

**BOARD OF REGENTS  
MINUTES OF THE MEETING  
July 31 – August 2, 2023**

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ADJOURN



**BOARD OF REGENTS  
MINUTES OF THE MEETING  
July 31 – August 2, 2023**

The South Dakota Board of Regents met on July 31 through August 2, 2023, in Fort Pierre, South Dakota with the following members present:

**ROLL CALL:**

Brock Brown – PRESENT  
Judy Dittman – PRESENT  
Randy Frederick – PRESENT  
James Lochner – PRESENT  
Randy Rasmussen – PRESENT  
Pam Roberts – PRESENT  
Douglas Morrison, Secretary – PRESENT  
Jeff Partridge, Vice President – PRESENT  
Tim Rave, President – PRESENT

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

Regent Rave declared a quorum present and called the meeting to order at 10:00 a.m.

**1-B Approval of the Agenda**

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

**1-C Opening Remarks of the Executive Director**

Nathan Lukkes, BOR Executive Director and CEO, welcomed everyone to the retreat noting that during the public sessions on Tuesday and Wednesday, we will be live on Zoom and SDPB for members of the public to listen in remotely if desired.

### **1-D Declaration of Conflicts**

There were no declared conflicts.

### **1-E Approval of the Minutes**

IT WAS MOVED by Regent Roberts, seconded by Regent Brown, to approve the minutes of the Board of Regents meeting on June 21-22, 2023, and July 19, 2023. Motion passed.

### **1-F Motion to Dissolve into Executive Session**

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, to dissolve into executive session at 10:15 a.m. on Monday, July 31, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business.

That it recess at the conclusion of the day and reconvene in Executive Session at 9:00 a.m. on Tuesday, August 1, to continue discussing the earlier referenced matters, and that it rise from Executive Session at 12:00 p.m. to resume the regular order of business, and that the Board report its deliberations while in executive session and take any action it deems prudent as a result thereof in public session on Wednesday, August 2.

## **TUESDAY, AUGUST 1, 2023**

The Board reconvened in public session at 1:45 p.m.

### **PLANNING SESSION**

#### **4-A SB55 Update**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, and Heather Forney, System Vice President for Finance and Administration, provided an update regarding the status of the implementation of the recommendations from the Senate Bill 55 Task Force.

A copy of the SB55 Update can be found on pages **15** to **17** of the official minutes.

#### **4-B Annual Strategic Plan Report**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, provided a copy of the 2023 Annual Strategic Plan Report and walked through the various components within which provides a summary update on the activities in the system regarding the strategic plan.

A copy of the Annual Strategic Plan Report can be found on pages **18** to **36** of the official minutes.

#### **4-C Marketing and Communications Update**

Shuree Mortenson, System Director of Communications, provided a summary of the latest activities within the marketing and communications from the system office as well as presented some of the 2023 campaign materials.

A copy of the Marketing and Communications Update can be found on pages 37 to 38 of the official minutes.

#### **4-D HR Transformation Update**

Kayla Bastian, System Chief Human Resources Officer, provided what she believes will be one of the last major updates on the system HR Transformation project as implementation is nearing completion. In her briefing with the Board members and staff present, she walked through the seven goals of the project and provided a few brief updates on other activities within HR noting that there have been several other key human resource initiatives occurring throughout FY23 that will support the broader HR transformation.

The HR Leadership team is planning a retreat for November 2023 to begin discussions on strategic priorities and focus on development of the guidelines and process improvements that were approved as recommendations from this project. This team will continue to have regular meetings to ensure a cohesive and collaborative approach to human resources across the system.

A copy of the HR Transformation Update can be found on pages 39 to 47 of the official minutes.

#### **4-E Current Status and Next Steps for the Opportunity Centers**

Nathan Lukkes, BOR Executive Director and CEO, kicked off the discussion on the university's Opportunity Centers. Each institution reported that they have received positive feedback from their students and staff with the engagement and activities each of their centers have been coordinating on their campuses.

Regent Roberts noted for new Board members how important these Opportunity Centers have been due to the issues that were brought up in legislative session. She also gave praise to the hard work of the Presidents and their staff in getting these centers up and running to meet the needs of our students. Regent Partridge also agreed with the hard work and praise for everyone involved.

A copy of the Current Status and Next Steps for the Opportunity Centers can be found on page 48 of the official minutes.

#### **4-F USD-SF and BHSU-RC Update**

Sheila Gestring, President of the University of South Dakota, provided an update on the University of South Dakota – Sioux Falls campus. This is a site that she feels this site serves the market of students who do not want to relocate from Sioux Falls. Metro area school districts are growing, so she feels there will be a need and USD – Sioux Falls will meet that need. USD's partnership with Amazon has been a tremendous benefit as well.

President Gestring noted that USD has a five-year plan for working on and implementing changes to the USD – Sioux Falls site (formerly the Community College of Sioux Falls) and asks for patience with the Board as these changes continue to be made at the facility.

Dr. Laurie Nichols, President of Black Hills State University, led discussions in providing an update on the Black Hills State University – Rapid City campus, also known as the West River Health Science Center. The new courses have the capability of 120 new students in a cohort; it could be the largest nursing site in the state. President Dunn also noted that they are in the discussion with a developer of building housing next to the BHSU – Rapid City campus, which they are excited about as housing in Rapid City is a real issue.

In regards to Regent Partridge asking about the status of creating a welcoming environment and helping individuals find employment, whether immediate or longer-term, President Nichols stated that staff have been working very hard on marketing and recruiting. President Dunn also stated to ensure everyone is aware, there is a lot of healthcare field training that goes on in Rapid City. It is important to know just how active we as a system are in the Black Hills area. President Gestring also noted the partnership with Monument Health and the VA have been wonderful as well.

Regent Frederick asked President Nichols how their relationship with Elsworth Airforce Base. President Nichols affirmed that we have a presence on Elsworth already and offering classes. BHSU is starting their second year out there of a five-year contract and has no concerns that the contract will continue to be renewed.

A copy of the USD-SF and BHSU-RC Update can be found on page **49** of the official minutes.

#### **4-G Admission Policy Enhancements**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that the objectives found in the strategic plan identify three major topical strategies to increase enrollments across the system: FAFSA completion of high school students, traditional high school student matriculation, and transfer student policy. As the system continues to identify additional tasks to strive toward those objectives, a new board policy will be critical for admissions to help drive success. The ability to recruit and retain students begins with admittance into the university system.

There are opportunities for enhancement of the admissions policy to include a more comprehensive approach (Undergraduate, Graduate, Traditional, Post-Traditional, Transfer, etc.). The need to connect with all South Dakotans for access to higher education is significantly important. To further promote cohesiveness in the research to date by the committee, the Regents may want to consider the following topics as it relates to admission policies and procedures: 1) Mission of the

University – Comprehensive Regional, Special Focus, and Research; 2) Demographic Changes in South Dakota; and 3) Admission to the University versus Admission to a Program of Study.

Regent Rave posed that if we went to general admission versus program admission, what would the Presidents think of that approach. Presidents noted some concerns, but that it definitely would be an interesting conversation to keep happening. Dr. Minder affirmed that the goal would be to keep the student interested and engaged. President Schnoor thinks that in some ways we do this within the system already; for him he is focused a lot on processes and that machines/technology do not always work correctly. Would moving in this direction make it more user-friendly and allow a quicker decision to be made for admissions processes. Dr. Minder would like to get admissions to a place where it is more of an automated process for both students and staff. There is a lot of manual work being done with entering transcripts at the campuses currently, and if we could automate that process more it would free up time for admissions personnel to do more work with applicants rather than being bogged down with the more basic data entry.

Nathan Lukkes noted that from the general approach, we need to ask ourselves how do we knock down barriers to get students in the door, and is this something that would make sense to try out at one or two campuses to see how it goes rather than making a change across all institutions right away. Dr. Minder affirmed that we absolutely could create a pilot to begin with.

In terms of streamlining the receiving of high school transcripts and related data, Regent Frederick asked if this is something that we should collaborate with the SD Department of Education (DOE) on. Dr. Minder affirmed that topic is something that she and staff have just recently begun working with the DOE on.

In closing, Dr. Minder will continue this work on the timeline she presented, have joint meetings with the other councils to continue to work through and discuss policy change, and will aim to have a policy revision brought forward to the Board possibly in December 2023.

A copy of the Admission Policy Enhancements can be found on pages **50** to **56** of the official minutes.

#### **4-H Credit for Prior Learning Enhancement to Transfer Policy**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that the objectives found in the Strategic Plan identify three (3) major topical strategies to increase enrollments across the system. FAFSA completion of high school students, traditional high school student matriculation, and transfer student policy. As the system continues to identify additional tasks to strive toward enrollment initiatives, a new board policy on prior credit/transfer policy will provide additional success strategies for enrollment.

BOR Policies 2:5, 2:5:1, 2:5:2, and 2:5:3 on seamless transfer were enhanced in August 2022 to support internal Regental system transfers, increase partnerships with the South Dakota technical colleges and community colleges, and allow for the transfer of students that have international or other forms of accreditation.

BOR Policy 2:5:4 was not enhanced in August 2022 with the other transfer policies and has since been evaluated by cross-functional, cross-system stakeholders. This system workgroup discussed policy needs and best practices. Each committee member researched a particular area and reported to the full workgroup. The drafting of the enhancements of this policy will follow the needs analysis phase. A draft policy has been developed and is currently being vetted by the campuses. The Academic Affairs Council (AAC) will meet at their August 2023 Retreat to further discuss the workgroup findings. A policy draft is expected as early as October and December of 2023 to the Board of Regents

As these policy enhancements continue to be discussed and vetted at the institutional level either through the workgroup or through AAC, the Board may want to consider the following: 1) Post-Traditional Student Demographics; 2) Competitiveness of Prior Learning Policies; 3) Military Experience and Workforce/Industry Experience; 4) Certifications [nationally supported and industry supported]; and, 5) Mission of the University – Comprehensive Regional, Special Focus, and Research.

President Gestring noted that Dr. Minder did a good job of capturing the demographics in the agenda item. President Dunn noted that moving in this direction would be great, but we need to acknowledge that this would be a lot of work for individuals on campuses. Regent Rave agreed and noted that it would not be expected by the Board that something like this could be implemented fast and the Board knows that it would be an investment to implement this type of policy change. Dr. Minder will continue working on the draft policy enhancements on this topic with the goal of bringing forward a draft for review by the Board in October or December 2023.

A copy of the Credit for Prior Learning Enhancement to Transfer Policy can be found on pages 57 to 63 of the official minutes.

#### **4-I Workforce Development & Apprenticeship/Internship Opportunities**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, joined by Dr. Pam Cariveau, System Associate Vice President for Academic Programming, stated that workforce development plays a large role in the Board of Regents' Strategic Plan and intersects multiple strategic goals. Within the goal of Access and Affordability as discussed in the earlier item 4-H, Workforce development and apprenticeship opportunities should be coupled with credit for prior learning/access. The areas that will be most comparable to apprenticeship activities would likely include both Military/Published Guide Experience and Portfolio Analysis. EAB identified that workforce development is important for rural students. In addition, EAB shared that workforce development approved through credit for prior learning reduces barriers for post-traditional student learners. This is evident in the Teacher Apprenticeship Pathway pilot that was approved by the Department of Education with the Department of Labor and Regulation and the Board of Regents. In this example, 91 students who were admitted may earn previous college credit through the transfer policy and, if applicable, may receive credit for prior learning due to their workplace experience.

Executive Director, Nathan Lukkes, met with Department of Labor and Regulation (DLR) Secretary, Marcia Hultman, to share and collaborate between the Board of Regents and the DLR.

The two entities will work together on critical workforce needs including Education, Healthcare, and other needed industries defined by the DLR.

As the Regental system continues to partner with the Department of Labor and Regulation, the critical workforce initiatives identified by the Board of Regents' Strategic Plan includes Teacher Education, Nursing/Healthcare, Business, and STEM fields. The two major initiatives for 2022-2023 included both teacher education and nursing. Programming enhancements were approved for both the education and nursing fields. The partners engaged in these initiatives included various universities, technical colleges, state departments, etc.

As work continues in this area, President Nichols noted that she would encourage further exploration of zero credit / no credit apprenticeship opportunities.

A copy of the Workforce Development & Apprenticeship/Internship Opportunities can be found on pages 64 to 66 of the official minutes.

#### **4-J Program Productivity**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that the information provided in this item is mostly informational for new Board members to bring them up to date and in preparation for discussions that will take place at the October BOR meeting.

A copy of the Program Productivity can be found on pages 67 to 112 of the official minutes.

### **WEDNESDAY, AUGUST 2, 2023**

The Board reconvened in public session at 9:00 a.m.

#### **5-A Report and Actions of Executive Session**

Regent Morrison reported that the Board dissolved into Executive Session at 10:15 a.m. on Monday, July 31, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before recessing at the conclusion of the day.

The Board reconvened in Executive Session at 9:00 a.m. on Tuesday, August 1, to continue discussing the earlier referenced matters before rising from Executive Session at 12:00 p.m. to resume the regular order of business.

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

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

A copy of the Secretary's Report can be found on page **13** of the official minutes.

### **5-B Public Comment**

There were no public comments.

### **CONSENT AGENDA**

IT WAS MOVED by Regent Roberts, seconded by Regent Frederick, to approve consent agenda items 6-A through 6-I as presented. Motion passed.

### **Academic and Student Affairs – Consent**

#### **6-A Graduation Lists**

Approve the attached BHSU, NSU, 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 **113** to **130** of the official minutes.

#### **6-B(1) BOR Policy 2:6 – System Academic Year/Academic Calendar (Second Reading)**

Approve the second and final reading of the new proposed BOR Policy 2:6 – System Academic Year/Academic Calendar, as presented.

A copy of the BOR Policy 2:6 – System Academic Year/Academic Calendar (Second Reading) can be found on pages **131** to **142** of the official minutes.

#### **6-B(2) BOR Policy 2:29 – Academic Program Student Credit Hour Requirement (First and Final Reading)**

Approve to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 2:29 – Academic Program Student Credit Hour Requirement, as presented.

A copy of the BOR Policy 2:29 – Academic Program Student Credit Hour Requirement (First and Final Reading) can be found on pages **143** to **148** of the official minutes.

#### **6-B(3) BOR Policy 2:32 – Definition and Assignment of Credit Hours (Second Reading)**

Approve the second and final reading of the proposed revisions to BOR Policy 2:32 – Definition and Assignment of Credit Hours, as presented.



A copy of the BOR Policy 2:32 – Definition and Assignment of Credit Hours (Second Reading) can be found on pages **149** to **154** of the official minutes.

#### **6-C New Program Request – DSU – Minor in Video Production**

Authorize DSU to offer a minor in Video Production, as presented.

A copy of the New Program Request – DSU – Minor in Video Production can be found on pages **155** to **161** of the official minutes.

#### **6-D New Site Request – NSU – AS in Business Administration (Online)**

Approve NSU’s new site proposal to offer the AS in Business Administration online, as presented.

A copy of the New Site Request – NSU – AS in Business Administration (Online) can be found on pages **162** to **166** of the official minutes.

#### **6-E Inactive Status & Program Termination Requests – NSU & USD**

Approve the program termination and inactivation requests from NSU and USD, as presented in Attachments I and II.

A copy of the Inactive Status & Program Termination Requests – NSU & USD can be found on pages **167** to **174** of the official minutes.

#### **6-F Articulation Agreements – SDSU**

Approve the articulation agreement between South Dakota State University and Ogalala Lakota College (OLC) and the revised articulation agreement between South Dakota State University and Western Dakota Technical College (WDTC), as presented.

A copy of the Articulation Agreements – SDSU can be found on pages **175** to **184** of the official minutes.

#### **6-G Agreement on Academic Cooperation – SDSMT**

Approve South Dakota School of Mines and Technology’s agreement on academic cooperation, as presented.

A copy of the Agreement on Academic Cooperation – SDSMT can be found on pages **185** to **188** of the official minutes.

## **Budget and Finance – Consent**

### **6-H New BOR Policy – Sanctions, Exclusion, and Debarment Screening, and Revised BOR Policies 4:47 – Background Checks, 4:48 – Export Controls, and 5:4 – Purchasing (Second Reading)**

Approve the second and final reading of new BOR Policy 4:50 – Sanction, Exclusion, and Debarment Screening, repeal and replacement of BOR Policy 4:47, and revisions to BOR Policies 4:48 and 5:4, as presented.

A copy of the New BOR Policy – Sanctions, Exclusion, and Debarment Screening, and Revised BOR Policies 4:47 – Background Checks, 4:48 – Export Controls, and 5:4 – Purchasing (Second Reading) can be found on pages 189 to 212 of the official minutes.

### **6-I City of Madison Easement – DSU**

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.

A copy of the City of Madison Easement – DSU can be found on pages 213 to 222 of the official minutes.

## **Routine Informational Items – No Board Action Necessary**

### **6-J Interim Actions of the Executive Director**

A copy of the Interim Actions of the Executive Director can be found on pages 223 to 225 of the official minutes.

### **6-K Building Committee Report**

A copy of the Building Committee Report can be found on page 226 of the official minutes.

### **6-L Intent to Plan Requests**

A copy of the Intent to Plan Requests can be found on page 227 of the official minutes.

### **6-M Discipline Council Reports**

A copy of the Discipline Council Reports can be found on pages 228 to 249 of the official minutes.

## **ACADEMIC AND STUDENT AFFAIRS**

### **7-A OurDakotaDreams Initiative Update**

Molly Weisgram, System Academic Grants Program Manager, provided an update on the recent activity within the OurDakotaDreams initiative, which is part of a coalition between the Board of Regents, SD Department of Education, SD Department of Labor, SD Technical Institutes, and Mapping Your Future. The Our Dakota Dreams brand is being used to promote college preparation activities such as the free college application period (free applications to state colleges and universities in October-November 2023) and completion of the federal student aid application (FAFSA).

Additionally, the enhanced Our Dakota Dreams website, which was launched June 2023, provides several resources for students, families, and educators. These include grade-by-grade college preparation checklists, cost of college and financial aid information, a statewide scholarship bulletin board, college and career exploration resources, FAFSA completion supports, and more.

A copy of the OurDakotaDreams Initiative Update can be found on pages **250** to **267** of the official minutes.

### **7-B Revised BOR Policy 2:23 – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination; and New BOR Policy 2:22 – System Course and Curriculum Governance (First Reading)**

Dr. Janice Minder, System Vice President for Academic Policy and Planning, joined by Dr. Pam Cariveau, System Associate Vice President for Academic Programming, stated that the Board of Regents staff have started to implement a new policy software. As the system academic affairs office continues to vet and review BOR policies and links to the guidelines for this implementation, there will be some adjustments needed for policies. The proposed revisions to BOR Policy 2:23 serve to create a separate policy on programming and separating it from curriculum requests. There are no substantive changes to this policy outside of moving the curriculum from BOR Policy 2:23 and migrating it to the new BOR Policy 2:22.

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, to approve the first reading of the proposed revisions to BOR Policy 2:23 and new BOR Policy 2:22, as presented. Motion passed.

A copy of the Revised BOR Policy 2:23 – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination; and New BOR Policy 2:22 – System Course and Curriculum Governance (First Reading) can be found on pages **268** to **280** of the official minutes.

## **ADJOURNMENT**

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

The meeting adjourned at 9:30 a.m.

### *Secretary's Executive Session Report*

*The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Monday, July 31<sup>st</sup>, 2023, in accordance with SDCL 1-25-2 to discuss matters authorized therein. On August 2<sup>nd</sup>, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.*

#### *Recommended Actions:*

- 3-E. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.*
- 3-G. Approve the compensation adjustments and appointments as outlined in Attachment I.*
- 3-H. Approve the evaluation letter for President Dunn as presented.*
- 3-I. Approve the request to grant tenure as an Associate Professor to Dr. Ananda Nanjundaswamy (SDSU).*
- 3-J. Accept the findings, conclusions, and order set forth in the proposed decision of the Office of Hearing Examiners as presented, issue the Final Decision of the Board associated therewith, and direct Legal Counsel to proceed with noticing and/or taking any action necessary and appropriate to effectuate the same.*
- 3-K. Approve the resolutions requesting the grant of easements and associated Joint Powers Agreement in substantially similar form to those presented, subject to final approval of the Executive Director of the matters discussed.*

SOUTH DAKOTA STATE UNIVERSITY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Janet Miller	Researcher IV	7/22/2023	Reclassification	\$66,121.00	\$60,110.00	10.0%
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Michael Kilber	Deputy Chief - UPD	6/22/2023	Targeted adjustmnet	\$99,900.00	\$80,784.00	23.7%

**SOUTH DAKOTA BOARD OF REGENTS**

**Planning Session**

**AGENDA ITEM: 4 – A**

**DATE: July 31 – August 2, 2023**

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**SUBJECT**

**Senate Bill 55 Updates – Academic and Finance**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SB55 Taskforce Report and Recommendations](#)

**BACKGROUND / DISCUSSION**

In [October 2021](#), the Regents approved the final Senate Bill 55 (SB55) report. Dr. Janice Minder and Heather Forney will present to the Board of Regents an updated status report.

**IMPACT AND RECOMMENDATION**

The Board of Regents should discuss the report provided during the planning session.

**ATTACHMENTS**

Attachment I – Updated Report to the Regents

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**INFORMATIONAL ITEM**

# Senate Bill 55 (SB55) Progress Report

SB55 Recommendations		Adopted	Status	Progress	Estimated Completion Date	Responsible Department
Refine Distance/Online Education Policies		Yes	In progress	50%	12/31/2023	Academics
Update Peer Institutions		Yes	In progress	25%	8/31/2023	Academics
Improved Data Analysis for Review of Staffing and Expenditures		Yes	In progress	95%	12/31/2023	Budget & Finance
Review and Modify Funding Models to Ensure Funding is Equitable & Sustainable		Yes	In progress	75%	3/31/2024	Budget & Finance
Monitor Staffing and Functions of the Central Office		Yes	In progress	50%	N/A	Budget & Finance
Consolidate HR Functions under the Central Office		Yes	In progress	90%	12/31/2023	HR
Combine Duplicate Functions at BHSU & SDSMT		Yes	In progress	75%	N/A	SDSMT/BHSU
Establish USD and SDSU Shared Services Center for HPC		Yes	In progress	75%	N/A	TAC
Establish System Standard for Endpoint Detection and Recovery/Response (EDR)		Yes	In progress	50%	N/A	Technology, RIS
Implement Standards for Technology Interoperability and Data Governance		Yes	Pending	N/A	N/A	Technology, RIS
Establish System Standard for Identity Access Management		Yes	Pending	N/A	N/A	Technology, RIS
Provide Financial Viability for CCSF		Yes	In progress	30%	N/A	USD
Investigate Options for Expanding System-wide Library Resources		Yes	Ongoing	N/A	N/A	Academics
Expand Student Mental Health Options through Telehealth		Yes	Ongoing	N/A	N/A	Academics
Increase Internal Collaboration on Online Course Delivery		Yes	Ongoing	N/A	N/A	Academics
Implement Ongoing Lean Reviews of Practices & Procedures		Yes	Ongoing	N/A	N/A	All
Expand Advocacy and Communication with Higher Ed Stakeholders		Yes	Ongoing	N/A	N/A	All
Transition Telephone Services to VOIP		Yes	Completed	100%	N/A - new technology may be better alternative than VOIP.	Technology, RIS
Investigate Cost Savings by Combining DocuSign Contracts		Yes	Completed	100%	N/A - System DocuSign contract was more expensive that existing individual contracts. DocuSign was unwilling to negotiate better terms	RIS
Implement Contract Management Software		Yes	Completed	100%	7/1/2022	Purchasing



Senate Bill 55 (SB55) Progress Report

SB55 Recommendations	Adopted	Status	Progress	Estimated Completion Date	Responsible Department
Single Nursing Program in Rapid City	Yes	Completed	100%	06/31/2022	Academics
Utilize Data-driven Program Gap Analysis to Inform Decisions	Yes	Completed	100%	8/31/2022	Academics
Ease Statutory Requirement for Green Building Standards	Yes	Completed	100%	7/1/2021	Budget & Finance
Revise Process for Reviewing Facility Utilization and Approving Facilities	Yes	Completed	100%	7/1/2021	Budget & Finance
Conduct a New Economic Impact Study	Yes	Completed	100%	12/8/2021	Budget & Finance
Transfer Processing of New Employee Moving Expenses to System	Yes	Completed	100%	7/1/2022	Central Office
Consolidate Title IX and EEO Compliance Functions	Yes	Completed	100%	12/31/2021	Legal
Update University Missions	Yes	Completed	100%	10/31/2022	Academics
Revise Course Section Enrollment Policies	Yes	Completed	100%	2/28/2023	Academics
Revise Low Enrollment and Low Graduate Policies	Yes	Completed	100%	2/28/2023	Academics
Implement Shared Service and Project Management Software	Yes	Completed	100%	12/31/2022	All
Implement HR Technologies to Facilitate Efficiencies - Performance Evaluation Electronic System	Yes	Completed	100%	10/31/2022	HR
System-wide Food Service RFP/Contract	Yes	Completed	100%	6/1/2022	Budget & Finance
Create Incentives to Increase Energy/Utility Savings	No	Not adopting	N/A	N/A	Budget & Finance
Allow Financial Benefits of Refinanced Bonds of Academic Space to Remain with the System	No	Not adopting	N/A	N/A	Budget & Finance

**SOUTH DAKOTA BOARD OF REGENTS**

**Planning Session**

**AGENDA ITEM: 4 – B**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Annual Strategic Plan Report**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SDBOR Strategic Plan](#)

**BACKGROUND / DISCUSSION**

In March of 2022, the Board of Regents approved the Strategic Plan. The complete annual report is presented as Attachment I for the 2022-2023 academic year. There are several significant outcomes included in the annual report that are important to illustrate.

