 - Partnership with South Dakota State University Nursing
 - Accelerated Nursing Program at NSU



8

STEPS TO ACHIEVE WORKFORCE NEEDS: University of South Dakota – Sioux Falls Health Sciences



Board of Regents

- April 2019 Memorandum of Understanding
 - Rescinded June 2022
- University of South Dakota - Sioux Falls
 - Plan Approved in June 2022
- Health Science Focus



9

STEPS TO ACHIEVE WORKFORCE NEEDS: Prairie Lakes Healthcare Center of Learning



Lake Area Technical College – Watertown

Investment

- \$3,100,000 (Prairie Lakes Healthcare System)
- \$3,000,000 (South Dakota Health and Educational Facilities Authority)
- Additional equipment support from the State of South Dakota

Capacity

- Increase capacity in **Practical Nursing** and **Registered Nursing** programs by more than **200** students by 2027.
- Increase capacity in all healthcare related programs by **300** students.



10

STEPS TO ACHIEVE WORKFORCE NEEDS: Health Sciences Clinical Simulation Center



Southeast Technical College – Sioux Falls

Investment

- \$5,200,000 Ten-Year Lease (Forward Sioux Falls)
- \$5,000,000 Renovation (Avera Health and Sanford Health)
- \$4,500,000 Equipment (State of South Dakota)

Capacity

- Increase capacity in **Practical Nursing** and **Registered Nursing** programs by more than **110** students by 2024.
- Increase capacity in all healthcare related programs by **150** students.



SOUTHEAST
Technical College

11

STEPS TO ACHIEVE WORKFORCE NEEDS: Increasing Access through Additional Locations



Lake Area Technical College | Capital City Campus, Pierre

- Practical Nursing (16)

Southeast Technical College | Huron Community Campus, Huron

- Practical Nursing (10)
- Registered Nursing (16)

Western Dakota Technical College | Philip and Whitewood

- Practical Nursing (16)



12

STEPS TO ACHIEVE WORKFORCE NEEDS: Increasing Access/Affordability



South Dakota Board of
Technical Education

• Build Dakota Scholarship Program

- Avera Health
- Monument Health
- Sanford Health
- Industry Partners

• Freedom Scholarship

- Governor/Legislature/State of South Dakota
- First PREMIER Bank
- Avera
- Sanford
- South Dakota Community Foundation



13

STEPS TO ACHIEVE WORKFORCE NEEDS: Summer Career Exploration Camps



South Dakota Board of
Technical Education



Career Exploration Camps Project

- Grant funded by South Dakota Department of Education, American Rescue Plan Act

Project Goal

- Provide Rising 7th and 8th Graders Exposure to Career Pathways
- LPN-RN-BSN-Graduate

Major Milestone

- Three-Year Funding
- Summer 2022 – 300 Students
- Summer 2023 – 600 Students
- Summer 2024 – 600 Students

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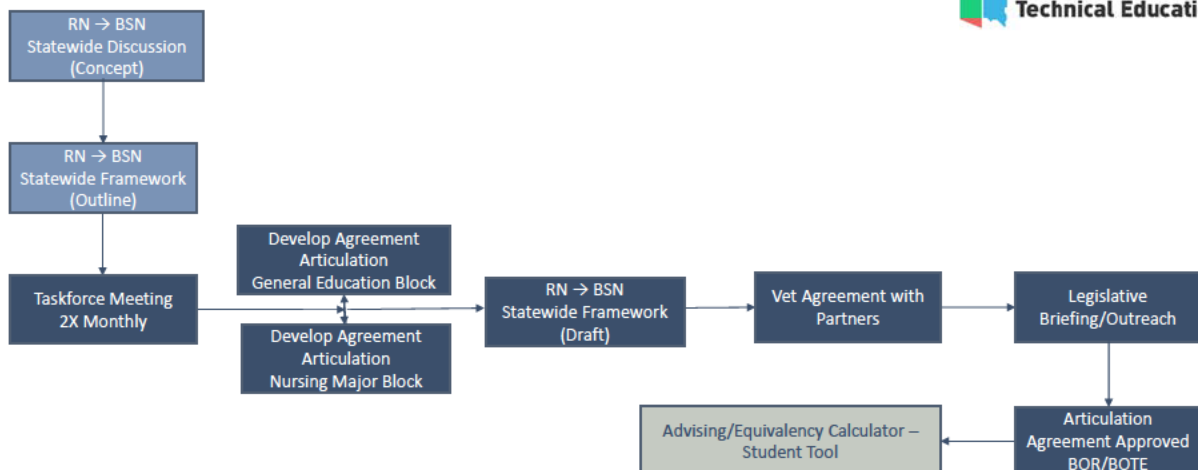
STEPS TO ACHIEVE WORKFORCE NEEDS: Articulation Agreement Framework



- **Project Participants**
 - Board of Regents and Board of Technical Education
 - Black Hills State University, Northern State University, South Dakota State University, University of South Dakota
 - Lake Area Technical College, Mitchell Technical College, Southeast Technical College, Western Dakota Technical College
- **Goal - Statewide System Articulation Agreement/Pathway**
 - RN-BSN
 - LPN-BSN
 - Transfer to Technical Colleges from Universities
- **Major Milestone**
 - Articulation Agreement Approved June 2023

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RN-BSN AGREEMENT FRAMEWORK WORKFLOW



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CALL TO ACTION Statewide Partnership

Success:

- Public Post-Secondary Commitment
- Communication/Support from the Board of Nursing
- Clinical Partners/Partnerships
- Employer Affiliation/Support



South Dakota Board of
Technical Education