**Goal 1: Governance**

The Board of Regents shall govern the six public universities and two special schools to engage, advocate and ensure stewardship in postsecondary public education policy, resource utilization, and overall Regental effectiveness.

**Outcomes:**

1. Mission Objective – *Completed and Implemented.*
2. Continuing Improvement
  - a. HR Transformation – *Approved and Implementation Initiated.*
  - b. One (1) Lean Project – *Completed in Academics.*
  - c. Three (3) Lean Projects – *In Progress in Technology/Procurement, HR, and Academics.*

**Goal 2: Access and Affordability**

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

**Outcomes:**

1. Free Application of Federal Student Aid Portal – *Implemented and a 3.3% Increase*
2. High School Traditional Student Enrollment
  - a. Our Dakota Dreams Coalition,

(Continued)

\*\*\*\*\*

**INFORMATIONAL ITEM**

- b. Our Dakota Dreams Enhanced Website,
  - c. Free Application Period –18% increase in Applications, and
  - d. SD Advantage – *Approved* in Illinois and Montana.
- 3. Seamless Transfer
  - a. Policy Enhancements – *Approved* June 2022
  - b. Statewide Nursing Agreement between BOTE and BOR – *Approved* June 2023
- 4. Tuition and Fees, Cost Reduction Course Content
  - a. Tuition Freeze for Academic Year 2022-2023
  - b. Tuition Freeze for Academic Year 2023-2024
  - c. Legislative Appropriations for Fiscal Year 2023 and Fiscal Year 2024

Goal 3: Academic Excellence, Student Success, and Educational Attainment

South Dakota public universities and special schools shall focus on student success while providing a quality educational experience.

Outcomes:

- 1. Academic Excellence
  - a. High Impact Practices –100% approved (included high impact practices)
  - b. Program Sustainability – BOR Policy 2:34 Approved, Metrics Approved
- 2. Student Success - Tutoring software purchased.
- 3. Educational Attainment
  - a. System Completion Goal: 64%, *Current – 59.4%*
  - b. System Retention Goal: 78.2%, *Current – 80.5%*

Goal 4: Workforce and Economic Development

South Dakota public universities shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state's long-term economy.

Outcomes:

- 1. Workforce
  - a. Teacher Education Graduates Goal: 11.3%, *Current – 10.7%*
  - b. Nursing Graduates Goal: 13%, *Current – 11.1%*

Goal 5: Financial Health and System Competitiveness

South Dakota public universities and special schools shall continue to seek means for improving the financial health, efficiency and effectiveness, and overall competitiveness for the South Dakota public universities and special schools in the delivery of educational services.

Outcomes:

- 1. Auxiliary Systems Coverage Ratio – Goal Met
- 2. Lean Project – Technology Acquisition

### **IMPACT AND RECOMMENDATION**

The details of the report are attached. The Executive Director and senior staff will provide an update to the Board on the critical outcomes and discuss the changes necessary to achieve the desired goals.

Attachment I will be made available prior to the start of the Board meeting.

### **ATTACHMENTS**

Attachment I – Annual Strategic Plan Report



# **SOUTH DAKOTA BOARD OF REGENTS STRATEGIC PLAN 2023 UPDATE**





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# EXECUTIVE DIRECTOR REPORT



In 2020, the South Dakota Legislature passed Senate Bill 55 into law. This legislation created a 20-member task force of legislative, business, and education leaders to examine the public higher education system in South Dakota. As the task force completed its work, it became clear that a new strategic plan must guide the Board of Regents' future actions. The new plan developed strategies, objectives, and outcomes to establish a strong foundation for our South Dakota public universities.

*This Annual Report reflects the status of our goals and priorities.*

## ENROLLMENT NUMBERS

The Western Interstate Commission for Higher Education (WICHE) released updated projections of high school graduates across the country until 2037. These projections indicate that the number of high school graduates will peak in the mid-2020s, followed by a modest decline until 2037. These findings are essential for South Dakota's public universities, indicating our need to prepare and respond accordingly. This past year, our system saw optimistic enrollment numbers, but we too need to be prepared for fewer high school graduates. As you read on, you will discover how this trend in national enrollment has influenced the actions taken in the past year and those that lie ahead.

## PARTNERSHIPS

In the past year, the Board of Regents has prioritized building partnerships to strengthen South Dakota's workforce. We believe that collaboration is key to achieving our goals. Our partners include the South Dakota business community, the South Dakota Board of Technical Education and their Technical Colleges, and the South Dakota Departments of Education and Labor, among others. Thanks to their support, we have been able to successfully implement many initiatives and reach our goals.

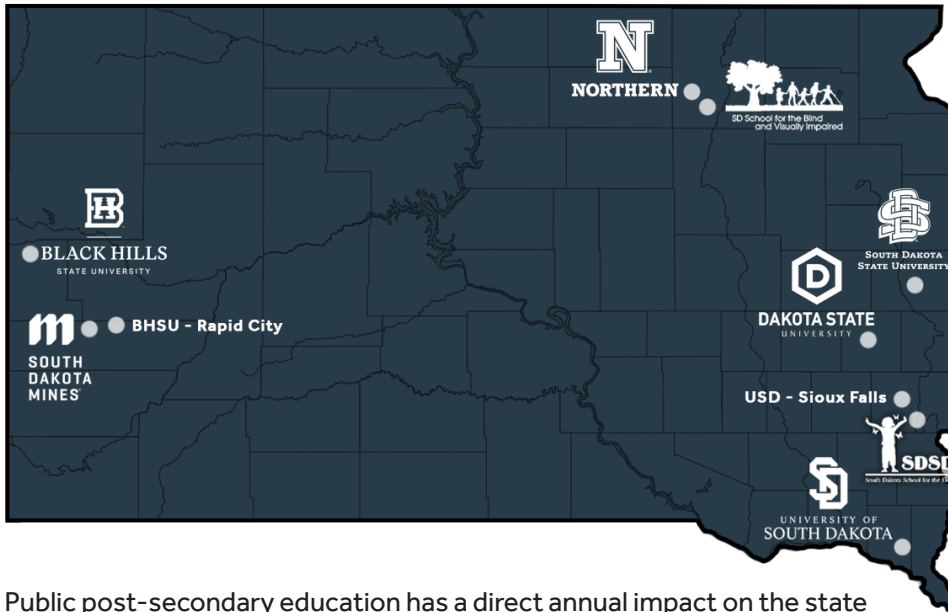
This plan is designed to assist us in analyzing our previous accomplishments and weaknesses as we work towards enhancing the public university system in the future. It establishes a framework for ongoing, productive discussions and is our practical guide for transforming our strategies into results. Ultimately, our goal is to provide South Dakota with an educated workforce and engaged citizens.

**Nathan Lukkes**  
Executive Director & CEO



# ABOUT THE SOUTH DAKOTA BOARD OF REGENTS

**THE SOUTH DAKOTA BOARD OF REGENTS** governs the six public universities and the two special schools. It works to advance the state of South Dakota through teaching, research, and service.



Public post-secondary education has a direct annual impact on the state of South Dakota. A recent Economic Impact Study of South Dakota's public universities resulted in the following findings:

- 34,520 students served
- 10,000 employees within the Regental system
- 12,354 generated jobs
- 550,000 volunteer hours valued at \$3.8 million
- Education drives lower unemployment rates
- \$2.1 billion combined economic impact

Public post-secondary education is critical for the state of South Dakota. Improving the quality of education, student success, and degree attainment will only strengthen the state.

**ABOUT** The South Dakota Board of Regents has constitutional authority to govern the system of public higher education in the State of South Dakota. Supported by an Executive Director and staff, the Board provides leadership and sets policies for the programs and services delivered through its six universities and two special schools.

*Source: BOR Economic Impact Study (2021)*

## MISSION STATEMENT

The Board of Regents' mission 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.

## VISION STATEMENT

The public university and special schools' system will educate more individuals to higher levels to enhance state workforce development and will move more research into viable businesses to support state economic development.



THIS STRATEGIC PLAN BEGAN IN 2022 AND WILL CONCLUDE AT THE END OF 2027

# STRATEGIC FOCUS AND GOALS

To align system priorities in a meaningful way, the following foundational statements will be incorporated in the development of goals, priorities, objectives, and outcomes.

- South Dakota's workforce will add approximately 32,000 new jobs by 2030; of those, 38% will require a need for bachelor's and more advanced degrees[i].
- South Dakota's population will need to be more highly-educated[ii].
- South Dakota will require advanced levels of education to support the knowledge-based economy.
- South Dakotans will need increased access to continuing education opportunities to upgrade their credentials while remaining in the workforce.
- South Dakota will strive to work toward programming that will meet the need of the workforce, while partnering with business and industry using high impact practices to prepare our students for gainful employment.
- The South Dakota economy will benefit from significant increases in university and associated research derived commercialization activities.
- South Dakota will be a recognized national leader in the use of system information technology to enhance its educational, economic, social, scientific, and political development.



## GOAL 1 | GOVERNANCE

*MISSION, COMMUNICATION CAMPAIGN, CONTINUOUS IMPROVEMENT*



## GOAL 2 | ACCESS AND AFFORDABILITY

*ENROLLMENT CAMPAIGNS, FAFSA COMPLETION*



## GOAL 3 | ACADEMIC EXCELLENCE, STUDENT SUCCESS AND EDUCATIONAL ATTAINMENT

*QUALITY PROGRAMMING, RETENTION COMPLETION*



## GOAL 4 | WORKFORCE AND ECONOMIC DEVELOPMENT

*WORKFORCE ALIGNMENT, STUDENT PLACES, RESEARCH AND DEVELOPMENT*



## GOAL 5 | FINANCIAL HEALTH AND COMPETITIVENESS

*COMPOSITE FINANCIAL INDEX, TECHNOLOGICAL ADVANCEMENTS*

The Board of Regents shall govern the six public universities and two special schools to engage, advocate and ensure stewardship in postsecondary public education policy, resource utilization and overall Regental effectiveness. To further this goal, the Board of Regents will encourage continuous improvement in planning and governance, stewardship, procedures and policies, and administrative processes that enable stakeholders to achieve shared strategic goals.

# GOVERNANCE

## MISSION REVIEW AND REVISION | COMPLETE

Each university and special school developed a new mission framework that highlighted the unique qualities of each organization. These were completed and put into policy 1:10 during the December 2022 Board Meeting.

## COMMUNICATION CAMPAIGN | IN PROGRESS

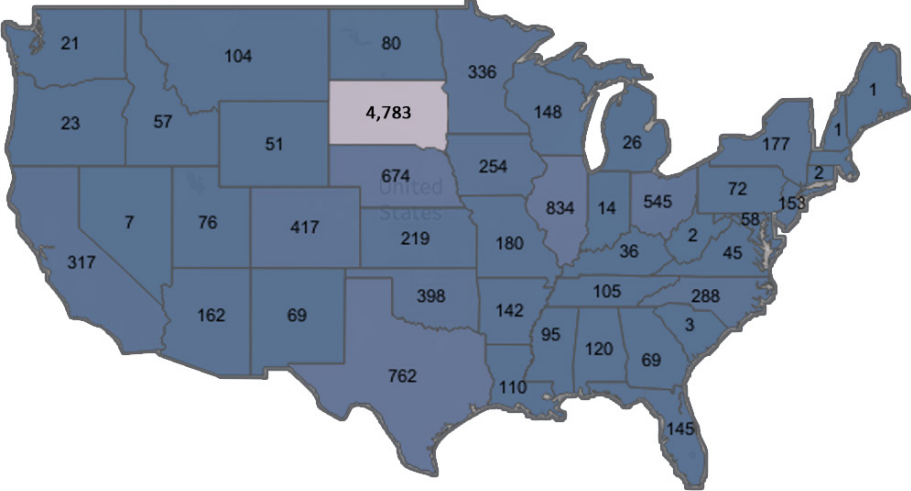
In the Spring of 2022, the Board of Regents unveiled a new logo and branding guidelines, this set the stage for a Factbook redesign to help better showcase our information and share the story of public higher education.

A new *BOR.edu* website is currently in development, and is expected to launch the end of 2023. This will help showcase our state’s public universities and special schools, and act as a resource for stakeholders. The website launch partners well with our current marketing campaign to help build awareness and enhance the positive perception of South Dakota’s public four-year programs.

## BOR AWARENESS CAMPAIGN REPORT

Results as of July 2023	Actual	Goal
Impressions	29,023,851	16,119,904
Interactions	1,350,402	1,137,014

## MARKETING CAMPAIGN WEBSITE SESSIONS | AS OF JULY 2023



**SAMPLE FACEBOOK CAROUSEL POST:** When South Dakota has in-demand jobs to fill, look to the successful students of our six public universities. ▼





## CONTINUOUS IMPROVEMENT TWO PROJECTS PER YEAR REQUIRED, YEAR 1 COMPLETE

### HUMAN RESOURCES TRANSFORMATION | IN PROGRESS

The Human Resource Transformation initiative has resulted in several key outcomes, including:

- Centralization of payroll functions through expansion of the system payroll center, centralizes the reporting structure for payroll employees, and develops expertise and consistency to improve payroll services.
- The creation of a classification and compensation center of excellence, which centralizes the classification and compensation functions across the system to ensure consistency, mitigate risks and develop expertise.
- Finalization of a compensation study for non-faculty exempt positions, resulting in a single, market-based salary structure across the university system for all non-faculty exempt positions.

To support the continuous improvement goals, the area of human resources has also implemented technologies to improve and streamline processes.

- Implementation of an electronic performance management system for all Civil Service Act and Non-Faculty Exempt employees.
- Implementation of Electronic Personnel Action Forms system-wide.
- Implementation of a third-party to process employment verifications for the system at no cost.

### STATEWIDE NURSING ARTICULATION AGREEMENT | COMPLETED

This agreement was a LEAN process between the Board of Regents and the Board of Technical Education to develop one articulation agreement between the four technical colleges and SDSU and USD.



# ACCESS & AFFORDABILITY

## FAFSA COMPLETION INITIATIVE | IN PROGRESS

Increase FAFSA applications throughout the state of South Dakota by 5% annually, as of June 2023, applications were up 3.3%.

### IMPORTANT SYSTEM INITIATIVES

- FAFSA Portal – 68 of 149 School Districts
- 48 High Schools Actively Using/Partners
- HS Counselor Workshops
- Enhanced Reporting Public High Schools
- Enhanced Website for Postsecondary
- Partner with Mapping Your Future

### OUTCOMES 2022-2023

- Statewide Reporting on FAFSA Completion (private and public):
  - 3.3% increase
  - 164 more completions

## HIGH SCHOOL TRADITIONAL STUDENT ENROLLMENT | IN PROGRESS

Increase South Dakota high school enrollments by 5% over the established baseline.

### IMPORTANT SYSTEM INITIATIVES

- Our Dakota Dreams Coalition
- Postsecondary Public Website Enhancement
- Free Application Period
- Summer Camps
- Math for College Readiness
- Career Pathways
- SD Online Tutoring
- DOE Apprenticeship Pathway
- Teacher Leadership Academy

### OUTCOMES 2022-2023

- 18% growth in Applications for Free Application Period – SD Residents or Attend SD High School
- 600 students - 2023 Summer Camp
- Enhances Premier Public Postsecondary Website

### 2022 HEADCOUNT

	First Time Fall 2021	First Time Fall 2022	Percentage Different	Fall 2021	Fall 2022	Percentage Different
BHSU	452	481	6.4%	3,539	3,425	-3.2%
DSU	366	372	1.6%	3,219	3,241	0.7%
NSU	337	299	-11.3%	3,340	3,344	0.1%
SD MINES	491	538	9.6%	2,418	2,493	3.1%
SDSU	2,021	2,192	8.5%	11,465	11,331	-1.2%
USD	1,231	1,326	7.7%	9,464	9,856	4.1%
<b>TOTAL</b>	<b>4,898</b>	<b>5,208</b>	<b>6.3%</b>	<b>33,445</b>	<b>33,690</b>	<b>0.7%</b>

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 postsecondary institution can. The Board of Regents must prepare pathways for enrollment efforts to ensure this strategic plan and the strategies identified within it are successful.



## INCREASE TRANSFER ENROLLMENT | IN PROGRESS

The Board of Regents must create clear, efficient, student centered pathways that honor prior successful college coursework and allow flexibility for students who wish to complete a bachelor's degree.

### IMPORTANT SYSTEM INITIATIVES

- BOR Policy Enhancements
- Statewide Articulation Agreement
- Statewide Public Software Implementation
- Regental System Coalition

### OUTCOMES 2022-2023

- University Stakeholder Coalition
- BOR Policy Approved for Seamless Transfer
- Annual Meetings between BOTE, BOR
- BOR and BOTE Approved Nursing Agreement – Statewide

### Transfers into BOR from Technical Colleges

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Total	102	153	137	120
% Change	-	50%	-10%	-12%

## TUITION AND FEES, COURSE CONTENT MANAGEMENT COST REDUCTION

### OUTCOMES 2022

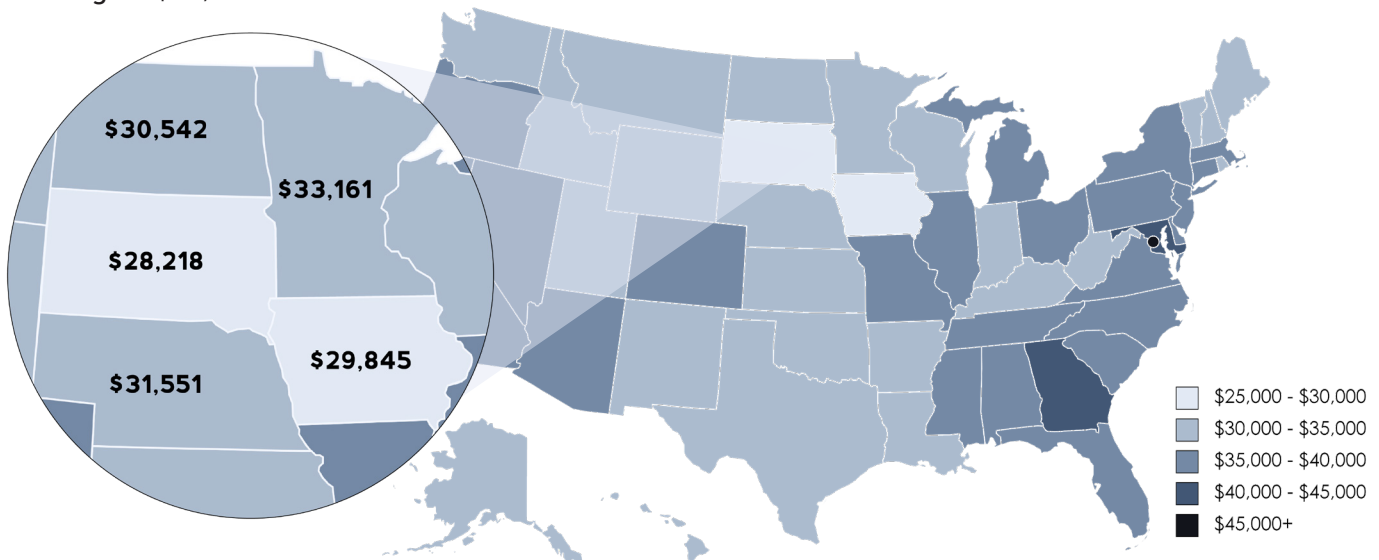
- 2022 Approval and Support by Academic Vice Presidents toward First Day Access (online course content at more affordable rates).
- The 2022 Legislature provided funding to freeze tuition (Fall 2022 Rates).
- The 2022 Legislature approved the Freedom Scholarship (Needs Based).

### OUTCOMES 2023

- The 2023 Legislature provided funding to freeze tuition (Fall 2023 Rates).
- 2023 and 2024 Fiscal Year Appropriations: The Governor and Legislature agreed to additional base general funds to support health insurance and salary policy increases, allowing tuition costs to remain unchanged.
- Board of Regents approved SD Advantage States Fall 2019.
  - *Add Wisconsin and Illinois Spring 2023.*

### STUDENT DEBT OUTCOME

- South Dakota students hold the lowest debt balance in the nation, according to the Federal Reserve Bank of New York Consumer Credit Panel. The current average student debt balance in South Dakota is \$28,218, while the national average is \$34,990.



Source: New York Fed Consumer Credit Panel / Equifax

# ACADEMIC EXCELLENCE

## NEW PROGRAMS WITH HIGH IMPACT PRACTICES | COMPLETE

70% of new program requests to incorporate High Impact Practices.

BOR Approved FY2021	BOR Approved FY2022	BOR Approved FY2023
56.0%	54.0%	100.0%

High Impact Practices may include: Capstone Courses/Projects, Collaborative Assignments, ePortfolios, Global Learning, First-Year Experience, Internships, Learning Communities, Community-based Learning, Writing Intensive Courses, and Research.

## SUSTAINABLE ACADEMIC PORTFOLIO | ONGOING

BOR Policy 2:34 was approved in March 2022 with the corresponding AAC Guidelines.

- Implemented New Program Policy in a Snapshot:
  - Annual Health Check
  - Mid-Cycle 3-Year Evaluation
  - Program Productivity Review for BOR
  - Comprehensive Review 6-Year
  - New Program Review Years 2-6
- Developed data metrics to correspond to Mid-Cycle and Annual Evaluations.
- Developed data metrics to correspond to Program Productivity.
- Deployed initial training to the data metrics.

# STUDENT OUTCOMES

## STUDENT SUCCESS INITIATIVES | ONGOING

- Meetings with System Advisor Team to discuss tools associated with student success including policies and software.
- Purchased as a system Tutor.com for support initiatives in tutoring.
- BOR implemented the Opportunity for All Policy/Practice.



Successful student outcomes will be facilitated when student learning outcomes, academic curriculum, and assessments are aligned to nationally recognized standards. National standards can be measured by understanding accreditation for higher education institutions. The Regental universities are accredited through the Higher Learning Commission (individually) and academic programs may have additional specialized accreditation. Specialized accreditation is highly desired to ensure that graduates of highly technical and professional fields meet outcomes required by the university, the state, and industry.



# EDUCATIONAL ATTAINMENT

## COMPLETION GOALS | IN PROGRESS

It is a priority to ensure students can graduate in four years. Effective planning can be measured through completion statistics. While students may stop-out for various reasons, trying to promote completion in four-years leads to positive student outcomes and their educational attainment.

Our goal is to support degree attainment by our Regental students within their cohort/home campus where possible. When students stop-out or determine to transfer to another Regental university, the goal shall including a seamless transfer within in the Regental system.

Where students do not complete within six years, a review will be conducted to identify the following options for those students within the Regental system: seamless transfer from one to another university for completion, review of credit hours for completion at the associate degree, or identify another pathway for completion.

### COMPLETION GOALS

HOME INSTITUTION 4-YEAR RATE GOAL 40.6%		HOME INSTITUTION 6-YEAR RATE GOAL 60.4%		
Completion	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016
Home Institution 4-Year	32.7%	35.6%	37.6%	38.7%
Home Institution 6-Year	53.5%	55.4%	56.0%	56.2%

REGENTAL SYSTEM 4-YEAR RATE GOAL 42%		REGENTAL SYSTEM 6-YEAR RATE GOAL 64%		
Completion	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016
Regental System 4-Year	34.3%	37.0%	39.3%	40.1%
Regental System 6-Year	57.3%	59.0%	59.5%	59.4%

### RETENTION GOALS

HOME INSTITUTION GOAL 81.5%		REGENTAL SYSTEM GOAL 84.2%		
Retention	Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021
Home Institution	75.5%	78.1%	75.5%	78.7%
Regental System	78.2%	80.5%	77.9%	80.5%



# WORKFORCE DEVELOPMENT

## WORKFORCE ALIGNMENT | ONGOING

Align new or enhanced undergraduate programming to the South Dakota and national workforce needs utilizing the Degree and Workforce Gap Analysis, national research, and working with regional private partners.

TEACHER EDUCATION   GOAL 11.3%		NURSING   GOAL 13%		
Graduation Year	FY2019	FY2020	FY2021	FY2022
Teacher Education	10.4%	9.8%	9.3%	10.7%
Nursing	10.7%	11.8%	11.4%	11.1%

### TEACHER EDUCATION OUTCOMES:

- BOR approved elementary education for USD in Sioux Falls.
- BOR approved a new Elementary Education Program at SDSU May 2023.
- BOR partnered with DOE on an Educational Apprenticeship Program for DSU and NSU
- BOR approved DSU and NSU Education Programming for the Apprenticeship Pathway.
- BOR partnered with DOE on an Educational Leadership Academy with BHSU, DSU, NSU, SDSU and USD.

### NURSING OUTCOMES:

- West River Health Science Center partnership with BHSU and SDSU actively engaging in program growth.
- BOR approved Nursing at NSU June 2023.
- The legislature approved the expansion of the Black Hills State University Rapid City expansion for nursing.
- The legislature approved the Lincoln building for NSU to include nursing.

### NURSING UG LICENSURE PASSAGE RATE | GOAL >96.6

Exams Calendar Year	2019	2020	2021	2022
Passage Rate	96.2%	96.6%	89.3%	91.0%



Public post-secondary higher education serves as a critical pipeline for the workforce locally in South Dakota as well as nationally and globally.

Being recognized as a leader through effective academic programming, aligning students to the workforce, and realizing competencies and outcomes for students shall be paramount to the Board of Regents.

That is why every South Dakota public university shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030 and ensure engagement designed to enhance the state's longterm economy.



## STUDENT PLACEMENT OPPORTUNITIES | ONGOING

Increase the number of graduates remaining in South Dakota: increasing statewide and regional placement opportunities for student graduates here in South Dakota, and engaging in an awareness campaign on the needs for South Dakota and increasing opportunities to continue in South Dakota

STUDENT FEDERAL LOAN DEFAULT RATE – MEASURE EMPLOYABILITY*   GOAL <5.2%				
	2017	2018	2019	Average
<b>Regental</b>	<b>5.25%</b>	<b>4.02%</b>	<b>1.13%</b>	<b>3.47%</b>
All Post Secondary (Regental, Private, Proprietary, Technical)	9.68%	7.12%	1.82%	6.21%

*Note: Certain federal student loans were eligible for a pause in payments beginning March 2020 through COVID-19 emergency relief efforts.*

### Placement and Outcomes of Regental Graduates

Grad FY	NONRESIDENT			RESIDENT		
	Distinct Graduates	Distinct Grads Employed in SD	% Distinct Grads Employed in SD	Distinct Graduates	Distinct Grads Employed in SD	% Distinct Grads Employed in SD
FY2018	2,851	713	25.01%	3,702	2,574	69.53%
FY2019	2,765	667	24.12%	3,777	2,668	70.64%
FY2020	2,901	739	25.47%	3,618	2,571	71.06%

## BUSINESS AND INDUSTRY PARTNERSHIPS | ONGOING

To ensure our students have strong opportunities upon graduation, we strive to increase advocacy with local and regional businesses and industries, and continue to increase academic programming and outreach to strengthen these strategic partnerships. The Our Dakota Dreams initiative has been vital to the development of many partnerships in the past two years.

### OUR DAKOTA DREAMS COALITION PARTNERS

- The foundation for the Our Dakota Dreams Initiatives and Website
- Partners include: Department of Education, Department of Labor and Regulation, Board of Technical Education and the Technical Colleges, Board of Regents and the Universities, Mapping Your Future

### CAREER EXPLORATION SUMMER CAMPS

- 7<sup>th</sup> and 8<sup>th</sup> grade students explore career paths through fun, engaging and hands-on learning.
- Partners include: The South Dakota Business Industry, Department of Education, Board of Technical Education and the Technical Colleges, Board of Regents and the Universities

### ELEMENTARY TEACHER STEM INITIATIVE

- Providing 2nd-5th grade teachers with the ability to earn up to three graduate credit hours to grow their STEM activities in the classroom.
- Partners include: 2nd - 5th South Dakota Teachers and School Districts, Department of Education, Board of Regents – BHSU and SDSU

### TEACHER APPRENTICESHIP PATHWAY

- Participants will earn a bachelor's degree in education while gaining hands-on experience in the classroom
- Partners include: Department of Education, School Districts, Department of Labor and Regulations, Board of Regents, DSU and NSU

### DAKOTA DREAMS TEACHER LEADERSHIP ACADEMY

- Offers teachers who have taught for five+ years an opportunity to develop their leadership skills and explore administrative roles in schools.
- Partners include: Department of Education, School Districts, Board of Regents, BHSU, DSU, NSU, SDSU and USD.



# ECONOMIC DEVELOPMENT

## RESEARCH AND DEVELOPMENT | ONGOING

Actively participating in research creates lasting impacts in South Dakota. According to the BOR Economic Impact Study (2021), research has already transformed our state through \$86.2 million in federal awards, \$17.4 million in state awards, \$3.2 million in private awards, and \$6.8 million in other awards.

The broader economic impact on statewide university research has more than doubled in all areas since the creation of the Governor's Research Center Program. Impacts from the past year include:

**FY22 AWARDS**  
**\$118.3M**

**FY22 DISCLOSURES**  
**43**

**FY22 PATENT FILINGS**  
**21**

In addition, this year BOR invested in a campus wide electronic research administration (eRA) platform. This electronic platform will help the universities through all stages of research including: fund seeking opportunities, pre and post award project management, regulatory and legal compliance, technology transfer, required outcomes, and generating research performance analytics to support decision-making.

# FINANCIAL HEALTH

## COMPOSITE FINANCIAL INDEX | ON GOING

The Composite Financial Index (CFI) reflects a picture of the financial health of the institution at a point in time. The Higher Learning Commission (HLC) uses a standard set of ratios as part of accreditation reviews as well as for ongoing oversight. The Auxiliary Systems Coverage ratio is required by bonding to be above 1.2. Therefore, as this is a requirement, it is essential to be evaluated annually.

The Regental universities shall have a Composite Financial Index (CFI) at or above 3.0 annually. The Regental universities shall have an Auxiliary Systems Coverage Ratio greater than 1.2 annually.

AUXILIARY SYSTEMS COVERAGE RATIO				
	FY20	FY21	FY22	FY23
All 6 institutions have an Auxiliary Systems Coverage Ratio > 1.2	YES	YES	YES	YES

## TECHNOLOGICAL ADVANCEMENTS | IN PROGRESS

This process introduces changes with local purchasing procedures at the university level and system level review of purchases that satisfy criteria.

BOR universities changed the processes that involved sending technology purchase requests to the CIO's office for review. To make this process possible, a comprehensive inventory system will be developed and populated with the current software and services. Once the inventory system is complete, this modification to the purchasing process will be finished.

The affordability and fiscal health of a public post-secondary institution balance on a number of factors, including student debt, administrative and academic services, information and technological advancements, information security, and economic competitiveness. Maximizing resources across the Regental system is essential not only for students and employees but also for the entire state. To meet its many demands, the Regents will strive to ensure the universities maintain a healthy Composite Financial Index per university accreditation guidelines, that the tuition and fee structure is competitive, and that advancements in technology are managed to ensure 'student-centered system' principles.

# CHALLENGES TO CONSIDER 2023-24

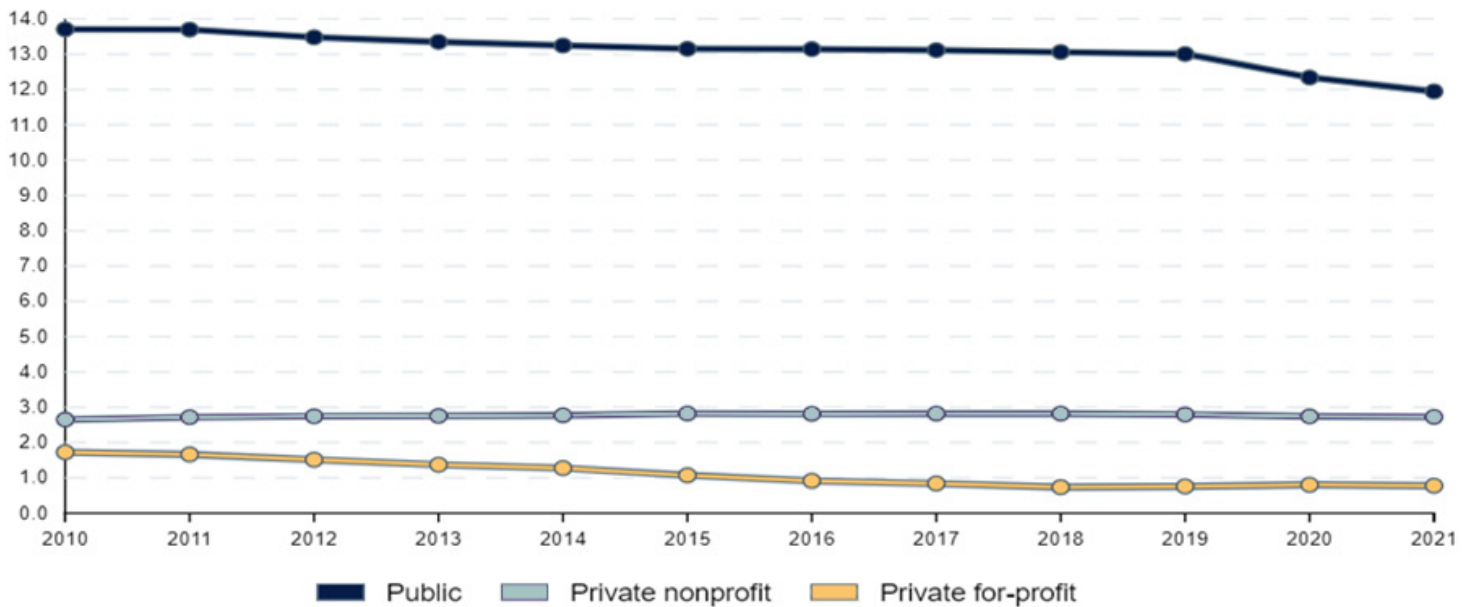
## SOUTH DAKOTA HIGH SCHOOL GRADUATES AND POSTSECONDARY EDUCATION ENROLLMENT

- SD students matriculating from K-12 to postsecondary education continues to decline.
- The last two years for the graduating class attending any post-secondary college or university is down approximately 2.4% (a difference of ~253 students).
- Students attending a Regental institution declined by 1.9% (a difference of ~184 students).
- The enrollment decline trend is represented nationwide.



## UNDERGRADUATE ENROLLMENT IN DEGREE-GRANTING POSTSECONDARY INSTITUTIONS, BY CONTROL OF INSTITUTION: FALL 2012 THROUGH FALL 2021

Enrollment, in millions



NOTE: Data are for the 50 states and the District of Columbia. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011 through Spring 2022, Fall Enrollment component. See *Digest of Education Statistics 2022*, table 303.70.

## WICHE, SPRING 2023, HOW THE PANDEMIC COMPOUNDS EDUCATION PIPELINE CHALLENGES<sup>1</sup> 2020-21 ACADEMIC YEAR | SOUTH DAKOTA PUBLIC SCHOOLS STUDENTS

- Relative stability for high school class of 2020 and 2021
- Middle school shifts signal population shifts for high schools
- Covid learning loss
- Covid impacted underrepresented students at a higher rate

GRADE REPORTED	SUM OF STUDENTS	22/23 GRADE*
First	10,295	Third
Second	10,269	Forth
Third	10,223	Fifth
Fourth	10,360	Sixth
Fifth	10,588	Seventh
Sixth	10,777	Eighth
Seventh	10,884	Ninth
Eighth	11,006	Tenth
Ninth	11,769	Eleventh
Tenth	10,439	Twelfth

1. 2023. WICHE, How the Pandemic Compounds Education Pipeline Challenges. <https://knocking.wiche.edu/pandemic-ed-pipeline-challenges/>

\*Estimated grade based on reported to current class year.



# **SOUTH DAKOTA BOARD OF REGENTS**

## **Planning Session**

**AGENDA ITEM: 4 – C**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

### **SUBJECT**

**Marketing and Communications Update**

### **CONTROLLING STATUTE, RULE, OR POLICY**

None

### **BACKGROUND / DISCUSSION**

In April 2022, the South Dakota Board of Regents launched its most recent marketing campaign; Learning Drives Us Forward.

We are currently in the second year of our three-year partnership with Lawrence and Schiller. The campaign aims to increase awareness about South Dakota's public university system and the importance of higher education for the growth of our state's economy. Messaging also highlights the unique offerings of each institution within the system.

- During the campaign's first year, impressions totaled 14.7 million, with over 1 million interactions.
  - Mediums: Audio, Native, Social, Out of Home (Billboards), Social, Video
- In year two, impressions total 14.4 million, 99% of our annual goal, and our interactions are at 320,000 for the first six months of the year.
  - Mediums: Display, Social, Video

Additional Communications Campaign elements as outlined in the BOR Strategic Plan:

- Rebrand and new logo, finalized Spring 2022.
- Enhance Factbook, updated for the 2023 Legislative Session / Ongoing development.
- Enhance website, currently in progress.
  - November 2023 launch

### **IMPACT AND RECOMMENDATION**

Not applicable.

### **ATTACHMENTS**

Attachment I – 2023 Campaign Materials

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## **INFORMATIONAL ITEM**



# 2023 CAMPAIGN MATERIALS

15 Second | Learning and Leading Video

30 Second | Learning and Leading Video



## BUSINESS AUDIENCE POST

125: Some leaders are born — others are made. South Dakota's public universities create opportunities so graduates can grow our state and our businesses.



HEADLINE: Learning Drives Us Forward

DESCRIPTION: Statewide Economic Impact

BUTTON: Learn More

LINK: <https://www.learningdrivesus.com/>

## GENERAL AUDIENCE POST

125: Our state's public universities develop the future nurses, teachers, and engineers of South Dakota.



HEADLINE: Before We Lead, We Learn.

DESCRIPTION: Learning Drives Us Forward

BUTTON: Learn More

LINK: <https://www.learningdrivesus.com/>

## LOOKALIKE AUDIENCE POST

125: South Dakota's public universities act as the driving force for our growing economy and the success of communities across South Dakota.



HEADLINE: Learning Drives Us Forward

DESCRIPTION: Before We Lead, We Learn.

BUTTON: Learn More

LINK: <https://www.learningdrivesus.com/>

## GENERAL AUDIENCE CAROUSEL

125: When South Dakota has in-demand jobs to fill, look to the successful students of our six public universities.

CARD 1

CARD 2

CARD 3

CARD 4

CARD 5

CARD 6

CARD 7



HEAD: Engineers  
CTA: Learn More

HEAD: Registered Nurses  
CTA: Learn More

HEAD: Cyber Professionals  
CTA: Learn More

HEAD: Accountants  
CTA: Learn More

HEAD: Researchers  
CTA: Learn More

HEAD: Teachers  
CTA: Learn More

HEAD: Learning Drives Us Forward  
CTA: Learn More

LINK: <https://www.learningdrivesus.com/>

**SOUTH DAKOTA BOARD OF REGENTS**

**Planning Session**

**AGENDA ITEM: 4 – D**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**HR Transformation**

**CONTROLLING STATUTE, RULE, OR POLICY**

None

**BACKGROUND / DISCUSSION**

Following the Board's approval of steering committee recommendations at the [March](#) and [June](#) Board meetings, the HR Transformation project has entered into the implementation phase of the project. Outlined below are status updates on progress toward goals and implementation of recommendations from this extensive project. In the coming weeks, a timeline will be developed to ensure that the recommendations for each of the key goals in this project are moving forward in an effective and manageable manner.

**GOAL 1: Implement an organizational structure for HR that supports dual reporting lines, with campus HR staff responsible to both the System HR Officer and the appropriate campus administrator.**

1. Effective June 22, the dual reporting structure has been implemented. The system Chief HR Officer (CHRO) has scheduled bi-weekly meetings with each campus HR leadership to ensure that there is a consistent flow of communication and to ensure understanding of what is happening at the institutional level and assist with better coordination across the system. An organizational chart for human resources is attached.
2. The authority matrix has been discussed at the COPS, steering committee, and HR leadership level and will continue to be monitored and updated throughout the transition and the development of the centers of excellence.

**GOAL 2: Establish a strategic vision for human resources that includes a system HR vision statement, defines the role of human resources departments, establishes a project timeline, and sets the goals for the sub-committees.**

1. The Board approved the attached Vision, Mission, and Objectives statement in the fall of 2022.

(Continued)

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**INFORMATIONAL ITEM**

2. The steering committee developed and adhered to the timeline that was established last fall, and work done at the subcommittee level has been completed.
3. Communication will be a continuous focus as the system implements new processes, policies and reorganizes functions into the centers of excellence.
4. Through review of the organizational structure and funding model, there have been a few key changes within organizational structures to accommodate the costs for shared services.
  - a. The organizational structure at SDSM&T and BHSU shared human resources department has been developed and is currently being implemented. This has resulted in the elimination of an associate vice president level position and an administrative support position.
  - b. Shared service agreements have also been implemented with SDSBVI/NSU and SDSD/USD to allow for the universities to provide HR services for the special schools.
  - c. A position in the USD HR department is being held vacant due to expectation that the shift to shared services will eliminate the need for the position.
5. The budget model has been communicated to the institutions and aligns with well-established practices for shared service cost allocations.

**Goal 3: Evaluate & provide recommendations to develop and implement a ‘Center of Excellence’ (shared service model) for classification and compensation management across all employee types.**

1. One senior class & compensation specialist has been hired for the Classification and Compensation Center (CCC). The individual hired has experience in human resources management and classification with the state of South Dakota. Recruitment is still underway for a second individual to staff the center.
2. A governance document is being developed to outline the scope of responsibilities, expectations, processes, and budget model.
3. The CCC staff will be working closely with the institutional human resources offices and will be evaluating existing practices and policies to develop guidelines regarding classification and compensation.

**Goal 4: Evaluate systemwide training and professional developments needs and implementation of a shared position to develop, implement and manage professional development and training opportunities across the system.**

1. Currently, a review is being conducted of various training opportunities that are available through existing learning management systems and will be evaluating which existing courses provide the most value.
2. Next steps toward this goal will be collecting and developing supervisory training curriculum and determining the modality(s) in which it should be delivered across the system.



3. Additionally, time in this area will be focused on the development of a system leadership development academy. A program of this type would allow rising leaders across the system to focus on broader leadership and policy issues in higher education.

**Goal 5: Evaluate the current model for recruitment to identify process improvements and centralize management of search functions into the human resources departments, or a “center of excellence” model, to ensure consistency, compliance, and efficiency.**

1. The development of the recruitment guide has been identified as a top priority by the HR leadership team. Next steps will be developing a holistic guide to recruitment and a communication plan to address changes to processes across the campus community.
2. Another key next step is the development of marketing materials through partnerships with university relations departments to “tell the story” of why the universities are employers of choice.
3. Initial conversations have also been started with the vendor for applicant tracking to better align our recruitment processes and integrations with market standards.

**Goal 6: Conduct an efficiency review to evaluate key human resources processes in order to identify inefficiencies and develop and document system standards where appropriate. This will include evaluation of current technology solutions to ensure full utilization of existing resources and identify technology needs.**

1. Electronic Personnel Action Forms (EPAFs) are being implemented across the system to support the more centralized payroll functions.
2. DocuSign processes have been implemented across the system for all new hire paperwork processing and we have notified the PeopleAdmin vendor that we will be cancelling the subscription for those services, reducing approximately \$30,000 annually.
3. A human resources knowledge center is being developed that will allow for consistent documentation and support resources for employees across the system.

**Goal 7: Evaluate the existing functions and responsibilities of the Shared Payroll Center and Shared International Employment Services Center to identify opportunities for expansion of services.**

1. Positions descriptions have been updated and the reporting structure for impacted SDSU and USD payroll staff have been modified to have a direct reporting line to the system payroll center supervisor.
2. SPC leadership have visited campuses to work through plans to take over payroll duties and ensure a smooth transition of payroll and benefits services.
3. A governance document is being developed to outline the scope of responsibilities, expectations, processes, and budget model.

4. The reporting structure for the System Payroll Center and the System International Employment Services Center is now a direct line to the BOR office of human resources.

### **Other Human Resources Updates**

In addition to the HR Transformation project, there have been several other key human resource initiatives occurring throughout FY23 that will support the broader HR transformation. This includes:

1. The Non-Faculty Exempt compensation study work has been concluded and we are in final stages of implementation, including a broad communication strategy to ensure employees and supervisors are informed of the new salary structures and the loading of that data into applicable ERPs.
2. The launch of an online and integrated platform for performance evaluations for all NFE and CSA employees to align the evaluation with position descriptions, reduce paper and alleviate manual tracking.
3. Implementation of a third-party vendor, Experian Verify, to complete employment verifications. This service is at no cost to the institutions and completed more than 1,300 employment verifications that would have historically been completed by human resources staff members.

### **Next Steps**

The CHRO will develop a timeline and priorities to assist with the implementation and tracking of the recommendations resulting from this project. The HR Leadership team is planning a retreat for Fall 2023 to begin discussions on strategic priorities and focus on development of the guidelines and process improvements that were approved as recommendations from this project. This team will continue to have regular meetings to ensure a cohesive and collaborative approach to human resources across the system.

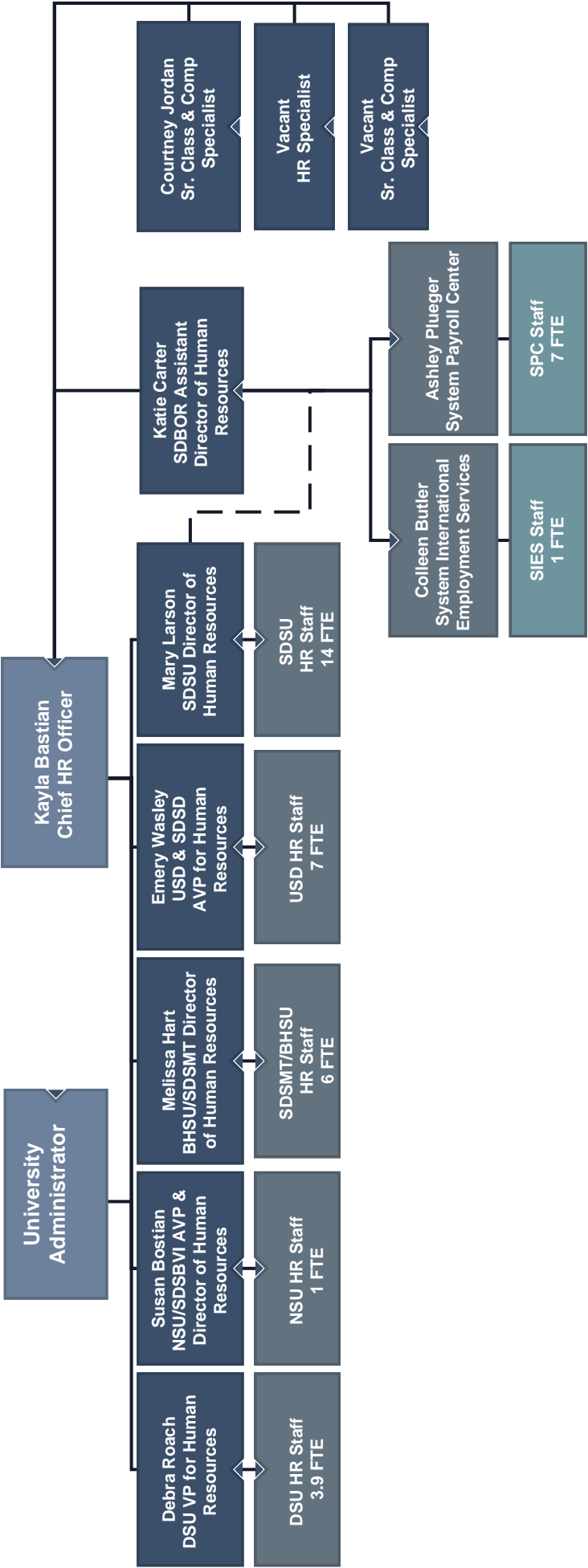
Currently, the primary priorities are to ensure a successful transition of duties to SPC and getting the new class and comp center up and running effectively. In addition, the implementation of the new salary structures for non-faculty exempt employees will be an important focus for institutions in the next six weeks. Segal has provided pay administration guidelines that will be a helpful tool in developing guidelines for the classification and compensation center.

The steering committee has also agreed to continue to provide guidance and leadership throughout the next twelve months as these recommendations are implemented, with periodic meetings to address any concerns and provide feedback and direction.

### **ATTACHMENTS**

- Attachment I – System HR Organizational Chart
- Attachment II – Authority Matrix
- Attachment III – System HR Vision, Mission & Objectives

SDBOR HUMAN RESOURCES ORGANIZATIONAL CHART



INSTITUTIONAL HR TASK OR DECISION	AUTHORITY/DECISION MAKING	
	INSTITUTION	SYSTEM CHRO
COMPENSATION, CLASSIFICATION & POSITION MANAGEMENT		
Mid-Year Compensation Adjustments (no reclassification) CSA, NFE, Faculty	First level approval	Final Approval - BOR approval for exceptions
Classification Changes - NFE	First level approval after class review completed by Center of Excellence (COE), COE determines appropriate compensation adjustment if applicable.	Notify if only reclassification with no compensation adjustment.
CSA Classification Changes	First level approval after classification and commendations are review and recommendations are completed by COE and	Final Approval by BOR HR designee.
New hire compensation setting	Approve after starting range established at system level (unless BOR Policy/guidelines require system approval)	Approve for exceptions and final approval of compensation guidelines.
Development of new positions (CSA, faculty, NFE)	First level approval after classification and compensation review and recommendation completed by Center of Excellence.	Final Approval - BOR approval for exceptions
Department/College/Institutional Reorganizations	Approve	Notify UNLESS it results in new positions or RIF then requires Approval
Fiscal Year Salary Policy Application	Approve.	Approve exceptions.
EMPLOYEE DISCIPLINE & SEPARATION		
Corrective Actions (verbal and written warnings)	Approve - campus level	Nothing required.
Disciplinary Action - Resulting in demotion or termination	First level approval	Notice prior to action.
CSA Termination - Probationary	Approve	Notify

v1.1

INSTITUTIONAL HR TASK OR DECISION	AUTHORITY/DECISION MAKING	
	INSTITUTION	SYSTEM CHRO
CSA Termination	First level approval	Notice prior to action.
CSA Reduction in Force	First level approval	Notice prior to action.
NFE Termination for Cause	First level approval	Notice prior to action.
NFE Non-Renewal	Approve	Notify
NFE Reduction in Force	First level approval	Notice prior to action.
Faculty Non-Renewal	Approval	Notify. BOR approval required for TT faculty.
Faculty Reduction in Force	First level approval	Notice prior to action.
Faculty Termination for Cause	First level approval	Notice prior to action.
<b>INSTITUTIONAL HR DEPARTMENT POLICIES, PROCESSES AND PROCEDURES</b>		
HR institutional policies & guidelines.	First level approval	Final Approval
Changes to HR services/programs	Approve	Notify
HR Technology Change/New Technology Requests	First level approval	Final Approval
Institutional HR led training programs - ensuring compliance with statutory requirements	First level approval	Final Approval.
Employee performance evaluation approvals (if university HR does final approval)	Approve	No action required.
<b>RECRUITMENT, RETENTION &amp; TRAINING</b>		
Requisition and recruitment of approved or existing positions	Approve	Notify for positions reporting to the president.
Contracting with a search firm.	First level approval	Exceptions approved by BOR.
		Final Approval
<b>EMPLOYEE RELATIONS</b>		
Engage with outside legal counsel for employee related issues.	First level approval	Final Approval
Work/Performance Improvement Plans	Approve	Notify
Employment Contract Language - NFE & Faculty	First level approval	Final Approval.
<b>LEAVE APPROVALS</b>		
Advanced Sick Leave Requests	First level approval	Final Approval
Leave without Pay Requests - Greater than 3 Months	First level approval	Final Approval

v1.1

INSTITUTIONAL HR TASK OR DECISION	AUTHORITY/DECISION MAKING	
	INSTITUTION	SYSTEM CHRO
Donated Sick or Annual Leave Requests	First level approval	Final Approval
Repayment from Leave	First level approval	Final Approval
HUMAN RESOURCE DEPARTMENTS & STAFF OVERSIGHT		
Recruitment of institutional HR leadership position	Approve	Approve
Termination/Disciplinary Decisions for Institutional HR leadership	Approve	Approve
Performance Evaluation of Institutional HR leadership	Approve	Approve
Compensation for Institutional HR leadership	Approve	Approve
Human resources department staffing - Filling positions, new positions, FTE changes within HR departments.	First level approval	Final Approval
Leave and Time Reporting for HR Leadership	Approve	Notify (if using extended leave)

Delegation of Authority Matrix

V1.2

7/1/2023

**SDBOR Human Resources  
Vision, Mission & Objectives****Vision**

Human Resources aspires to be a model of excellence and leadership, delivering strategic human resources services and solutions that support the strategic plan of the SD Board of Regents and its individual institutions.

**Mission**

As a strategic partner with system and institutional leadership, human resources will deliver high-quality, innovative, and efficient human resources programs, solutions, and services. We will promote a culture of excellence that will attract, engage, and retain high-quality employees and positively influence the applicable teaching, research, and service missions of the institutions.

**Strategic Human Resources Objectives**

1. Implement an HR organizational structure and service delivery model that aligns and integrates resources across the system in order to elevate human resources as a strategic partner.
2. Define the role of human resources and implement strategies and practices to support the transformation from transactional to strategic.
3. Establish a ‘Centers of Excellence’ model for human resources services to improve the employee experience, reduce duplication and build human resources expertise.
4. Implement strategies and programs to attract, engage and retain the best talent to support the system’s strategic goals and missions of the individual institutions, and to meet the human resources service needs of the system and institutions.
5. Align talent management processes to ensure that compensation and performance management systems are supporting the goals of the Board and university and are meaningful to the employee and supervisors.
6. Engage with campus leadership in strategic workforce planning through development of processes to holistically assess current state and forecast future needs.
7. Modernize and streamline processes to ensure consistent, efficient and solution focused services for current and potential employees through continuous improvement efforts.
8. Establish common human resources best practices, guidelines, and policies to ensure consistency and reduce risk and liability for the system.
9. Establish and refine data metrics to inform and influence strategic, data driven decision-making.
10. Develop strong leaders through training and development opportunities to ensure that supervisors and employees are appropriately prepared for their roles.

**SOUTH DAKOTA BOARD OF REGENTS**

**Planning Session**

**AGENDA ITEM: 4 – E**

**DATE: July 31 – August 2, 2023**

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**SUBJECT**

**Current Status and Next Steps for the Opportunity Centers**

**CONTROLLING STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND / DISCUSSION**

Each of the six university presidents will provide the Board an update on the current status and next steps for their respective Opportunity Centers.

**IMPACT AND RECOMMENDATION**

Information and discussion.

**ATTACHMENTS**

*(Item will be supplemented with any written materials provided by the Presidents.)*

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**INFORMATIONAL ITEM**



**SOUTH DAKOTA BOARD OF REGENTS**

**Planning Session**

**AGENDA ITEM: 4 – F**

**DATE: July 31 – August 2, 2023**

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**SUBJECT**

**USD-SF and BHSU-RC Update**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 1:6](#) – Appointment, Authority, and Responsibilities of Presidents and Superintendents

[BOR Policy 1:10:1](#) – University of South Dakota Mission Statement

[BOR Policy 1:10:4](#) – Black Hills State University Mission Statement

[SDBOR Strategic Plan](#)

[Senate Bill 55 Recommendations](#)

**BACKGROUND / DISCUSSION**

President Nichols and President Gestring will provide the Board an update regarding the Black Hills State University – Rapid City and University of South Dakota – Sioux Falls sites, respectively.

**IMPACT AND RECOMMENDATION**

Information and discussion.

**ATTACHMENTS**

*(Item will be supplemented with any written materials provided by the Presidents.)*

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**INFORMATIONAL ITEM**

# **SOUTH DAKOTA BOARD OF REGENTS**

## **Planning Session**

**REVISED**

**AGENDA ITEM: 4 – G**

**DATE: July 31 – August 2, 2023**

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### **SUBJECT**

**Admission Policy Enhancements**

### **CONTROLLING STATUTE, RULE, OR POLICY**

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

[SDBOR Strategic Plan](#)

### **BACKGROUND / DISCUSSION**

In March of 2022, the Board of Regents approved the Strategic Plan. The complete annual report for the 2022-2023 academic year is presented in Board item 4-B as Attachment I. The August 2023 Board items 4-G (Admission Policy Enhancements) and 4-H (Credit for Prior Learning Enhancements to Transfer Policy) impacts Goal 2, Access and Affordability, of the strategic plan.

#### **Goal 2: Access and Affordability**

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

The objectives found in the strategic plan identify three major topical strategies to increase enrollments across the system: FAFSA completion of high school students, traditional high school student matriculation, and transfer student policy. As the system continues to identify additional tasks to strive toward those objectives, a new board policy will be critical for admissions to help drive success. The ability to recruit and retain students begins with admittance into the university system.

Admission policies impact the following student types:

1. Traditional Student – Defined as applicants who are eighteen (18) years old.
2. Post-Traditional Students – Defined as applicants who are at least twenty-five (25) years of age.
3. Transfer Students – Defined in BOR Policy 2:5 as a degree-seeking student who transfers credit from a sending institution to a receiving institution.
4. Graduate Students – Defined as applicants whose primary area of study is at the master's, specialist, or doctoral level.

(Continued)

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### **INFORMATIONAL ITEM**

5. High School Students (Dual Credit) – Defined as students that have not graduated from a secondary school and are taking college courses for credit while actively pursuing a high school degree.
6. International Students – Defined as applicants that are citizens or permanent residents of a country to which they intend to return other than the United States.
7. Non-Degree Seeking Students – Defined as applicants that desire to attend a postsecondary institution for a course, or courses, that will not count toward a degree.

### **Population Demographics**

The 2021<sup>1</sup> census data provides a snapshot of the population in South Dakota by age and educational attainment. According to the 2021 census data, the South Dakota population in total was 895,376. The total population percentage of individuals under the age of eighteen (18) was approximately 24.6% or 162,542 of the total population. South Dakota's total population of individuals over eighteen (18) was approximately 75.4%. Of South Dakota's 75.4% of individuals over the age of eighteen (18), approximately 9.4% or 84,378 individuals make up South Dakota's traditional age of eighteen (18) through twenty-four (24) years of age. Whereas the post-traditional age population of twenty-five (25) and over for South Dakota is approximately 65.9% or 590,377 individuals of the total population.

Chart 1: Census Data Traditional Age Population [18-24]

<b>Ages 18-24</b>	<b>US Educational Attainment<sup>2</sup></b>	<b>SD Educational Attainment<sup>3</sup></b>	<b>SD Total 18-24 Years</b>
Less than High School/GED	11.7%	14.9% or 12,554	75,646 of 84,378 individuals have an associate degree or less
High School Graduate	34.8%	32.6% or 27,512	
Some College or Associates	40.7%	42.2% or 35,580	
Bachelor's degree	12.8	10.3% or 8,732	8,732 of 84,378 individuals have a bachelor's degree

Chart 1 aims to provide a breakdown of educational attainment for those individuals between the ages of eighteen (18) through twenty-four (24). The total number of individuals that have an associate degree or less was reported as a total of 75,646 individuals. Enrollment trends for the traditional student type show a decline in the number of students that enroll in a postsecondary college or university. The census suggests that

<sup>1</sup> 2021 American Community Survey. Dataset: ACSST1Y2021 Table Id: S1501  
<https://data.census.gov/table?q=south+dakota&t=Age+and+Sex&tid=ACSST1Y2021.S0101>

<sup>2</sup> 2021 American Community Survey. Dataset: ACSST1Y2021 Table Id: S1501  
<https://data.census.gov/table?q=south+dakota&t=Educational+Attainment&g=010XX00US&tid=ACSST1Y2021.S1501>

<sup>3</sup> 2021 American Community Survey (ACS). Dataset: ACSST1Y2021 Table Id: S1501  
<https://data.census.gov/table?q=south+dakota&t=Educational+Attainment&tid=ACSST1Y2021.S1501>

the largest population of students includes those students that have only a high school diploma or less. There appears to be a correlation of the actual count of students matriculating from high school directly to postsecondary education as displayed in Chart 2<sup>4</sup>.

Chart 2 displays the percentage of high school graduates that attend a postsecondary college or university and that number started to decline starting in 2017-18 cohort.

Chart 2: SD High School Graduates & Postsecondary Education Enrollment

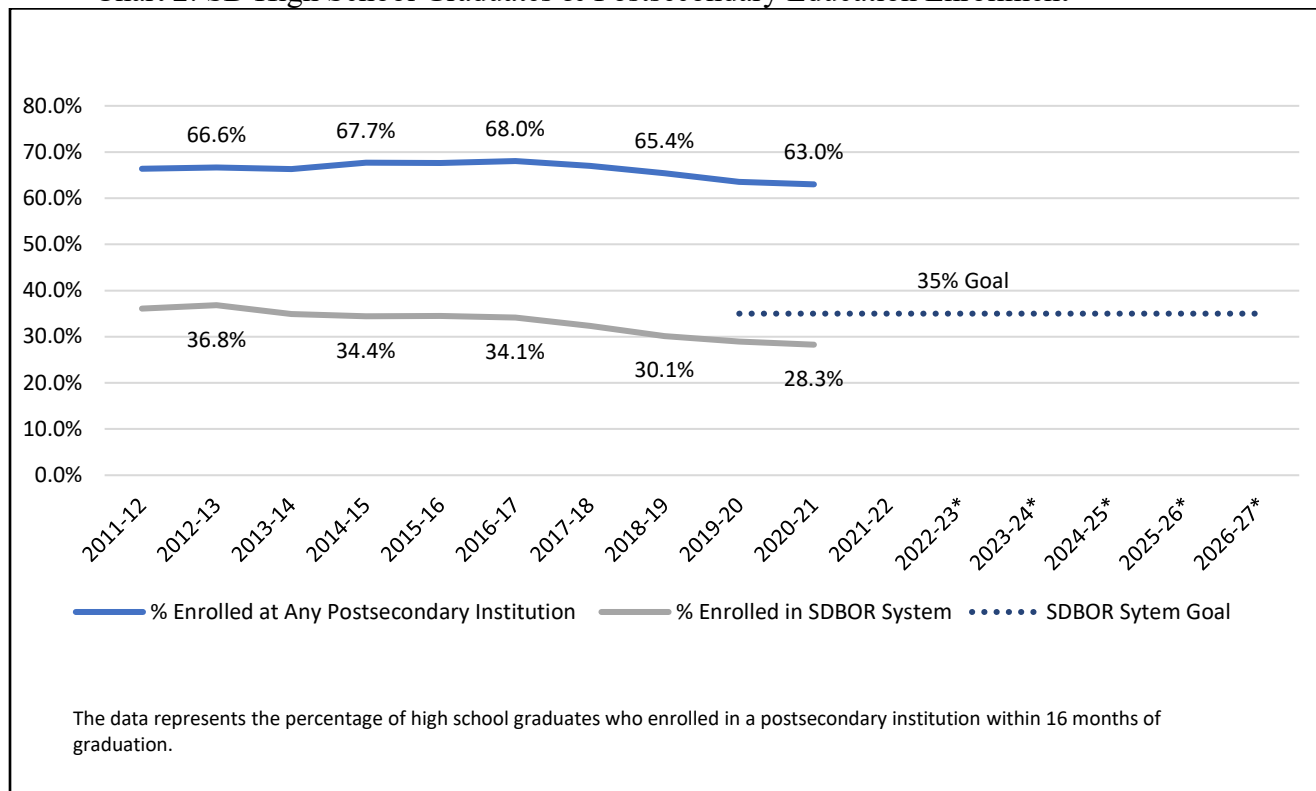


Chart 3, on the following page, aims to provide a breakdown of educational attainment for those individuals over the age of twenty-four (24). The data demonstrates that there are 403,431 individuals that have the potential for enrollment and educational attainment. This group of individuals would be considered the post-traditional student population. It is important to note that not all of the South Dakotan individuals will equate to a 100% yield in postsecondary education; however, the data shows the promise of potential for applicants. To better understand the post-traditional population, Attachment I provides additional demographic trends of post-traditional students as reported by the Postsecondary National Policy Institution.

<sup>4</sup> SD Department of Education and the National Student Clearinghouse data.

Chart 3: Census Data for Post-Traditional Population [25 or Older]

Ages 25 or Older	US Educational Attainment <sup>5</sup>	SD Educational Attainment <sup>6</sup>	SD Total 25 Plus Years
Less than High School/GED	10.7%	6.9% or 41,013	403,431 of 590,377 individuals have an Associate's Degree or Less
High School Graduate	26.3%	29.3% or 172,971	
Some College/No Degree	19.3 %	20.1% or 118,503	
Associate's degree	8.8%	12.0% or 70,944	
Bachelor's degree	21.2%	21.6% or 127,258	186,946 of 590,377 individuals have a Bachelor's or Advanced Degree
Advanced Degree	13.8%	10.1% or 59,688	

### **Policy Enhancements**

The current BOR Policy 2:3 was initiated in 1987 and has been modified since the original policy's adoption. This policy refers to undergraduate admissions and can be seen as a very technical policy. It encompasses primarily the traditional age population of applicants. Given the changes in South Dakota populations and demographics, Dr. Minder requested that a team of stakeholders from the Student Affairs and Academic Affairs Councils review the Board of Regents admissions policy as well as other university and system admissions policies and procedures across the United States for best practices.

The committee members are close to completing the research. Each committee member was asked to reach out to their respective campus stakeholders to understand the needs of the various institutional departments (admissions [undergraduate and graduate], academic records, financial aid, etc.). Next, the Academic Affairs Council (AAC) and the Student Affairs Council (SAC) will be meeting in October to discuss the recommendations from the workgroups with the plan to bring a new and enhanced policy to the December 2023 and March 2024 BOR meetings for approval.

Currently, there are three (3) themes to consider:

1. 'What is required in order to be admitted to an institution of higher education,'
2. 'What is required in order to be admitted to a program of study,' and
3. 'What are the placement requirements for general education.'

<sup>5</sup> 2021 American Community Survey (ACS). Dataset: ACSST1Y2021 Table Id: <https://www.census.gov/newsroom/press-releases/2022/educational-attainment.html>.

<sup>6</sup> 2021 American Community Survey (ACS). Dataset: ACSST1Y2021 Table Id: <https://data.census.gov/table?q=south+dakota&t=Educational+Attainment&tid=ACSST1Y2021.S1501>

All stakeholders confirmed that the BOR policy addresses the minimum standards of being admitted into the university and for all potential populations of applicants. Second, the universities are best equipped and should address the enrollment requirements into a program of study based on program and accreditation requirements. For example, enrollment requirements in Nursing may look very different when compared to requirements in Fine Arts. The university needs to be able to clearly articulate the enrollment requirements based on specific programs to the applicants, whereas the overall admission to the university should be defined by the Board of Regents. Research does provide that these two policies do not have to be the same and *can look very different*.

## **IMPACT AND RECOMMENDATION**

There are opportunities for enhancement of the admissions policy to include a more comprehensive approach (Undergraduate, Graduate, Traditional, Post-Traditional, Transfer, etc.). The need to connect with all South Dakotans for access to higher education is significantly important.

To further promote cohesiveness in the research to date by the committee, the Regents may want to consider the following topics as it relates to admission policies and procedures during the meeting.

1. Mission of the University – Comprehensive Regional, Special Focus, and Research
2. Demographic Changes in South Dakota
3. Admission to the University versus Admission to a Program of Study

Dr. Minder will provide an in-depth summary of the findings at the BOR Retreat.

## **ATTACHMENTS**

Attachment I – Postsecondary National Policy Institution Factsheet

# Postsecondary National Policy Institute

## Post-Traditional Students in Higher Education

### OVERVIEW

Post-traditional students are over the age of 24 when they enter higher education; the “traditional” age range of college-goers is typically defined as 18-24.<sup>1</sup> In general, post-traditional students have one or more of the following characteristics: they delayed enrollment in college after high school, they attend part-time for at least part of an academic year, they work full-time while also enrolled in school, they are financially independent, or they have dependents (spouse and/or children).

### ENROLLMENT

- In [fall 2019](#), post-traditional students made up 33.4% of all postsecondary enrollment.
  - Male post-traditional students made up 13.2% of all postsecondary enrollment and 31% of all male postsecondary enrollment.
  - Female post-traditional students made up 20.2% of all postsecondary enrollment and 35.2% of all female postsecondary enrollment.
- Since [fall 2009](#), overall post-traditional student enrollment has declined from 7.9 million to 6.6 million, a 17.8% decrease.
  - Full-time post-traditional enrollment declined from 3.4 million to 2.7 million, a 19.4% decrease.
  - Part-time post-traditional enrollment declined from 4.6 million to 3.8 million, a 16.6% decrease.
- Though post-traditional students are much more likely to attend [public institutions](#) of higher education versus private, they are overrepresented in the for-profit sector.
  - In fall 2019, 73% of post-traditional undergraduate students attended public institutions: 32% attended public four-year institutions and 40% attended public two-year institutions.<sup>2</sup>
  - In fall 2019, post-traditional students made up 68.2% of all for-profit enrollment and 81.1% of all for-profit part-time enrollment.
- Post-traditional students are much [more likely](#) to enroll in online courses than traditionally aged students.

### FINANCIAL AID AND STUDENT DEBT

- According to the National Postsecondary Student Aid Survey, [57%](#) of post-traditional students received some form of federal Title IV financial aid in the 2017–18 academic year, compared to 60% of traditionally aged students.
  - [47%](#) of post-traditional students received a Pell Grant, compared to 42% of traditionally aged students.
  - [38%](#) of post-traditional students received a federal student loan, similar to traditionally aged students.

<sup>1</sup> While the U.S. Department of Education uses the term “nontraditional,” many researchers prefer the term “post-traditional” since it recognizes these students for the value they bring to their colleges. In this brief, terms used reflect their data sources.

<sup>2</sup> Due to rounding in the Digest of Education Statistics, percent values may not completely add up.





- Among post-traditional students who received federal Title IV aid in 2017–18, the [average amount](#) received was \$8,343.
  - The average Pell Grant amount for post-traditional students was \$3,528.
  - The average federal loan amount for post-traditional students was \$7,774.
- According to the [Beginning Postsecondary Students Longitudinal Study](#):
  - Post-traditional students who first entered postsecondary education in 2003–04 and had not paid their student loans off still owed an average of \$18,476, compared to \$24,952 for traditionally aged students 12 years after entering
  - However, post-traditional students owed on average 80% of their total amount borrowed, compared to 68% for traditionally aged students.

## COMPLETION/DEGREE ATTAINMENT<sup>3</sup>

- Among post-traditional students who entered postsecondary education in fall 2011, by June 2017, [6.5%](#) had attained a bachelor's degree, 15.3% had attained an associate degree, 16.6% had attained a certificate, and 61.6% had not attained a degree or certificate.
  - Among traditionally aged students, 40.8% had attained a bachelor's degree, 10.3% had attained an associate degree, 7.4% had attained a certificate, and 41.5% had not attained a degree or certificate.
- Post-traditional students represented [27.8%](#) of all bachelor's degree completions in the 2017–18 academic year.

## EARNINGS AND WEALTH

- According to the Baccalaureate and Beyond Longitudinal Study, ten years after receiving a bachelor's degree, post-traditional graduates reported having an average gross income of [\\$71,823](#), compared to \$78,013 for traditionally aged graduates.
- Wealth accumulation can be [measured](#) differently from income. Ten years after graduating:
  - [67%](#) of post-traditional graduates reported owning a home, compared to 61% of traditionally aged graduates.
  - [84%](#) of post-traditional graduates had some form of a retirement account, compared to 88% of traditionally aged graduates.

## POPULATION-SPECIFIC CONSIDERATIONS

- [48.8%](#) of post-traditional students reported having dependent children, compared to just 3.9% of traditionally aged students.
- Post-traditional students are [more likely](#) to be low-income and require financial assistance.
- Post-traditional students are [more likely](#) to work and work longer hours while enrolled than traditionally aged students.
  - 37.4% of post-traditional students worked full-time while enrolled, compared to 10.7% of traditionally aged students.

## DATA SOURCES

[American Community Survey](#). & [Current Population Survey](#). U.S. Census Bureau, March 2023.

[Baccalaureate & Beyond Survey](#). National Center for Education Statistics, March 2023.

[Beginning Postsecondary Students Longitudinal Study](#). National Center for Education Statistics, March 2023.

[Digest of Education Statistics](#). National Center for Education Statistics, March 2023.

[National Postsecondary Student Aid Survey](#). National Center for Education Statistics, March 2023.

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<sup>3</sup> Completion rates are based on entering cohorts at 150% time. Therefore, among those completing their program in 2020, four-year institutions represent the 2014 cohort and two-year institutions represent the 2017 cohort.



# **SOUTH DAKOTA BOARD OF REGENTS**

## **Planning Session**

**AGENDA ITEM: 4 – H**

**DATE: July 31 – August 2, 2023**

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### **SUBJECT**

**Credit for Prior Learning Enhancement to Transfer Policy**

### **CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:5:4](#) – Prior Learning and Validated Transfer of Credit

[SDBOR Strategic Plan](#)

### **BACKGROUND / DISCUSSION**

In March of 2022, the Board of Regents approved the Strategic Plan. The complete annual report for the 2022-2023 academic year is presented in Board item 4-B as Attachment I. August 2023 Board items 4-G (Admission Policy Enhancements) and 4-H (Credit for Prior Learning Enhancement to Transfer Policy) impacts Goal 2, Access and Affordability, of the Strategic Plan.

#### **Goal 2: Access and Affordability**

The Regental system is the largest public postsecondary education system in South Dakota. This system offers both undergraduate and graduate education. *Access* to affordable education is the cornerstone to ensuring South Dakotans attend a public postsecondary institution.

The objectives found in the Strategic Plan identify three (3) major topical strategies to increase enrollments across the system. FAFSA completion of high school students, traditional high school student matriculation, and transfer student policy. As the system continues to identify additional tasks to strive toward enrollment initiatives, a new board policy on prior credit/transfer policy will provide additional success strategies for enrollment.

BOR Policies [2:5](#), [2:5:1](#), [2:5:2](#), and [2:5:3](#) on seamless transfer were enhanced in August 2022 to support internal Regental system transfers, increase partnerships with the South Dakota technical colleges and community colleges, and allow for the transfer of students that have international or other forms of accreditation.

[BOR Policy 2:5:4](#) was not enhanced in August 2022 with the other transfer policies and has since been evaluated by cross-functional, cross-system stakeholders. This system

(Continued)

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### **INFORMATIONAL ITEM**

workgroup discussed policy needs and best practices. Each committee member researched a particular area and reported to the full workgroup. The drafting of the enhancements of this policy will follow the needs analysis phase. A draft policy has been developed and is currently being vetted by the campuses. The Academic Affairs Council (AAC) will meet at their August 2023 Retreat to further discuss the workgroup findings. A policy draft is expected as early as October and December of 2023 to the Board of Regents.

### **Demographics Higher Education Attainment**

As reported in BOR item 4-G (Admission Policy Enhancements), the US Census Bureau<sup>1</sup> released the following national statistics as it relates to educational attainment for students aged twenty-five (25) or older (post-traditional population).

- 6.9% had less than a high school diploma or equivalent.
- 29.3% had high school graduate as their highest level of school completed.
- 20.1% had completed some college but not a degree.
- 12.0% had an associate degree as their highest level of school completed.
- 21.6% had a bachelor's degree as their highest degree completed.
- 10.1% had completed an advanced degree such as a master's degree, professional degree, or doctoral degree.

62.2% of the population for the age group of twenty-five (25) years or older represent those not holding a bachelor's or advanced degree. This equates to approximately 403,431 South Dakotans. There are opportunities to develop policies that are friendly to prior learning opportunities for this population.

### **Credit for Prior Learning**

To define the context of credit for prior learning, this is college-level knowledge, skills, and competencies that have been attained outside of a traditional academic environment in which college credit has not been awarded previously evaluated.

To provide a framework for discussion by the Regents, the credit for prior learning options identified below have been evaluated by the workgroup and can be found in other states and universities. These options are provided to introduce high-level possibilities for policy enhancements.

#### **1. Credit by Examination through a Standardized Test/Exam**

This option is already deployed by the Board of Regents institutions. These include standardized tests that are readily available to all students. AAC Guidelines [7.2](#), [7.3](#), [7.4](#), [7.5](#), [7.7](#), and [7.8](#) provides a full list of opportunities for standardized exams. Our faculty discipline councils continually evaluate these standardized exam options.

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<sup>1</sup> Census Bureau Releases New Educational Attainment Data. February 24, 2022.  
<https://www.census.gov/newsroom/press-releases/2022/educational-attainment.html>.

2. Military Experience/Published Guide Experience

This option is generally available to some degree but not to the full extent.

*Military:* Credit for learning gained in the U.S. Military is generally transferred based on the American Council on Education (ACE) credit recommendations found on a Joint Services Transcript (JST) for current or former Army, Coast Guard, Marine Corps, or Navy personnel or on a Community College of the Air Force Transcript (CCAF) for Air Force personnel.

*Publish Guided Experience:* Business and industry training, which includes industry-recognized certifications and licensure, apprentices, specialized training, etc. This also includes published national guides for prior learning.

3. General Examination Development (GED) Test

This allows for the use of GED scores to be evaluated for admission, possible prior credit, and placement. This is incorporated as part of the admission policy review process as well.

4. Institutional Challenge Exam

Institutionally approved examinations, such as objective tests, essays, and verbal, hands-on or simulated demonstrations may be used to evaluate the student's competencies specific to the course being challenged. Institutional challenge examinations are the equivalent of a comprehensive final examination for the course being challenged.

5. Portfolio Analysis through Prior Learning Assessment

Prior learning assessment is a set of well-established, researched, and validated methods for assessing non-collegiate learning for college credit. It is a process that allows learners to demonstrate knowledge and skills in a particular field, or fields, and have that learning evaluated for college credit.

**Research Findings**

In working with the workgroup, experts were requested to discuss best practices in prior learning, or the members reached out to experts individually. The team also reviewed CAEL (Council for Adult and Experiential Learning) and WICHE (Western Interstate Commission for Higher Education) for their research and work in prior learning. In a study of 72 higher education institutions (December 2020)<sup>2</sup>, the findings included:

- One (1) in ten (10) adult students entered with prior credit.
- The average amount of credit earned with prior credit was approximately 14.8 credits.

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<sup>2</sup> The PLA Boost. CAEL and WICHE. <https://www.wiche.edu/wp-content/uploads/2020/10/PLA-Boost-Report-CAEL-WICHE-Revised-Dec-2020.pdf>.

- Students entering with prior credit had better student success outcomes, higher completion, and reduced costs and time to complete.
- Prior credit students were more likely to complete than non-prior credit learners [49% completion to that of 27%].
- Prior credit students persisted at a greater percentage as compared to the non-prior credit learners.
- Prior credit students earned more college credit due to the completion of the program of study.

### **State Findings**

A question to consider by the Regents and by the Regental system may be ‘what states participate in credit for prior learning?’ Attachment I, from 2016, provides a summary overview of states that have adopted credit for prior learning. At that time, South Dakota had no policy or a limited policy, as referenced by CAEL. The Education Commission of the States updated its state information on credit for prior learning in 2017<sup>3</sup>. In addition to CAEL and the Education Commission of the States, the workgroup evaluated policies on credit for prior learning to include Minnesota, Montana, North Dakota, Wisconsin, Nebraska, Wyoming, Illinois, Iowa, and Colorado.

The following states are required by statute to accept credit for prior learning<sup>4</sup>:

1. Colorado
2. Illinois

The following states require credit for prior learning acceptance by the Board of Regents<sup>5</sup>:

1. Minnesota
2. Montana
3. North Dakota
4. Wisconsin

While South Dakota has a limited policy today (2023), it is not comprehensive when compared and evaluated to the other states. Enhancing the Board of Regents policy on credit for prior learning has a large impact on post-traditional students and enrollment initiatives. Being competitive with surrounding states and especially those states that are part of the SD Advantage is essential.

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<sup>3</sup> Education Commission of the States. Prior Learning Assessment Policies 2017.  
<https://reports.ecs.org/comparisons/prior-learning-assessment-policies-2017>

<sup>4</sup> Education Commission of the States. Prior Learning Assessment Policies 2017.  
<https://reports.ecs.org/comparisons/prior-learning-assessment-policies-2017>

<sup>5</sup> Education Commission of the States. Prior Learning Assessment Policies 2017.  
<https://reports.ecs.org/comparisons/prior-learning-assessment-policies-2017>

## **IMPACT AND RECOMMENDATION**

As these policy enhancements continue to be discussed and vetted at the institutional level either through the workgroup or through the Academic Affairs Council (AAC), the Regents may want to consider the following:

1. Post-Traditional Student Demographics
2. Competitiveness of Prior Learning Policies
3. Military Experience and Workforce/Industry Experience
4. Certifications (nationally supported and industry supported)
5. Mission of the University – Comprehensive Regional, Special Focus, and Research

Dr. Minder will provide additional information on credit for prior learning at the meeting. Attachment II provides sample recommendations from CAEL as the system embarks on policy enhancements.

## **ATTACHMENTS**

Attachment I – CAEL State Policies

Attachment II – CAEL Recommendations to Policy Sections

**TABLE 1. SUMMARY TABLE OF PLA POLICY CATEGORIES BY STATE.**  
**(SHADED STATES HAVE NO PLA POLICIES TO DATE.)** ATTACHMENT I 6

States	Establishment of PLA policy	Establishment of PLA committee or task force	Transparent institutional policies	Assessment process/ methods	Fees	Transfer and articulation	Transcription of PLA credit	Veterans	Raising awareness among students	Building capacity	Work force systems
Alabama	X		X	X	X						
Alaska	X							X			
Arizona				X							
Arkansas	X										
California								X			
Colorado	X		X		X		X	X			
Connecticut								X			
Delaware											
Florida			X	X				X			
Georgia	X										
Hawaii	X					X		X			
Idaho	X							X			
Illinois								X			
Indiana								X			X
Iowa											
Kansas	X							X			
Kentucky				X				X			
Louisiana								X			
Maine	X					X		X			
Maryland	X			X				X			
Massachusetts								X			
Michigan											
Minnesota	X		X	X	X		X	X			
Mississippi								X			
Missouri		X	X	X	X	X	X	X		X	
Montana								X			
Nebraska								X			
Nevada	X							X			
New Hampshire								X			
New Jersey											
New Mexico											
New York											
North Carolina											
North Dakota	X			X				X			
Ohio	X			X				X			
Oklahoma	X				X	X		X			
Oregon	X		X			X		X	X	X	
Pennsylvania											
Rhode Island								X			
South Carolina				X				X			
South Dakota											
Tennessee	X					X		X			
Texas								X			
Utah				X				X			
Vermont											
Virginia				X				X			
Washington	X	X	X	X				X	X	X	
West Virginia				X							
Wisconsin	X			X		X		X			
Wyoming											
Total states with this policy category	20	2	7	15	5	7	3	33	2	3	1



# APPENDIX B: SAMPLE PRIOR LEARNING ASSESSMENT POLICY

A comprehensive approach to state or system PLA policy might provide framing information along with guidance on the full range of policy topics discussed in the Resource Guide. Specific policy language might include:

- **Purpose.** A policy document might provide context and framing by discussing the reasons why the state or system values PLA. Context may cover economic and social drivers. A purpose statement might also define PLA's value proposition for the student, for institutions, for the system and for the state.
- **Goals.** The policy could provide common goals for a PLA initiative. These goals might include specific targets for adult degree completion, reducing the time to degree and reducing the cost of a degree. Additional goals may concern issues around social justice or diversity/equality.
- **Guiding principles.** States and systems may want to articulate the importance of specific principles such as academic rigor in evaluation and assessment, cost-efficiency, student support or institutional autonomy.
- **Policies and procedures.** A state- or systemwide policy could provide guidance or recommendations on:
  - Target student populations and enrollment requirements for PLA applicants;
  - Limits on the number of PLA credits that can count toward a degree (this may be defined by regional or other accrediting bodies);
  - How PLA credits can be applied within a student's degree plan (e.g., electives, general education, major requirements);
  - Transfer of PLA credits between institutions;
  - How specific PLA methods are administered (especially those developed by the individual institutions);
  - Fees charged for PLA courses, assessments, course evaluations and transcript review;
  - How PLA credits are shown on the transcript;
  - How information about PLA policies and procedures is shared with various constituencies, particularly students; and
  - How often the policies and procedures are to be reviewed and re-evaluated.
- **Data and tracking.** States and systems might specify what kind of PLA data to track and what kind of standard analysis and reporting will be required.
- **Compliance.** A policy document might articulate the extent to which PLA policies are to be standardized across all institutions.

# **SOUTH DAKOTA BOARD OF REGENTS**

## **Planning Session**

**AGENDA ITEM: 4 – I**  
**DATE: July 31 – August 2, 2023**

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### **SUBJECT**

**Workforce Development and Apprenticeship/Internship Opportunities**

### **CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

[BOR Policy 2:5:4](#) – Prior Learning and Validated Transfer of Credit

[SDBOR Strategic Plan](#)

### **BACKGROUND / DISCUSSION**

Jacobs and Hawley define workforce development as “the coordination of public and private-sector policies and programs that provides individuals with the opportunity for a sustainable livelihood and helps *organizations* achieve exemplary goals, consistent with the *societal* context.”<sup>1</sup> Workforce development plays a large role in the Board of Regents’ Strategic Plan and intersects multiple strategic goals, including:

#### Goal 2: Access and Affordability

The Regental system is the largest public postsecondary education system in South Dakota. This system offers both undergraduate and graduate education. *Access* to affordable education is the cornerstone to ensuring South Dakotans attend a public postsecondary institution.

#### Goal 3: Academic Excellence, Student Outcomes, and Educational Attainment

South Dakota public universities and special schools shall focus on student success while providing a quality educational experience.

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<sup>1</sup> Jacobs, Ronald, PhD. And Joshua Hawley. Emergence of Workforce Development: Definition, Conceptual Boundaries, and Implications.  
[https://www.researchgate.net/publication/226306067\\_The\\_Emergence\\_of\\_%27Workforce\\_Development%27\\_Definition\\_Conceptual\\_Boundaries\\_and\\_Implications](https://www.researchgate.net/publication/226306067_The_Emergence_of_%27Workforce_Development%27_Definition_Conceptual_Boundaries_and_Implications)

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### **INFORMATIONAL ITEM**

#### Goal 4: Workforce Development and Economic Development

South Dakota public universities shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state's long-term economy.

#### **Access and Affordability: Credit for Prior Learning**

Credit for prior learning is when a student is granted college-level knowledge, skills, and competencies that were attained outside of a traditional academic environment and have not been awarded the course content previously. August Board item 4-H (Credit for Prior Learning Enhancement to Transfer Policy) shares several potential policy strategies for access and affordability. Workforce development and apprenticeship opportunities should be coupled with credit for prior learning/access. The areas that will be most comparable to apprenticeship activities would likely include both Military/Published Guide Experience and Portfolio Analysis.

EAB identified that workforce development is important for rural students.<sup>2</sup> In addition, EAB shared that workforce development approved through credit for prior learning reduces barriers for post-traditional student learners.<sup>3</sup> This is evident in the Teacher Apprenticeship Pathway pilot that was approved by the Department of Education with the Department of Labor and Regulation and the Board of Regents. In this example, 91 students who were admitted may earn previous college credit through the transfer policy and, if applicable, may receive credit for prior learning due to their workplace experience.

Executive Director, Nathan Lukkes, met with Department of Labor and Regulation (DLR) Secretary, Marcia Hultman, to share and collaborate between the Board of Regents and the DLR. The two (2) entities will work together on critical workforce needs including Education, Healthcare, and other needed industries defined by the DLR.

#### **Academic Excellence, Student Success, and Educational Attainment: High Impact Practices and Academic Programming**

An objective connected with the goal of academic excellence includes incorporating high-impact practices within new academic programs.

*High Impact Practices can be defined as research-based instructional strategies that foster student engagement, enhance learning, and nurture skills like critical thinking, problem-solving and decision-making. Examples of HIP include: first-year seminars, learning communities, writing-intensive courses, service learning, internships, capstone projects, undergraduate research, collaborative*

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<sup>2</sup> EAB. 5 Ways to Support Rural Student Needs. <https://eab.com/insights/blogs/community-college/rural-student-success/>.

<sup>3</sup> EAB Recapturing Adult Learner Enrollments. <https://eab.com/research/community-college/study/recapturing-adult-learner-enrollments/>.

*assignments, etc. Internships and apprenticeship can be coupled or integrated with a business industry and employer.*<sup>4,5,6</sup>

The goal for work-based learning (i.e., internships/apprenticeships) helps ensure students acquire workplace experience. The Regental system's teacher education degree programs at the institutions implement high-impact practice as a requirement for graduation. This connection between the value of higher education and career pathway is crucial for student success. Retaining students by incorporating a connector to the career pathway leads to the completion of the degree.

### **Workforce Development: Apprenticeships**

As the Regental system continues to partner with the Department of Labor and Regulation, the critical workforce initiatives identified by the Board of Regents' Strategic Plan includes Teacher Education, Nursing/Healthcare, Business, and STEM fields. The two (2) major initiatives for 2022-2023 included both teacher education and nursing. Programming enhancements were approved for both the education and nursing fields. The partners engaged in these initiatives included various universities, technical colleges, state departments, etc.

In closing, the overall need to increase enrollments, prepare our students, and partner with businesses and industries meets the overall direction of the Strategic Plan. Workforce development correlates to student success and the societal success of South Dakota.

### **IMPACT AND RECOMMENDATION**

The Board of Regents shall provide direction to the Board staff on the value of apprenticeships as it relates to the strategic plan.

### **ATTACHMENTS**

None

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<sup>4</sup> SDBOR. Strategic Plan 2022-2027. [https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan\\_22\\_27.pdf](https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan_22_27.pdf).

<sup>5</sup> Kuh, George D., and O'Donnell, Ken(2013). Ensuring quality & taking high-impact practices to scale. Association of American Colleges & Universities: Washington, DC. Retrieved from [https://www.aacu.org/sites/default/files/files/LEAP/HIP\\_tables.pdf](https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf).

<sup>6</sup> Kuh, George D. (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges and Universities, 14(3), 28-29.

# **SOUTH DAKOTA BOARD OF REGENTS**

## **Planning Session**

**AGENDA ITEM: 4 – J**

**DATE: July 31 – August 2, 2023**

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### **SUBJECT**

**Program Productivity**

### **CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:34](#) – Board of Regents Academic Program Evaluation and Review

[SDBOR Strategic Plan](#)

[SB55 Recommendation Report](#)

### **BACKGROUND / DISCUSSION**

Academic programming is a critical component of the university system. First, programs provide opportunities for recruitment and enrollment for students. Second, programs provide the much-needed workforce for the state and the nation. Students that complete the requirements receive their degree based on the academic program of study.

All programs must be approved by the Board of Regents. Once they are approved, they are then evaluated to ensure they meet the academic quality requirements of accreditation. The Higher Learning Commission (HLC) requires a review and comprehensive evaluation and assessment of academic programs. Special program accreditation requires extensive criteria for program quality.

Legislative Session 2020 required the evaluation of low-enrolled programs and course enrollments. Therefore, the Senate Bill 55 (SB55) academic sub-committee was initiated to evaluate best practices and policy implications.

### **SB55 Taskforce Recommendations**

The SB55 academic sub-committee recommended the Regents to **Revise the Program Productivity Policy and Guidelines** to the following:

- adopt EAB’s recommendations for best practices as provided in Attachment I (EAB document, “Rightsizing the Program Portfolio”);
- implement annual program review using a prescribed initial set of metrics, including data from Banner Workload;
- determine a secondary set of metrics that may justify the continuation of a flagged program if termination/inactivation is not feasible or practical;

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### **INFORMATIONAL ITEM**

- Board of Regents will manage all data standards, data mining, and program reporting so all institutions are subject to standards for program review;
- allow faculty and students an opportunity to provide input on programs that are flagged for low productivity;
- set a specific timeline for a follow-up review that requires that a program (a) reaches productivity benchmarks, or (b) is terminated/inactivated; and
- align new program proposal and approval processes with Program Productivity Policy and Guidelines.

### **SDBOR Strategic Plan**

From the results of the SB55 Taskforce, the Board of Regents approved their 2022-2027 Strategic Plan. Goal 3, Academic Excellence, specifically addresses the SB55 recommendation.

### **Goal 3: Academic Excellence, Student Outcomes, and Educational Attainment**

South Dakota public universities and special schools shall focus on student success while providing a quality educational experience.

#### **Objective: Academic Excellence**

An objective connected with the goal of academic excellence includes enhancing mission critical resources for academic programming. The assignment of implementing a new program review and evaluation policy was completed. BOR Policy 2:34 was approved in March of 2022 for implementation starting in the Fall of 2022. Second, a set of system metrics has been developed to be used for program evaluation. Attachment II represents a high-level summary of the policy.

### **Program Evaluation**

Program evaluation focuses on multiple initiatives. First and foremost, the academic quality of programming and the institution is the foundation for student success. A healthy program evaluation policy allows the institutions the opportunity to evaluate on a more regular basis. BOR Policy 2:34 includes both quantitative and qualitative methods in the review. There are multiple reviews within the policy.

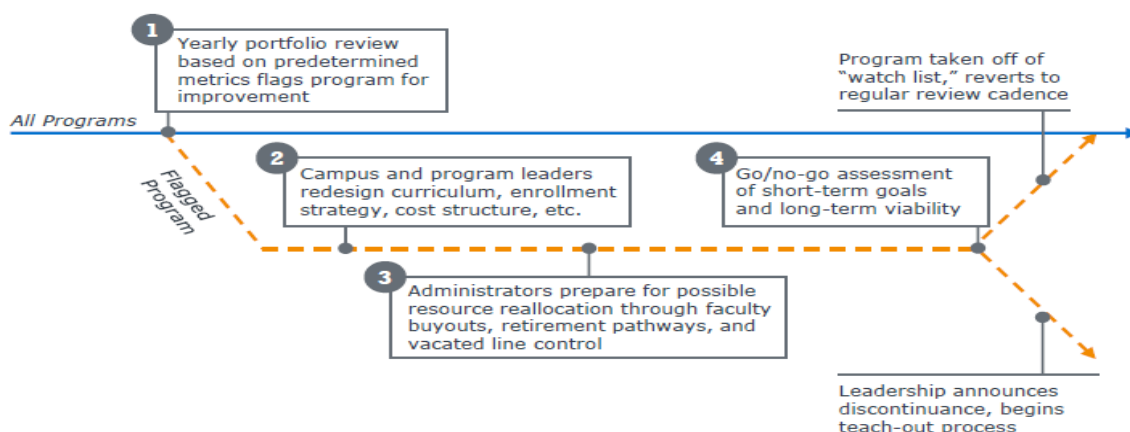
1. **Annual Evaluation:** The approved policy now requires that an annual evaluation of general metrics be evaluated. The primary purpose is to ensure that all programs have an opportunity to be viable based on the program requirements set forth by the Board of Regents. EAB provides an illustration of their interpretation of best practices for a program evaluation process (Page 8)<sup>1</sup>. Key Performance Indicators (KPIs) were created to facilitate the annual review process. They are used internally for the departments to begin assessing the program(s).

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<sup>1</sup> EAB. 2019. Rightsizing the Program Portfolio: Executive Imperatives for Balancing Revitalization and Discontinuance.



**Graph 1: EAB Example**  
 Illustrative Process for Annual Program Review



From the annual evaluation, a program may be placed on a watchlist to allow the academic leadership the opportunity to evaluate the program with the department. From the annual evaluation, the next phase is the three-year mid-cycle evaluation.

2. **Three-Year Mid-Cycle Evaluation/Program Productivity:** Each program will have a more formal evaluation during the three-year mid-cycle at the institution. The programs in the three-year mid-cycle are also evaluated for program productivity. The policy sets forth the following standards for flagging programs.

**Table 1: Key Performance Indicators (KPIs)**

Degree Level	Degrees Conferred 1 Year	OR	Degrees Conferred 5 Years	Enrollments average 3 Years (previous 3)
Associate's	5		25	15
Bachelor's	7		35	25
Master's	4		20	15
Professional, Terminal, Doctoral	1		5	7

A program will be notated as flagged or not flagged based on the above criteria. When the program is flagged it will need to be formally evaluated with a recommendation to the Board of Regents. This recommendation will be provided to the Regents by the institution based on their overall quantitative and qualitative evaluation.

After the three-year phase, then the program has a comprehensive evaluation at the conclusion of the sixth year.

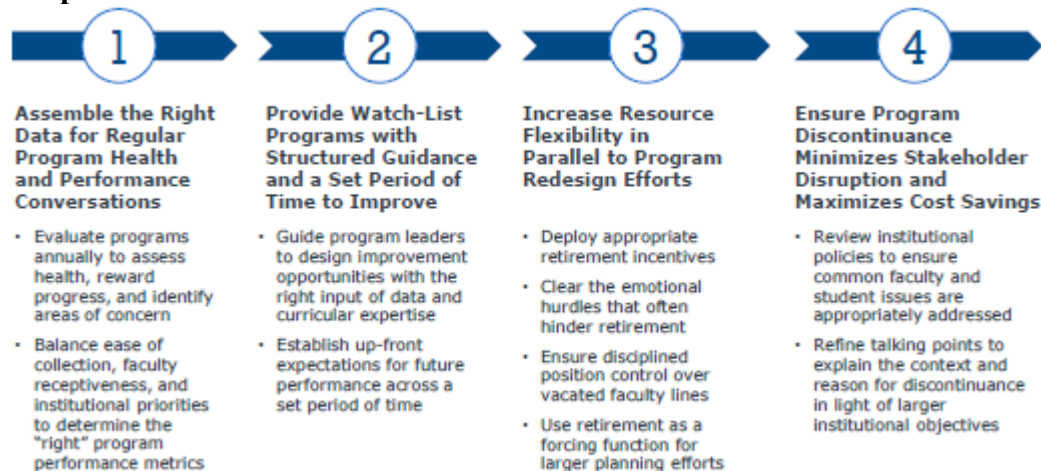
3. **Six-Year Comprehensive Evaluation:** The six-year cycle is a comprehensive evaluation that includes the assessment of the program. This is required by the Higher

Learning Commission (HLC) and any special program accreditation. The special accreditation timeline may have a different timeline to follow.

### **Quantitative Data Metrics**

Graph 2, from EAB's Rightsizing the Portfolio Study<sup>2</sup>, provides the top four imperatives for program review success. In working through the implementation of the program metrics, the goals outlined by EAB were utilized.

**Graph 2:**



Source: EAB interviews and analysis.

To implement system data metrics, the Board of Regents opted to utilize a standardized software solution to identify the data for KPIs. This tool is a data visualization and reporting tool allowing department heads/chairs, deans, and academic leadership access to important information for the evaluation of their programs. With the recommendation from the SB55 Taskforce and the approval of the new BOR Policy 2:34, the data metrics currently utilized include the following:

1. Attempted University Student Credit Hours
2. Attempted College Student Credit Hours
3. Attempted Department Student Credit Hours
4. DWF(I) Grade Percentages
5. Total Number of Faculty by Tenure
6. Faculty by Tenure Attempted Student Credit Hours
7. Number of Sections Taught by Faculty by Tenure
8. Students Served – In Major at Campus/Not in the Major at Campus/System
9. \*Future Metrics – Instructional Revenue to Expenditures

<sup>2</sup> EAB. 2019. Rightsizing the Program Portfolio: Executive Imperatives for Balancing Revitalization and Discontinuance.

To facilitate discussion on the program evaluation process, two (2) examples are provided. Example 1 displays a program where enrollment and completion meet the requirements of the policy, whereas, Example 2 displays a flagged program that does not meet the policy threshold of completions and enrollments.

Example 1:

An example of the dashboard on the Attempted Student Credit Hours displays the KPI for a University, College, and Department at the undergraduate level. This program is considered healthy for their enrollment and their completions at the university.

The KPI details on conferrals and enrollments for this example are provided in Table 2.

**Table 2**

Program	1 Year Actual Conferral	1 Year Target Conferral	5 Year Actual Conferral	5 Year Target Conferral	3 Year Actual Enrolled	3 Year Target Enrolled	Flagged	KPI
Bachelor's	70	7	260	35	162	25	No	GREEN

Attempted Student Credit Hours (SCH) in Course Institution

\* Date Range, Course College, Course Department, and Course Prefix filters do not apply to these KPIs.

Attempted SCH in Institution

151,354

Attempted SCH in Institution by Own Majors

145,068

Attempted SCH in Institution by System Service Majors

6,286

Attempted Student Credit Hours (SCH) in Course College

\* Date Range, Course Department, and Course Prefix filters do not apply to these KPIs.

Attempted SCH in College

15,214

Attempted SCH in College by Own Majors

9,935

Attempted SCH in College by Inst Service Majors

220

Attempted SCH in College by System Service Majors

5,059

Attempted Student Credit Hours (SCH) in Course Department

\* Date Range and Course Prefix filters do not apply to these KPIs.

Attempted SCH in Department

6,426

Attempted SCH in Dept by Own Maj

4,692

Attempted SCH in Department by Inst Service Majors

1,658

Attempted SCH in Department by System Service Majors

76

## Degree Completion Benchmarking



The above quantitative data example displays the total university undergraduate generated hours in the first row of KPIs on generated student hours. The college-generated hours are listed in the second row and approximately generate 10% of the undergraduate university total credit hours. The department-generated hours equate to approximately 42% of the college and approximately 4% of the university's total hours. When highlighting the last row of data, the total generated undergraduate student credits totals 6,426; whereas 4,692 hours include students enrolled in the program major. However, 1,658 credits are student credit hours by university students taking the courses from this department and are not enrolled in the program major/department. Lastly, 76 generated credit hours are by students outside the university within the system taking courses from this department. The degrees conferred provide a bar chart to display academic year trends.

### Example 2:

This example provides a program that will be flagged for program productivity at the graduate level. The policy sets the standards (KPIs) for flagging programs. The program that was flagged had the following completion and enrollment actuals which did not meet the KPI thresholds.

Program	1 Year Actual Conferral	1 Year Target Conferral	5 Year Actual Conferral	5 Year Target Conferral	3 Year Actual Enrolled	3 Year Target Enrolled	Flagged	KPI
Master's	1	4	15	20	9	15	Yes	RED

Additional details are provided based on the student-generated hours. This is a critical aspect of program evaluation as it begins to outline the quantitative data around program health.

#### Attempted Student Credit Hours (SCH) in Course Institution

\* Date Range, Course College, Course Department, and Course Prefix filters do not apply to these KPIs.

Attempted SCH in Institution	Attempted SCH in Institution by Own Majors	Attempted SCH in Institution by System Service Majors
<b>59,107</b>	<b>58,605</b>	<b>502</b>

#### Attempted Student Credit Hours (SCH) in Course College

\* Date Range, Course Department, and Course Prefix filters do not apply to these KPIs.

Attempted SCH in College	Attempted SCH in College by Own Majors	Attempted SCH in College by Inst Service Majors	Attempted SCH in College by System Service Majors
<b>10,282</b>	<b>9,675</b>	<b>71</b>	<b>536</b>

#### Attempted Student Credit Hours (SCH) in Course Department

\* Date Range and Course Prefix filters do not apply to these KPIs.

Attempted SCH in Department	Attempted SCH in Dept by Own Maj	Attempted SCH in Department by Inst Service Majors	Attempted SCH in Department by System Service Majors
<b>224</b>	<b>194</b>	<b>30</b>	—

### Degree Completion Benchmarking

The above example displays the total number of university graduate-generated hours. The college-generated hours are listed in the second row and generate approximately 17.4% of the graduate university total credit hours. The department for this program generated graduate credit hours equating to approximately 2% of the college and approximately 0.03% of the university graduate total credit hours.

When highlighting the last row of data, the total graduate-generated student credit hours equal 224 hours. Of the 224 hours, 194 hours include students enrolled in the graduate program major. Likewise, of the 224 hours, 30 hours are graduate credit hours by students outside of the reporting department that are taking courses from the reporting department. There are no generated hours taken by students outside of the university in the Regental system taking courses from this department. The degree completion chart provides a snapshot of academic year conferrals.

While the KPIs continue to be developed, the institutions now have data they can evaluate annually to facilitate their program health. This data can be regularly accessed by academic leadership at any time during the academic year.

### BOR Reporting Policy

The institutions will report to the Board of Regents at their October 2023 BOR meeting with their recommendations for programs that are flagged. They can select one (1) of the four (4) recommendations: Program Closure, Program Moratorium, Retain with Further

Review, and Investment/Realignment/Augmentation. The report from the institutions will include both quantitative and qualitative support for their program recommendations. Institutions have been notified of the programs flagged due to the KPIs and are now beginning to work with the appropriate stakeholders to identify the appropriate recommendation.

#### **IMPACT AND RECOMMENDATION**

This item is an informational item for the Board of Regents. This will be the first time this policy will be utilized for program productivity. A full report will be provided to the Board of Regents at their October 2023 meeting with full recommendations from the institutions.

#### **ATTACHMENTS**

Attachment I – EAB’s Rightsizing the Program Portfolio  
Attachment II – Program Review Summary



**Who Should Read**

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Chief Business Officers

Finance Leaders

Provosts

Deans

# Rightsizing the Program Portfolio

Executive Imperatives for Balancing  
Revitalization and Discontinuance

**Four Ways to Use This Resource**

- Adopt an annual program review cadence
- Provide academic leaders with guidance on revitalizing struggling programs
- Understand the hurdles to reallocating vacated faculty lines
- Audit program closure and student teach-out policies

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# Executive Summary

## Rightsizing the Program Portfolio

### Program Portfolio Optimization a Critical Necessity

To remain financially sustainable in an era of increasing cost and enrollment pressures, colleges and universities must better manage a balanced program portfolio that advances the institutional mission, responds to market demands, and contributes to the bottom line.

To this end, campus leaders are beginning to think more critically about the programs that they launch, knowing that the “if we build it, they will come” days are over. Yet, unlike the enthusiasm generated by launching new programs, efforts to reevaluate existing offerings often meet resistance from a broad range of campus stakeholders. Without an effective strategy to review and realign the academic program portfolio, institutions face an ongoing drain on financial and reputational resources.

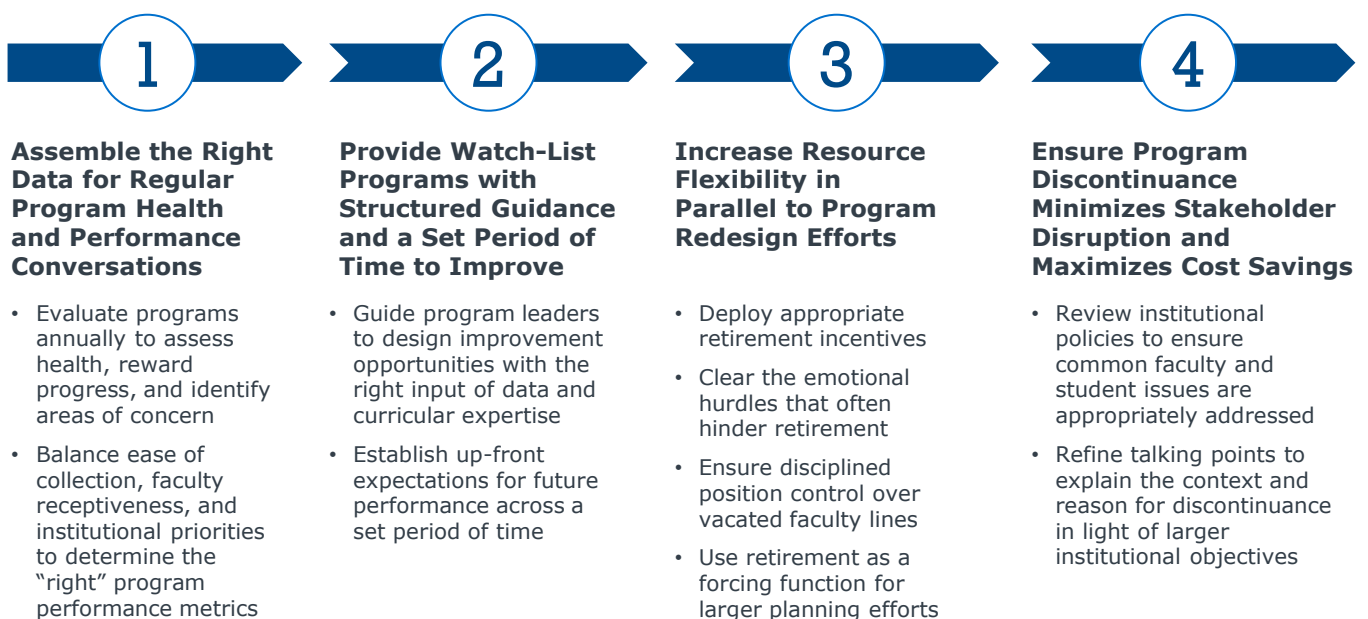
### In Need of a New Approach

EAB endorses a holistic approach to academic program review that fosters a continuous improvement mindset, rather than relying on one-off, herculean efforts.

Regular program assessments identify struggling programs early. Ideally, these interventions will translate to improvements. However, when revitalization is not successful, this method also eases the path toward downsizing or discontinuance. These decisions are never easy—and only with careful planning and communication can campuses expect to realize savings and reinvest resources into growth areas.

### Four Imperatives to Guide Campus Leaders

This resource focuses on the four imperatives listed below to guide campuses in transforming their program review processes. Leaders should begin implementing these imperatives now to condition their campuses to start working toward the long-term health of the academic program portfolio.



Source: EAB interviews and analysis.



# Introduction: In Search of a Method for Principled Program Review

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INTRODUCTION

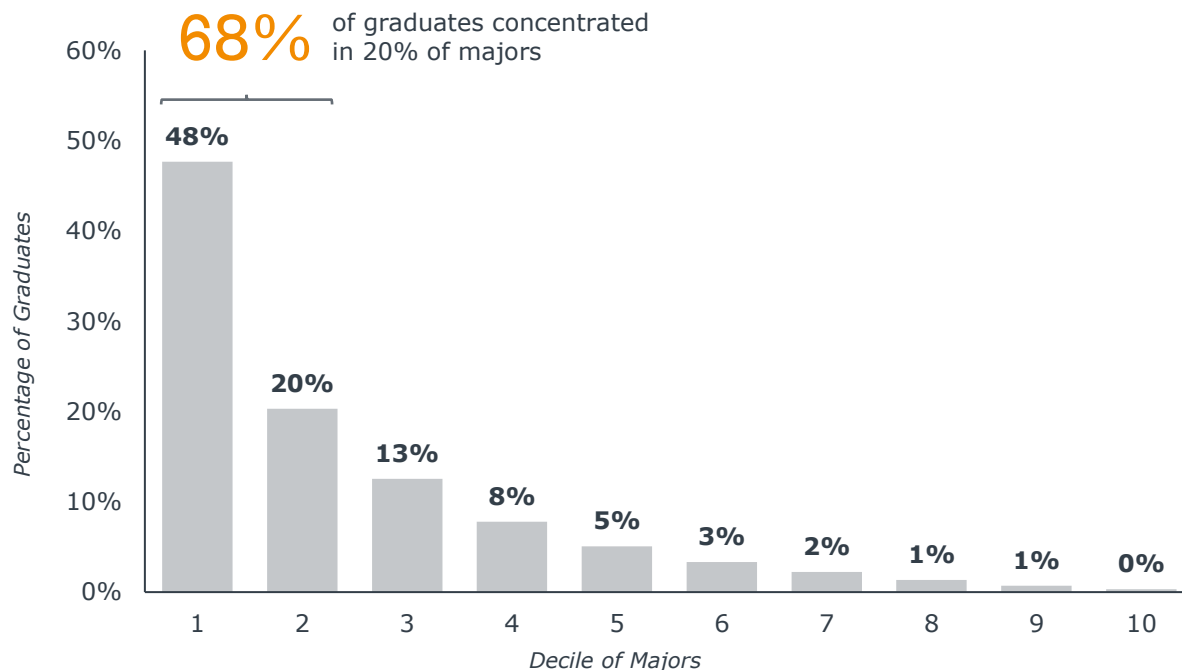
# The Cost of Being All Things to All Students

## Program Proliferation Continues to Weigh Down the Academic Budget

In response to increasing financial pressures and limited options for administrative savings, higher education leaders are turning their attention to the cost structure of the academy. Many campuses have allowed their program offerings to grow unchecked, leading to a proliferation of underutilized programs. This trend drives up both fixed costs (e.g., instructor salaries, space, impact on central resources) alongside hidden, “soft” costs (e.g., underutilized teaching capacity, under-enrolled niche courses, redundant administrative support).

### Majority of Students Concentrated in a Handful of Majors

EAB’s Academic Performance Solutions data shows that almost 70% of students are concentrated in the top two deciles of most popular majors at their respective institutions ( $n=51$ ).<sup>1</sup>



Of course, every program has costs—and it’s worth the investment if the offerings bring in meaningful revenue or contribute to strategic objectives. The sprawl of programs at most institutions tells a different story, though. The data above from EAB’s Academic Performance Solutions shows a long tail of programs with few graduates. Given this reality, institutions are realizing they can no longer commit so many resources to low-revenue programs. Yet, unlike the enthusiasm generated by launching new programs, efforts to reevaluate existing offerings frequently trigger pushback. Absent an effective strategy to review and realign the academic program portfolio, institutions risk the gradual depletion of their financial and reputational resources.

1) Includes only undergraduate students registered for at least one gradable class who graduated during AY 2017. Weighted averages by total attempted student credit hours at the institution ( $n = 51$ ).



## Between Two Extremes

### Traditional Program Review and Prioritization Fall Short on Outcomes

Efforts to evaluate the health of the academic program portfolio have historically taken two forms. The “default” method is periodic academic program review, in which departments conduct self-assessments and ask external reviewers to offer feedback. These exercises occur every five to ten years and focus on a program’s contributions to its discipline rather than to the institution’s strategic or financial goals. In almost every case, the final reports plead for additional resources, usually in the form of faculty lines, rather than propose a viable plan for change.

#### Comparison of Predominant Approaches to Program Review

Aspect	Traditional Program Review	Program Prioritization
<b>Periodicity</b>	Infrequent <ul style="list-style-type: none"> <li>Typically on a 5–10-year cycle</li> </ul>	Once <ul style="list-style-type: none"> <li>Most decide not to repeat</li> </ul>
<b>Focus</b>	Disciplinary <ul style="list-style-type: none"> <li>Emphasizes unit-driven goals</li> </ul>	Holistic <ul style="list-style-type: none"> <li>Often hundreds of metrics included</li> </ul>
<b>Scope</b>	One program at a time <ul style="list-style-type: none"> <li>Prevents comparison or portfolio analysis</li> </ul>	All academic programs <ul style="list-style-type: none"> <li>Designed to roughly rank and categorize</li> </ul>
<b>Assessment</b>	Informal <ul style="list-style-type: none"> <li>Subjective self-evaluations and external evaluations</li> </ul>	Reductive <ul style="list-style-type: none"> <li>Apples-to-oranges comparison required</li> </ul>
<b>Results</b>	Typically superficial <ul style="list-style-type: none"> <li>Incentive to request additional support</li> </ul>	Limited program consolidations <ul style="list-style-type: none"> <li>Cultural costs can outweigh cost savings</li> </ul>

Given the limits of the traditional approach, some institutions adopt a more aggressive method known as program prioritization. Here, campuses rank all academic programs into quintiles according to a set of standard performance metrics. Institutions then divest from the lowest-performing programs and redirect those resources to the highest performers.

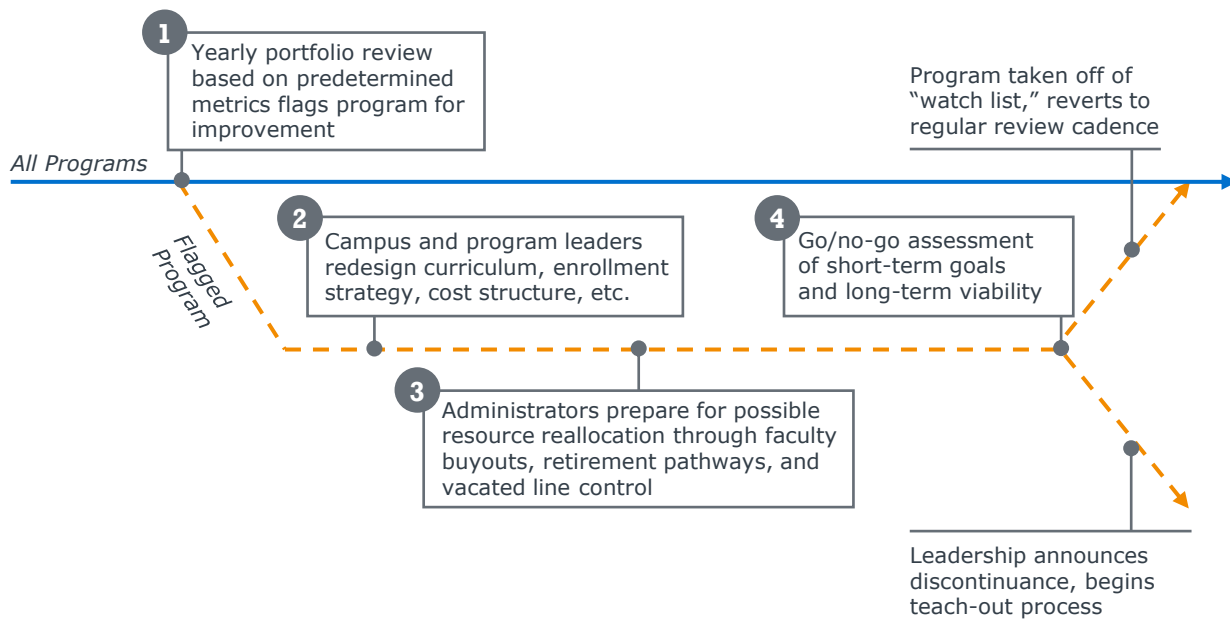
Though straightforward in theory, program prioritization demands an incredible amount of time, energy, and political capital. Importantly, prioritization often overemphasizes reallocation and cost cutting, failing to create the infrastructure to help department leaders and faculty review their performance and set goals for improvement. And with the exception of institutions in financial crises that have overcome resistance to cuts, the method usually results in the consolidation of some programs and shifting of faculty lines without actually reducing costs or reinvesting in high-performing programs. Most institutions that have pursued this method resolve never to do so again.

# The Right Tool for the Job

## Annual Program Review Builds a System for Continuous Improvement

Annual performance checks are the optimal middle ground between traditional program reviews and program prioritization. Consider the steps outlined below. A regular triage point poses minimal disruption to healthy programs but flags struggling programs for remedial action. Underperforming programs have an opportunity to redesign curriculum, adjust enrollment strategy, or improve their cost structure. After a predetermined period, programs are reevaluated for further investment or discontinuance. Best of all, annual review and early intervention lay the groundwork for a culture of continuous improvement, not just one-off solutions.

### Illustrative Process for Annual Program Review



A continuous improvement approach to program health and revitalization via annual reviews has several benefits. First, the interventions happen while there's still time to identify and address problems. Second, the improvements may actually work, eliminating the need for any tough discontinuance conversations. Third, this approach provides time to socialize the need for change. Giving faculty a chance to fix their program and realize what does and does not work is crucial to helping them understand the reality of their program's health. Fourth, this approach gives central administration the time to prepare crucial resources for reallocation in the event of program closure.

Leaders often lament that closing programs fails to reduce costs. Indeed, hasty closures typically result in only marginal savings, if any. But with sufficient lead time and planning, careful restructuring can lead to meaningful dollars to reallocate—or to reinvest back into the program if it proves worthy.

# For Best Results, Don't Delay

## Four Imperatives to Jump-Start a More Sustainable Review Cadence

To prime these politically delicate decisions for success, campuses should begin laying the groundwork now for conversations about program health. There are no quick fixes, but the model described in this resource can help campuses develop the right habits and disciplines around program rightsizing, revitalization, and—when necessary—discontinuance. The pages that follow outline four imperatives that campus leaders must follow in working toward a balanced program portfolio. These imperatives stem from common implementation questions from campus leaders.

### Common Program Review Questions



There are so many possible program metrics—how do I avoid overwhelming program heads and our IR<sup>1</sup> team?



### Executive Imperatives

Imperative 1: Assemble the Right Data for Regular Program Health and Performance Conversations



How do I help program leaders develop a plan for revitalization that actually holds them accountable?



Imperative 2: Provide Watch-List Programs with Structured Guidance and a Set Period of Time to Improve



Is it possible to unlock some of the fixed costs of programs in order to reinvest them elsewhere?



Imperative 3: Increase Resource Flexibility in Parallel to Program Redesign Efforts



Program closure is a big decision—how do I at least ease the logistical and emotional hurdles?



Imperative 4: Ensure Program Discontinuance Minimizes Stakeholder Disruption and Maximizes Cost Savings

Visit [eab.com/rightsizing](https://eab.com/rightsizing) to access resources referenced across the following pages.

### A Note on the Roles of Campus Leaders

Proactively managing the academic program portfolio requires an institution's senior leadership team to work together toward common ends. However, local conditions may determine who has the final say, particularly for discontinuance decisions or the underlying cost structure of programs.

At some institutions, particularly smaller colleges, the president, provost, and chief business officer will work together through each of the four imperatives. In other cases, the business officer may provide more of a supporting role—assembling financial data (Imperative 1) and creating policies to help unlock certain fixed costs (Imperative 3), while academic affairs takes the lead on program-specific decisions. Regardless of specific roles, the senior team must be in accord on the need for change and the data and processes to drive decision-making.

1) Institutional research.





# Assemble the Right Data for Regular Program Health and Performance Conversations

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IMPERATIVE

1

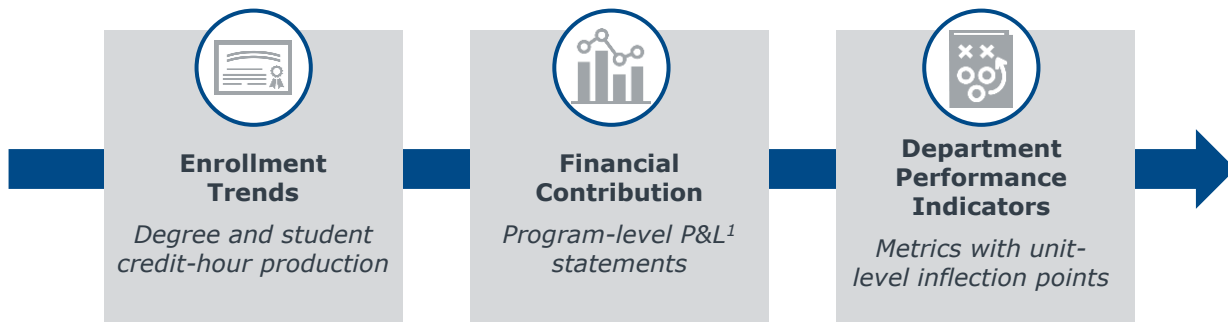
# The Right Data, at the Right Time

## Choosing Metrics for a Balanced, Low-Lift Snapshot of Program Health

Annual program reviews must begin with the right data. While institutions could target many possible metrics, the goal is to prioritize those that provide an accurate snapshot of program health without overtaxing data collection capabilities.

Campuses should consider three types of data. First, enrollment totals and trends form the backbone of most conversations about program health. Second, financial contribution offers visibility to the program's impact on the institution's bottom line. Third, departmental performance indicators point to unit-level inflection points within the purview of faculty to influence. This section discusses each of these categories of metrics in greater detail.

### Three Sources for Program-Specific Data



**These approaches are not mutually exclusive—  
but ability to move on any one depends on:**

- Data accessibility
- Campus culture and objectives
- Stakeholder buy-in

As a word of caution—data accessibility, campus culture, and buy-in from academic units will determine which combination of metrics will be most effective for any single institution. This is as much a political challenge as it is a technical one. In particular, faculty may fear that collecting data on program health will lead to negative outcomes. Engaging faculty early and often in dialogue around the data used for program review will help to ease suspicion that small programs are on the chopping block or that qualitative factors about a program will be ignored in favor of the bottom line.

1) Profit and loss.

## Five-Minute Enrollment Reviews

### Virginia Tech Tracks Program Health with Annual Enrollment Targets

Enrollment is the most common metric for assessing academic program health. Most institutions start here. The goal is to assess enrollment data in a nuanced enough way to identify issues and spark ideas for improvement. For example, Virginia Tech developed annual enrollment viability reviews for all programs. The straightforward reviews gave Virginia Tech sufficient insight to either restore program health or teach out struggling programs. Within two years of implementing the reviews, the number of under-enrolled programs at Virginia Tech decreased from 25 to only 6.



**Enrollment-Focused Program Review**  
**Program:** BA in Foreign Languages

Target FTE enrollment: 20  
 Actual FTE enrollment (5-year average): 14  
 Change from previous: 0

Target degrees conferred: 5  
 Actual degrees conferred (5-year average): 4  
 Change from previous: +1

Target student credit hours: 1000  
 Actual student credit hours (5-year average): 820  
 Change from previous: -135

Does the program require additional attention?  
☒ Yes    ☐ No

**Evaluation:** Proceed with program website and communication plan audits

#### Leveraging Centralized Data

Virginia Tech's Office of Institutional Research pulls each year's program-level data every fall

5-year average smooths out unusual years and draw out trends

Degree output accounts for programs with high transfer-in rates

Credit hours account for programs with low enrollment, high workload

**76%**

Reduction in under-performing undergrad programs after two years, from 25 in 2013 to 6 in 2015

The success of Virginia Tech's enrollment-focused program reviews depends on access to simple, standardized metrics. Rather than pushing the data collection work on potentially reluctant faculty, the institutional research unit compiles all data, requiring only five minutes per program. Administrators then evaluate each program according to previously agreed-upon targets for FTE enrollment, degree output, and the number of credit hours produced. Programs that do not meet baseline goals or exhibit troubling trends must develop a plan for improvement in conjunction with the provost's office and enrollment management leaders. Programs that fail to meet goals within a three-year grace period face closure.

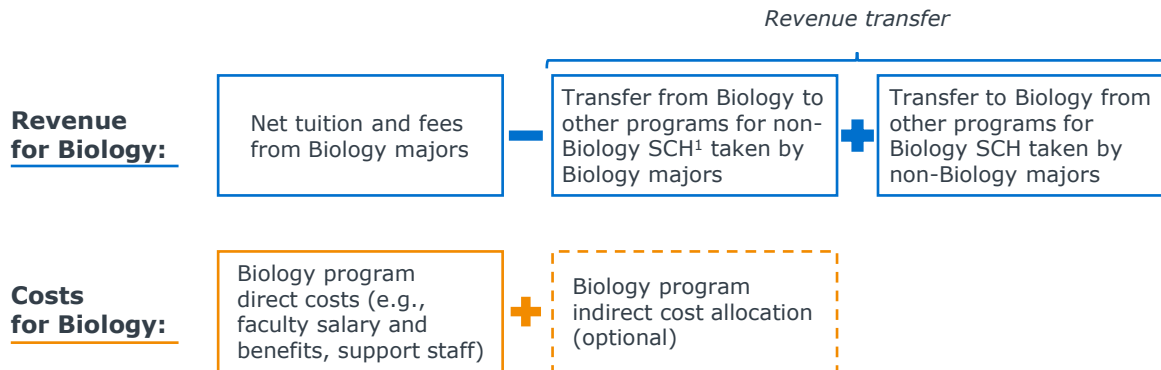


## Judging by the Margin

### A Formula for Calculating Program-Level Financial Contributions

The second set of data for assessing program health is based on financial contribution to the institution's bottom line. Given the difficulty of assigning a specific figure for programs to target, and the way that revenues and costs may fluctuate from year to year, some institutions assign margin targets. The formula and definitions below demonstrate one common methodology for calculating program-specific contribution margins, using an undergraduate biology major as the example. Additional cost-side considerations are discussed on the following page.

#### Standard Contribution Margin Ratio Formula: (Revenue – Cost) / Revenue



#### Unpacking the Revenue Transfer

##### Biology to English

1. Add all instructor salaries and benefits for English
2. Divide by the total SCHs produced in English to determine per-SCH English rate
3. Add all English SCHs taken by Biology majors
4. Multiply that number of SCHs by the per-SCH English rate
5. Transfer dollars to English

Overall, the equation runs as follows. The undergraduate biology program is credited net tuition revenue from its own majors, is charged at cost for other departments' courses taken by biology majors, and is credited at cost for biology courses taken by non-biology majors.

Notably, institutions calculate revenue credited to departments and programs with varying degrees of specificity. The methodology above is based on aggregated headcount. Some institutions differentiate by individual course (and instructor salary) to calculate the precise cost of each credit hour. Others employ a simpler revenue allocation exercise with an 80/20 split between majors and credit hours, similar to a revenue center management budget model. Unlike a budget model, however, this is purely an accounting exercise for the purpose of determining a department or program's financial health and contribution to the institution's bottom line.

## To Allocate or Not to Allocate

### Mathematical Rigor Useful Only to the Extent It Builds Consensus

Institutions that have successfully embedded profit and loss analysis into their program reviews have done so by continually engaging faculty in refining the model. The table below outlines additional considerations for profit and loss models that potentially provide a more precise read on the financial health of programs. One important caveat: greater data specificity is useful only to the extent it builds consensus. Many campuses report that their results largely confirmed what leaders already suspected about program performance. So, the goal is to create a model that gets the rest of campus on board.

#### Complicating Considerations in Program Profit and Loss Models

Revenue Allocation Considerations	Direct Cost Allocation Considerations	Indirect Cost Allocation Considerations
<ul style="list-style-type: none"> <li>• Average per-student tuition v. actual tuition per student</li> <li>• In-state v. out-of-state tuition</li> <li>• Department-generated revenues</li> <li>• External research funding</li> </ul>	<ul style="list-style-type: none"> <li>• Special types of courses (e.g., team-taught courses, labs, independent studies)</li> <li>• Separate allocation of faculty salaries to research and/or service time</li> <li>• Course releases</li> <li>• Unfunded research costs</li> </ul>	<ul style="list-style-type: none"> <li>• Fully loaded v. net direct contribution model</li> <li>• Department, college, and total university overhead</li> <li>• Distinction between indirect costs utilized by undergrad/grad students</li> <li>• Headcount v. usage allocation formula</li> </ul>

While margin analysis offers campus leaders a standardized assessment of campus offerings and identifies those that need additional attention, variation by discipline must still be taken into consideration. Not every program needs to be net-positive to justify its value to the institution, and problem areas are identifiable more by exception than by rule. For instance, a language program with a negative margin when most languages are positive may be cause for concern. Conversely, a sciences program with net-negative but stable margins over several years may not merit immediate intervention.

## Academic Vital Signs

### Department Indicators Connect Performance to Strategic Goals

The third metric-based approach for assessing program health relies on department-level performance indicators. Many institutions track the common set of institutional metrics in the second column below. However, it can be difficult for faculty to see how their activities at the department level directly affect strategic priorities such as cost efficiency, enrollment growth, and student outcomes.

#### EAB-Endorsed Department Performance Indicators

Institutional Priority	Common Institutional Metric	Department Performance Indicator
Cost Efficiency	Operating Expenditures Average Class Size Student-Faculty Ratio Standard Faculty Workload	Instructional Capacity Gap
		Student Credit Hours per Faculty FTE
		Unfunded Course Release Targets
Enrollment Growth	Total Enrollment Size of Entering Class Native Student Major Enrollment	Major Migration
		Off-Peak Enrollment
		External Demand
Student Outcomes	Graduation Rates First-Year Retention Rate Average Student Debt	D, F, Withdrawal Rates
		Junior Graduation Rate
		Experiential Learning
Scholarship	Research (Grant) Expenditures Number of Publications Doctoral Program Size	Holistic Outputs
		Effort Metrics
		Post-Tenure Promotion
Faculty Diversity and Inclusion	Underrepresented Share of Faculty	Pipeline Stage Conversion Rates
		Retention and Advancement Disparities

Download EAB's *Academic Vital Signs* at [eab.com/rightsizing](http://eab.com/rightsizing).

Department-level metrics, listed in the third column above, offer faculty and department leaders tangible signs of progress toward institutional objectives. Enrollment trends and operating expenses are still important to track, but departments might instead keep an eye on their instructional capacity gap or unfunded course releases, an easier way of measuring a program's contributions to overall financial savings.

For a more detailed overview about why EAB endorses the department performance indicators above, and how to run each calculation, download the *Academic Vital Signs* resource at [eab.com/rightsizing](http://eab.com/rightsizing).

# Designing an Effective Program Evaluation Process

## Six Principles to Guide Continuous Improvement

Campus leaders, working with academic units, need to create an ongoing process to review data, set goals, and diagnose departmental challenges. Regardless of which combination of the three metric approaches (enrollment, financial contribution, or department performance indicators) an institution adopts, the six principles outlined below stand out as common to the most effective program evaluation processes. And while individual campuses may adopt methodologies that suit their own needs, the structure of these reviews should seek to align with the principles below.

### Guiding Principles for Annual Reviews

#### 1 Find the Right Frequency

*Hold a formal evaluation conversation, at least annually*

An annual review is a data-informed discussion with key decision-makers based on a common data set to ensure accuracy and efficiency

#### 2 Make it Easy

*Minimize self-reporting burden on department chairs*

A single data source alleviates burden on department chairs, who are not trained to analyze data, and makes comparisons across departments feasible and productive

#### 3 Know Where You Stand

*Share data on internal and external benchmarks openly*

Without creating a competitive atmosphere, departments can benchmark their performance against other departments and focus on areas for improvement

#### 4 Make It Matter

*Reward improvement with recognition and resources*

Rewards should be discretionary, such as funding that can be used for one-time expenses

#### 5 Open the Black Box

*Connect performance and data to major resource decisions*

Provosts and deans should use the data to inform resource decisions and make their reasoning transparent

#### 6 Keep It Focused

*Prioritize 2–4 goals to focus on each year*

Annual reviews should result in only two to four goals for departments to focus on throughout the year

Ultimately, the process must provide clarity as to what actions departments need to take and why they are important. The reviews also need to be informed by data from an agreed-upon source that is placed in an institutional context. The remaining imperatives outlined in this resource will help campus leaders aiming to drive change within their program portfolio while adopting an annual program review cadence.





## Provide Watch-List Programs with Structured Guidance and a Set Period of Time to Improve

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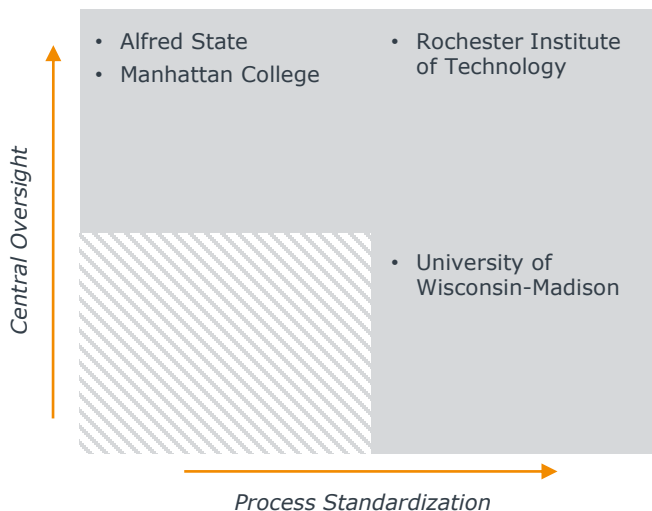
# Methodologies for Pursuing Program Revitalization

## Leaning into Central Oversight and Process Standardization

While a regular program review cadence can identify underperformance, it is not enough just to flag at-risk programs. The next step is to respond and strive for revitalization. Given the lack of a universal, one-size-fits-all playbook, improvements must be designed by those who know the program best, but in accordance with a replicable and scalable approach.

The figure below maps program improvement efforts based on two variables. On the vertical axis, increasing central oversight of recovery efforts drives accountability and outcomes. On the horizontal axis, standardizing revitalization procedures saves time and ensures consistency. As institutional climate allows, leaders should push out on at least one of these variables. The following pages will explore methods in the three shaded boxes.

### Methods for Diagnosing and Addressing Program Issues



### What Targeted Improvement Opportunities Accomplish

- ▶ **The improvements might work**, eliminating the need for more drastic intervention
- ▶ **Effective change management** necessitates giving faculty a chance to turn things around—and admit change is necessary
- ▶ **Buys time for long-term planning** as the likelihood of improvement becomes clear
- ▶ **Some solutions may be scalable** and possible to replicate for other underperforming programs

No matter the approach, time is of the essence. Too often, institutions keep struggling programs on perpetual watch lists without ever providing motivation to change. Remaining in limbo can also diminish faculty productivity and engagement. Instead, campuses must set targets of two to three years to demonstrate evidence of a turnaround—or even less in the case of continuing, professional, or online programs. Revitalization efforts should also prioritize reinvestment in programs that demonstrate measurable progress, even if these programs need extra time to meet projected goals.

Source: Alfred State, Alfred, NY; Manhattan College, Riverdale, NY; Rochester Institute of Technology, Rochester, NY; University of Wisconsin-Madison, Madison, WI; EAB interviews and analysis.



# Not an Either/Or Scenario

## Revitalization Can Lead to Different Organizational End-States

Notably, program revitalization is not an either/or scenario, in that a program is either “fixed” or eliminated completely. Indeed, many programs can be productively scaled down while retaining the most valuable or mission-critical components. Below is a spectrum of models campuses have pursued in seeking program—and institutional—health. Improvement of any kind is a worthy goal. Campus and program leaders should keep this maxim in mind as they embark on revitalization efforts.

### Possible End-States of Program Review and Revitalization

End-State	Description	Example
<b>Restructure</b>	Rearrange programs to spark creativity and foster synergies across resources	<b>Rochester Institute of Technology</b> moved struggling programs to another college to create greater alignment with similar disciplines.
<b>Merger</b>	Combine programs into one to leverage scale	<b>University of Wisconsin-Madison</b> merged seven under-enrolled programs into tracks of a single master’s degree.
<b>Intra-campus Program</b>	Share costs and distribute specialties across campuses	<b>Bowling Green State University</b> and <b>University of Toledo</b> combined unique foreign language specializations into a joint program.
<b>Service Program</b>	Retain minimum faculty contingent for electives and general ed requirements	<b>Southern Oregon University</b> kept faculty to teach art history courses as service courses after phasing out the major.
<b>Sunset</b>	Teach out all students; reassign or terminate faculty	<b>Thompson Rivers University</b> eliminated graphic design program; most faculty retired, and one moved into another department.

Source: Bowling Green State University, Bowling Green, OH; Rochester Institute of Technology, Rochester, NY; Southern Oregon University, Ashland, OR; Thompson Rivers University, Kamloops, BC; University of Toledo, Toledo, OH; University of Wisconsin-Madison, Madison, WI; EAB interviews and analysis.

## Program Improvement SWAT Teams

### Expert Committee Provides Customized Solutions to Struggling Programs

The first method relies on central oversight to guide revitalization efforts. While the solution may look different for each program, a core group of leaders is always involved to determine the right steps to take. Alfred State University and Manhattan College both created program improvement SWAT teams. As noted below, they are similar in composition, made up of the provost, CBO, enrollment manager, and heads of programs under review. These teams look at enrollment trends, financial performance, and market demand data to determine the best course of action for each struggling program.



#### Enrollment Management Advisory Team



#### Program Viability Review Team

<b>Participants</b>	Provost, CBO, enrollment manager, program heads, deans, and representatives from marketing, enrollment, financial aid, and other campus services as needed
<b>Data</b>	Program enrollment trends, pipeline data, financial performance, student interest, employer/market demand
<b>Mandate</b>	Maximize resource allocation across under-enrolled programs to determine where additional investments (e.g., marketing, faculty lines) may be successful in turning a program around—or when discontinuance is the better scenario

#### Success Stories

**Rebranding:** Enrollment low in Information Security, despite demand for skills; adopting “Cyber Security” nomenclature bumped new enrollment from 13 to 48

**New technology:** Struggling surveying program revitalized by introducing GPS technology

**Teaching overhaul:** Decline in one program’s enrollment explained by change in instructional requirements; once fixed, enrollment rebounded

**Sunset, sunrise:** Health sciences program phased out due to changes in labor market in favor of a degree in health administration and public health

Program SWAT teams led by senior administrators represent the most common approach to program revitalization—and for good reason. Individual programs face unique challenges requiring tailored solutions. For example, the program improvement team at Alfred State University revived a flagging “Information Security” program by rebranding it as a “Cyber Security” degree. Manhattan College decided to sunset a health sciences program that no longer aligned to labor market demand, replacing the program with a more timely health administration and public health degree.

# Departmental Call to Action

## Central Administrators Remain Hands-Off in UW's Low-Award Review Process

In contrast to top-down oversight, some campuses put the onus on faculty to drive improvement efforts while providing them a standardized process to follow, buttressed with the right questions and data. At the University of Wisconsin-Madison, a low-award review policy prompts units to address underperformance. In particular, any program that does not meet degree or completion thresholds must pursue a formal improvement plan.



### Low-Award Review Triggers

- Undergraduate: <25 degrees in 5 years
- Graduate: <5 degrees in 5 years
- Certificates: <10 awarded in 5 years

### Empowering the Low-Award Review

- 1 Adopted as part of the official shared governance policy
- 2 Program launches, faculty lines on hold until review completed
- 3 Noisome burden for program leaders and deans

### Prompts for Low-Award Reviews

- What is the demonstrated student need, even at a low level, for graduates with this specific credential?
- Does the program fill a specific academic niche unique to UW-Madison or in some way necessary for the University's identity, or for the fulfillment of the mission of the program, school/college, or university?
- What is the cost of the program?
- Are faculty time and effort best invested in this program?
- What are the compelling reasons why no other options (discontinuing the program or merging this major into a larger major) are viable alternatives?
- Does the program have a stable academic home, usually a department?

Review UW-Madison's low-award policy at [eab.com/rightsizing](http://eab.com/rightsizing).

Once flagged, programs are directed to identify root cause problems and form a recovery plan. Review procedures prompt program leaders to answer questions about market alignment, cost allocation, and brand positioning. The policy, endorsed by the University of Wisconsin-Madison's shared governance process, prevents a department with incomplete low-award program reviews from launching new programs or requesting new faculty lines. This initiative prompted action at UW-Madison. On average, 25% of low-award programs have improved performance or merged with larger programs, whereas 65% of programs were discontinued.

# Trigger Metrics

## Rochester Institute of Technology Guides Programs Through Tiered Review

The third method for guiding program-level improvement combines central oversight and process standardization. Rochester Institute of Technology created an annual program review process that places each program in one of three tiers based on its performance against a preselected set of enrollment, financial, learning outcome, and student success metrics. Those that fall below benchmarks in an annual check-in are moved to the second or third tier and are provided a more nuanced set of data to pinpoint problem areas.

### Overview of Rochester Institute of Technology's Annual Program Review Process

R·I·T

	Tier 1	Tier 2	Tier 3
<b>Program Reviewed</b>	Every program	Programs flagged by triggers in Tier 1	Programs with concerning trends in Tier 1 and 2 metrics
<b>Metrics</b>	Select enrollment, financial, and student success metrics	Expanded set of enrollment, financial, and student success metrics	Tier 2 expanded metrics
<b>Action Steps</b>	None, unless triggered	Program completes self-study and drafts action plan for dean's review and feedback	Program completes comprehensive review (self-study and external review)
<b>Others Involved</b>	Institutional Research and Finance produce yearly reports for programs	Enrollment management consulted to assess market, competition, future recruitment	Review and action plan approval elevated for provost approval



### Underperforming Programs Trigger Additional Analysis to Understand Root Cause Problems

#### Tier 1 Enrollment Metrics

- First-time freshman enrollment
- Transfer student enrollment
- Enrollment change over three years

#### Tier 1 Enrollment Triggers

- Low three-year headcount average
- >10% decline in three-year overall enrollment



#### Tier 2 Enrollment Analysis

- Applicant pipeline: applied/admitted/enrolled
- Were enrollment projections met? Were quality students turned away?
- Percentage receiving financial aid
- Average GPA of entering students
- Overall GPA of graduates
- Time to degree of graduates
- Number of students transferring in/out of program to/from another at RIT
- Percentage minority and female students

# Focused Attention on Areas of Greatest Need

## Baseline Benchmarks Elevate Programs Through Successive Interventions

Not every program at RIT requires a full performance diagnostic, but those that do are provided with the metrics that help to identify the performance problem. Next, program leaders develop a plan for improvement in conjunction with the provost's office, enrollment management leaders, and potentially external reviewers. Ultimately, RIT's process is highly centralized—in that the data collection and improvement conversations are driven by the provost and CBO. It is also prescriptive, with standardized data sets and action plans that each flagged program must complete. A copy of RIT's tiered review plan can be downloaded at the resource page referenced below.

Academic Program Analysis: Undergraduate			
Appendix A: Tier 1: Undergraduate—Main Campus Only [Metrics Reported in #'s and/or %'s over 3 year period]			
Trigger Metrics	Supporting Metrics	Supporting Metrics	Trigger Metrics
<b>Enrollment</b> <ul style="list-style-type: none"> <li>Student Headcount (FT &amp; PT)               <ul style="list-style-type: none"> <li>First Time</li> <li>Transfer</li> <li>Overall Enrollment                   <ul style="list-style-type: none"> <li>Internal Transfers</li> <li>Continuing Students</li> </ul> </li> </ul> </li> <li>Benchmark:               <ul style="list-style-type: none"> <li>Overall Headcount (3 yr average)                   <ul style="list-style-type: none"> <li>BS/BA &gt; 30</li> <li>AAS/AS/ADI &gt; 15</li> <li>CT/DP/UND &gt; 7</li> </ul> </li> </ul> </li> <li>Benchmark:               <ul style="list-style-type: none"> <li>Stable enrollment trend:                   <ul style="list-style-type: none"> <li>BS/BA: &lt; 10% decline (3 yr average)</li> <li>AAS/AS/ADI: &lt; 10% decline (3 yr average)</li> <li>CT/DP/UND: &lt; 10% decline (3 yr average)</li> </ul> </li> </ul> </li> </ul>	<b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>Program Learning Outcomes Assessment Results</li> <li>Benchmark:               <ul style="list-style-type: none"> <li>Met or exceeded program's achievement benchmark</li> </ul> </li> <li>Program Improvement Results               <ul style="list-style-type: none"> <li>Benchmark:                   <ul style="list-style-type: none"> <li>Used assessment results for program improvement (Y or N)</li> </ul> </li> </ul> </li> </ul>	<b>Student Success</b> <ul style="list-style-type: none"> <li>First Year Retention               <ul style="list-style-type: none"> <li>Benchmark:                   <ul style="list-style-type: none"> <li>Met or exceeded RIT goal</li> </ul> </li> </ul> </li> <li>Graduation Rate               <ul style="list-style-type: none"> <li>First Major                   <ul style="list-style-type: none"> <li>150% of Program Time</li> <li>100% of Program Time (On-Time Rate)</li> </ul> </li> <li>Benchmark:                   <ul style="list-style-type: none"> <li>Met or exceeded RIT actual rate</li> <li>Met or exceeded RIT target goals</li> </ul> </li> </ul> </li> <li>Career Outcomes (6 months after graduation)               <ul style="list-style-type: none"> <li>Employment</li> <li>Further Study</li> <li>Alternative Plans</li> <li>Benchmark:                   <ul style="list-style-type: none"> <li>Met or exceeded RIT goal</li> </ul> </li> </ul> </li> </ul>	<b>Revenue / Expense</b> <ul style="list-style-type: none"> <li>Program Net Surplus/Deficit* (College overhead costs only)               <ul style="list-style-type: none"> <li>Benchmark:                   <ul style="list-style-type: none"> <li>Positive net revenue position</li> </ul> </li> </ul> </li> </ul>

Tier 2 Appendix B Academic Program Analysis				
Potential Deeper Dive Metrics for Tier 2/3 Analysis (Undergraduate and Graduate)				
Enrollment	Student Success	Instructional Activity	Faculty	Revenue / Expenses
<ul style="list-style-type: none"> <li>Application Yield               <ul style="list-style-type: none"> <li>Applied</li> <li>Admitted</li> <li>Enrolled</li> </ul> </li> <li>Benchmark:               <ul style="list-style-type: none"> <li>Met or exceeded RIT Goal: represented as quartile for RIT</li> </ul> </li> <li>Benchmark:               <ul style="list-style-type: none"> <li>Met Enrollment Projections                   <ul style="list-style-type: none"> <li>Yes or No</li> <li>Were quality students turned away?</li> </ul> </li> </ul> </li> <li>% Receiving Financial Aid (?)               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>Average USG GPA/GRE/GMAT of Entering Students               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>Overall GPA of Graduates (?)               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> to 3<sup>rd</sup> Year Retention               <ul style="list-style-type: none"> <li>Benchmark:                   <ul style="list-style-type: none"> <li>Met or exceeded RIT Goal: represented as quartile for RIT</li> </ul> </li> </ul> </li> <li>3<sup>rd</sup> to 4<sup>th</sup> Year Retention               <ul style="list-style-type: none"> <li>Benchmark:                   <ul style="list-style-type: none"> <li>Represented as quartile for RIT</li> </ul> </li> </ul> </li> <li>Licensure Pass Rate, if appropriate               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>On-time Graduation Rate (to be developed per degree program)               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>Graduate Programs:               <ul style="list-style-type: none"> <li>Top 10 employers, Fortune 500 employers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li># of Sections Taught per FTE Faculty in Program Home Dept.               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>FTE Students Taught per FTE Faculty               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>Professional Recognition of Program's Graduates (Awards, Global Visibility, Indicators)               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>Leadership Positions of Program Graduate and Other Indicators of Success               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Average Salary by Rank               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>% with Terminal Degree               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>Research Awards (\$ amount per 1/TT faculty)               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>% of 1/TT Faculty FTE's               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>Amount of External Funding               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li># of Student Credit Hours Generated               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> <li>Net Tuition Revenue               <ul style="list-style-type: none"> <li>Benchmark:</li> </ul> </li> </ul>

Download RIT's tiered review plan at [eab.com/rightsizing](http://eab.com/rightsizing).

# Snapshots of Revitalized Program Performance

## Addressing Common Program Pathologies Leads to Scalable Solutions

Ideally, focused attention on struggling programs will alleviate troubling enrollment or financial trends without the need to discuss discontinuance. Below are several successful revitalization efforts. While one-size-fits-all solutions will not work, the methods discussed in this imperative should spark the right kind of analysis to lead programs to renewed health.

The bottom of this page references another resource in EAB's library: the [New Program Launch Guidebook](#). This guidebook includes prompts for assessing market demand, program design, and marketing quality—aspects that are equally as relevant to program redesign as program launch.

### Four Examples of Successful Program Overhauls



#### Refresh Programs with New Tracks

Popular English Department minor in publishing and editing converted to major and boosted by experiential learning and alumni connections in the field, driving up department enrollments by 80% in two years.



#### Overhaul Program Curriculum

Law school faculty restructured curriculum, boosting practical learning and decreasing time to degree from 3 to 2.5 years. Promise of real-world experience and a quicker path to employment led to a 70% application increase and 27% enrollment bump.



#### Leverage Interdisciplinary Energy

CS+X majors link computer science and select liberal arts and sciences programs, responding to growing demand for data analysis. Linguistics has grown from 58 to 152 students in four years (69 in CS+Linguistics).



#### Update Website, Marketing Material

Program websites audited to ensure student-centric content (e.g., career outcomes and value stories) and clear call to action to enroll. School of Liberal Arts boosted applications by 25% following its website overhaul—without making any program changes.



#### Resource in Brief: New Program Launch Guidebook



- Tools and templates to support campuses through program planning activities
- Faculty-friendly interface to bolster planning and encourage partnership
- Market demand, program design, and marketing tools equally relevant to program redesign and revitalization as program launches
- Download this resource at [eab.com/rightsizing](http://eab.com/rightsizing)

Source: Elon University, Elon, NC; Bianca Quilantan, "Should Colleges Let Ailing Majors Die or Revamp Them?" *The Chronicle of Higher Education* (May 20, 2018); Susquehanna University, Selinsgrove, PA; University of Illinois, Urbana-Champaign, IL; Virginia Polytechnic Institute and State University, Blacksburg, VA; EAB interviews and analysis.



## Increase Resource Flexibility in Parallel to Program Redesign Efforts

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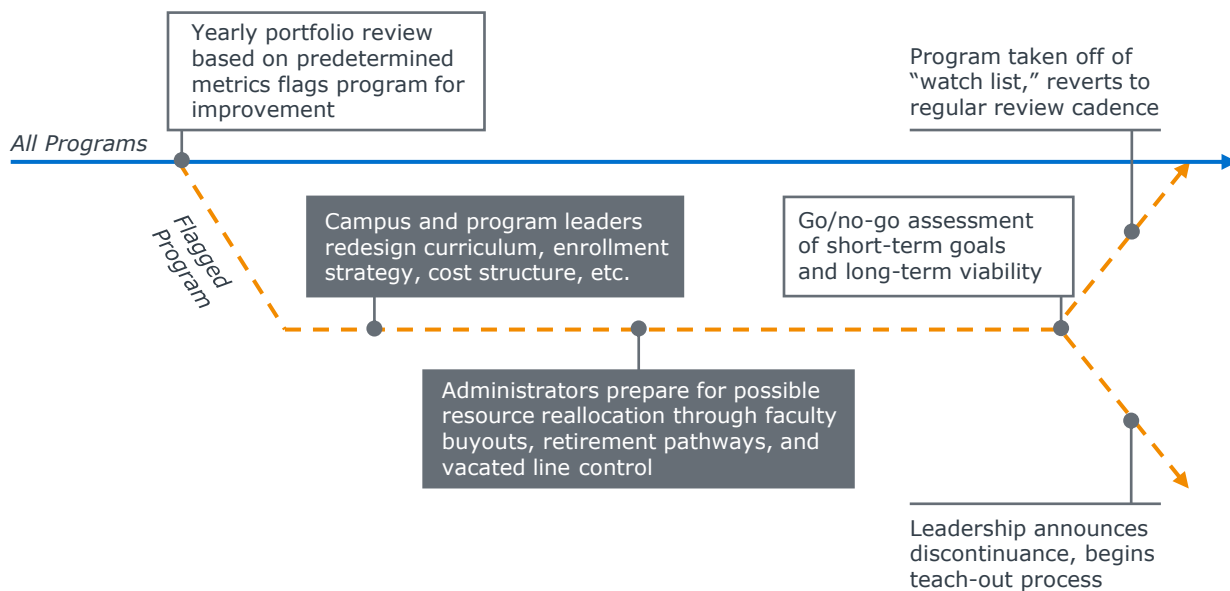


# Setting the Stage for Savings

## Up-Front Planning Maximizes Opportunities for Resource Realignment

If and when campus leaders make the difficult decision to discontinue a program, they must be able to reallocate resources—particularly faculty lines—in order to realize the full benefits of portfolio review. Historically, institutions that closed underperforming programs have been frustrated to find that discontinuance did not yield expected savings. The typical program closure eliminates administrative support costs, adjunct salaries, and perhaps the cost of program-specific resources—but these savings are small compared to more fixed faculty and space costs.

### Faculty and Administrators Pursuing Simultaneous Opportunities During Revitalization Efforts



The approach to program review described in this resource, reiterated in the graphic above, encourages faculty and administrators to pursue simultaneous opportunities during program revitalization efforts. Program leaders focus on redesigning curriculum, the enrollment strategy, and the underlying cost structure. At the same time, central administrators set the stage for potential resource reallocation through faculty buyouts, retirement pathways, and vacated line control.

Notably, these efforts benefit the institution regardless of whether a program persists past a go/no-go assessment. In the case of discontinuance, faculty lines can be more easily redirected to growth areas. If revitalization is successful, program leaders have a rare opportunity to reinvest in the program with new faculty who bring expertise in different pedagogies, modalities, or subdisciplines. This investment should further bolster the turnaround.

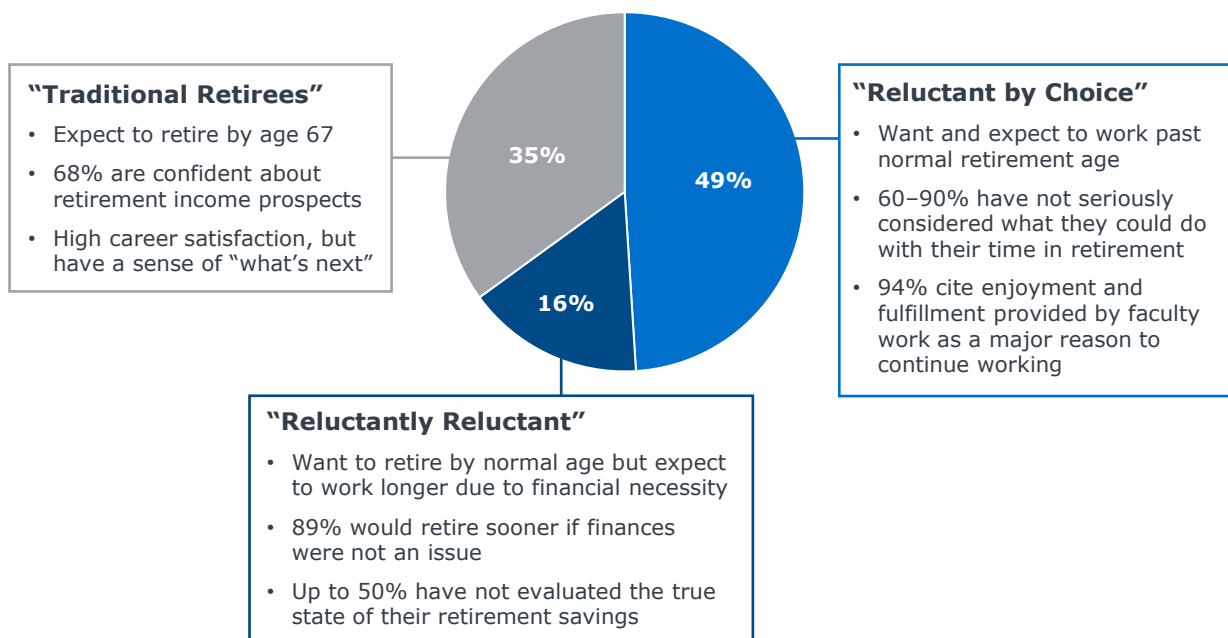
# Finding the Right Incentive

## Clearing Emotional Barriers Key to Successful Faculty Retirement

Large-scale faculty buy-outs and retirement incentives are common practices at institutions seeking to free up resources and avoid layoffs. However, campuses report mixed results with these efforts—in part because these are blunt-force instruments and ill-suited to targeting the specific programs under review. Moreover, financial incentives are not always the right carrot for faculty, as affirmed by recent research by TIAA-CREF.

### Reluctant Retirees Abound in Higher Education—and Require New Approaches

*TIAA-CREF survey of 770 tenured faculty (age 50+) of retirement prospects*



There are three broad categories of faculty nearing retirement. Thirty-five percent are "traditional retirees" who expect to retire by age 67 and are confident in their finances. An additional 15 percent of faculty are "reluctantly reluctant." They would like to retire by normal age but worry they do not have the financial ability to do so. Most notably, almost fifty percent of faculty are "reluctant by choice." They expect to work past normal retirement age—not because they need to, but because they want to. Faculty identity is almost inextricably tied to teaching and research. Most have not seriously considered what they might do after retirement. So, incenting "reluctant by choice" faculty to retire is not about lucrative buy-out packages but about helping them overcome an emotional barrier to stepping away from their posts.

Source: Paul Yakoboski, "Understanding the Faculty Retirement (Non)Decision: Results from the Faculty Career and Retirement Survey," TIAA-CREF Institute Trends and Issues (June 2015); Vimal Patel, "Greasing the Retirement Wheel," *The Chronicle of Higher Education* (November 2016); EAB interviews and analysis.

# Avoiding Separation Anxiety

## A Plan for Ongoing Engagement Eases Fears of Lost Identity

Campuses can offer low-cost solutions to help faculty avoid the separation anxiety that often stands in the way of retirement. The institutions profiled below on the left have developed a range of resources to help faculty end their careers on a strong note, whether through personal coaching, financial planning, or the opportunity to pursue career-culminating “legacy” projects.

### Resources to Make Retirement Less Frightening for Current Faculty

Tool or Resource	Institution
Professional coaching for designing life in retirement	George Mason University
Retirement workshops on financial, health care, and personal identity topics	University of California, Los Angeles
Capstone grants to support scholarly or creative projects in the transition to retirement	Mount Holyoke College
Retirement calculator to assess potential income across retirement plans	San Jose State University
Reimbursement for Certified Financial Planner consultations upon starting phased retirement	University of Southern California

### Post-Retirement Perks That Reinforce Institutional Ties



*Less Cost to the Institution*

- **Continued email access**
- **Library privileges**
- Parking privileges
- **“Research Professor” designation**
- **Option to teach as adjunct**
- Fitness Center access
- Technology support
- Office packing and moving support
- **Dedicated space on campus**
- **Emeritus programming**
- Short-term research grants
- Conference travel support
- Health care options

*More Cost to the Institution*

**Bold** = higher value to faculty

Review additional details about the above programs at [eab.com/rightsizing](http://eab.com/rightsizing).

Before pulling the retirement trigger, many faculty want to be assured they can hold on to some tangibles of their academic identity. On the right, above, is a collection of “perks” that can help reinforce institutional ties in retirement. They are sorted from low to higher cost, and the bolded items are frequently noted as high-value to faculty. Notably, institutions that have increased the perks offered to retirees said the offer was mainly used to help faculty clear the emotional hurdle of leaving their posts. Many retirees ended up not using these perks all that much—but it was important for the option to be there.

Source: “[Advancing an Agenda for Excellence: Supporting Faculty Retirement Transitions](#),” American Council on Education (July 2011); Strage, “Bringing Academic Retirement Out of the Closet,” *ibid.*; Vimal Patel, “[Greasing the Retirement Wheel](#),” *The Chronicle of Higher Education* (November 2016); Deborah Yaffe, “[Guiding Faculty Retirement in Higher Ed](#),” *University Business* (October 2016); Goldberg and Baldwin, “Win-Win: Benefits of Expanding Retirement Options and Increase the Engagement of Retired Faculty and Staff,” *New Directions for Higher Education* 2018:182 (May 2018); EAB interviews and analysis.

# Easing into Retirement

## Phased Retirement on the Rise—and Increasingly Customized

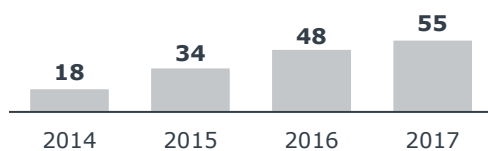
A second effective method of easing the transition into retirement is by providing faculty a few years to decrease their workload in exchange for giving up tenure. The new trend is toward offering greater flexibility and customization in phased retirements, rather than a one-size-fits-all model. At the University of California, Los Angeles, the Pathways Program allows a faculty member and his or her department chair to work out a unique plan for the final two years of employment. Pathways has led to a steady increase in participants—and therefore retirees.

### **UCLA Pathways Program Allows Faculty Flexibility**

#### **Pathways to Retirement Details**

- Agreement between faculty member and department chair two years before retiring; must be approved by provost
- Targeted at 300+ faculty at retirement age with financial security to retire
- Negotiated perks: reduced teaching load; deferral of post-tenure review; continued support for research in retirement; recall for teaching; Research Professor designation to continue grant applications; office space

#### **Resources to Make Retirement Pathways Less Uncertain for Faculty**



### **Spotlight on New Role: Retirement Liaisons**



Hold confidential meetings with faculty interested in discussing retirement



Provide context for how other faculty members have transitioned to retirement



Help faculty set individual retirement plans with academic leadership



Create and maintain “peer to peer” retirement website



Develop seminars and other events to spread the retirement gospel

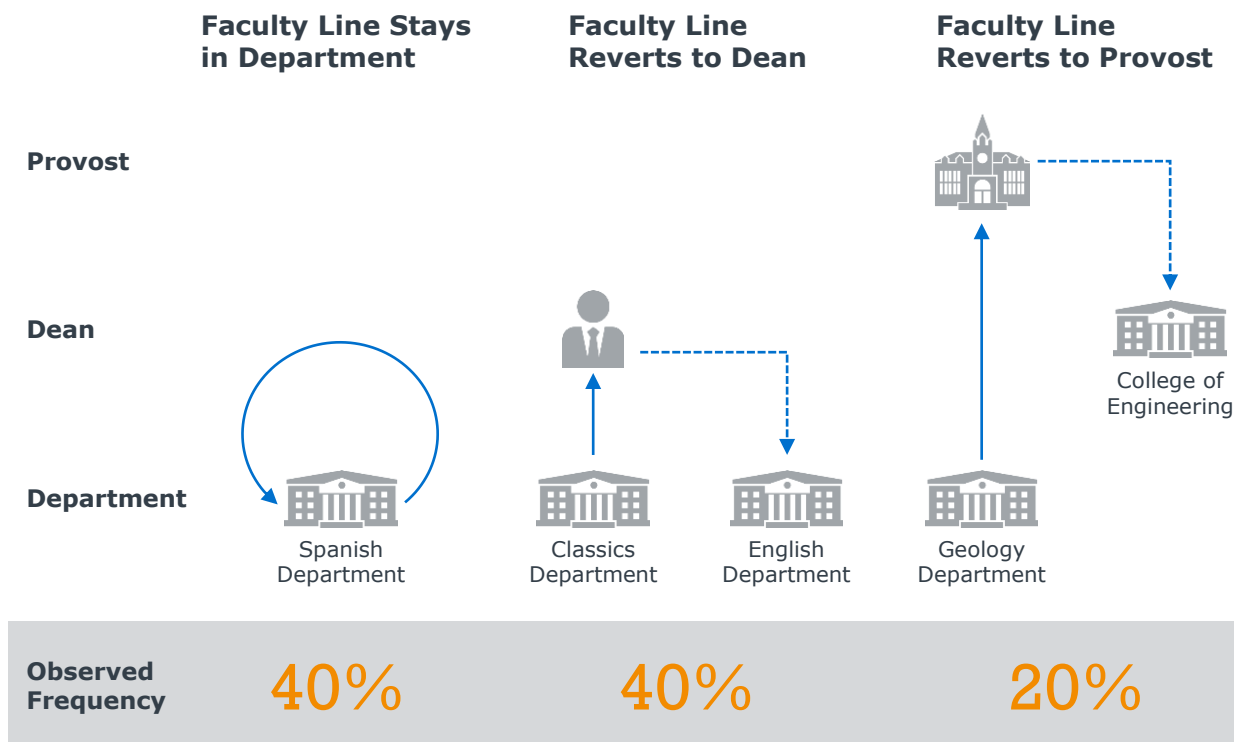
As a final method, some institutions have recruited retired faculty to serve as retirement liaisons. This person shares his or her experience of the retirement process with faculty considering this transition and can even initiate targeted conversations when appropriate. Confidential consultations can help faculty overcome emotional and logistical barriers to retirement as they begin to think about what their own journeys might look like. These liaisons can also help to develop and facilitate retirement infrastructure, such as seminars or retirement infrastructure. Ultimately, when retirement becomes more transparent, flexible, and open for discussion, everyone benefits. The more information faculty have, the less mysterious or intimidating retirement becomes.

Review additional details about the above programs at [eab.com/rightsizing](http://eab.com/rightsizing).

## A University's Most Valuable Resource

### Central Position Control Critical to Securing Benefits of Vacated Faculty Lines

Even strategically timed retirements will not benefit the institution if vacated faculty lines automatically revert to the home department. The figure below represents institutional norms for backfilling faculty seats. At approximately 40 percent of institutions, faculty lines automatically stay in the department. At another 40 percent, the line reverts to the dean. In only 20 percent of cases do vacated faculty lines return to the provost.



Importantly, this breakdown largely reflects the official policy on paper. In practice, departments likely hold even greater control over faculty lines. For example, a dean may have formal authority over lines but allows departments to backfill all vacancies. While politically expedient, faculty lines are consequentially not deployed strategically to advance enrollment or research goals.

# Shifting Control over Faculty Lines

## Collaborative Decision-Making Eases the Transfer of Authority

Given the compelling case for deploying vacated faculty lines more intentionally, institutions with decentralized control are looking to shift that authority to the center. As noted below, institutions that have made this shift have most frequently done so not incrementally, but rather all at once, usually in conjunction with an exogenous factor: a departing provost who declared a policy shift in response to tightening budgets or as a compromise with faculty to avoid a prioritization effort.

### Common Occasions for Centralizing Line Control



Departing provost



Tightening budgets



Presidential directive



Attempt to avoid prioritization



Strategic hiring initiative

### Collaborative Teams Review Proposals, Make Recommendations Aligned with Institutional Priorities for Provost Approval



#### Academic Priorities Committee

- Committee made up of five elected faculty across disciplines, dean of faculty, dean of students, two student representatives, registrar (*ex officio*)
- Committee ranks faculty line requests to align with long-term curriculum plans



UNIVERSITY of WISCONSIN  
GREEN BAY

#### Deans Council

- Provost provides deans a set number of positions to fill in yearly hiring plan
- Deans submit to provost a collaborative proposal for reallocating lines; provost maintains final approval

Shifting control over faculty lines can be politically difficult. Institutions that have made this change have brought the rest of campus on board by inviting senior academic leaders to remain part of the process. In the two examples above on the right, the provost delegated the creation of a strategic hiring plan to a group of trusted senior faculty advisors. Final say over faculty lines remains with the provost, but engaging academic leaders in the decision-making process leads to better consensus and more buy-in.

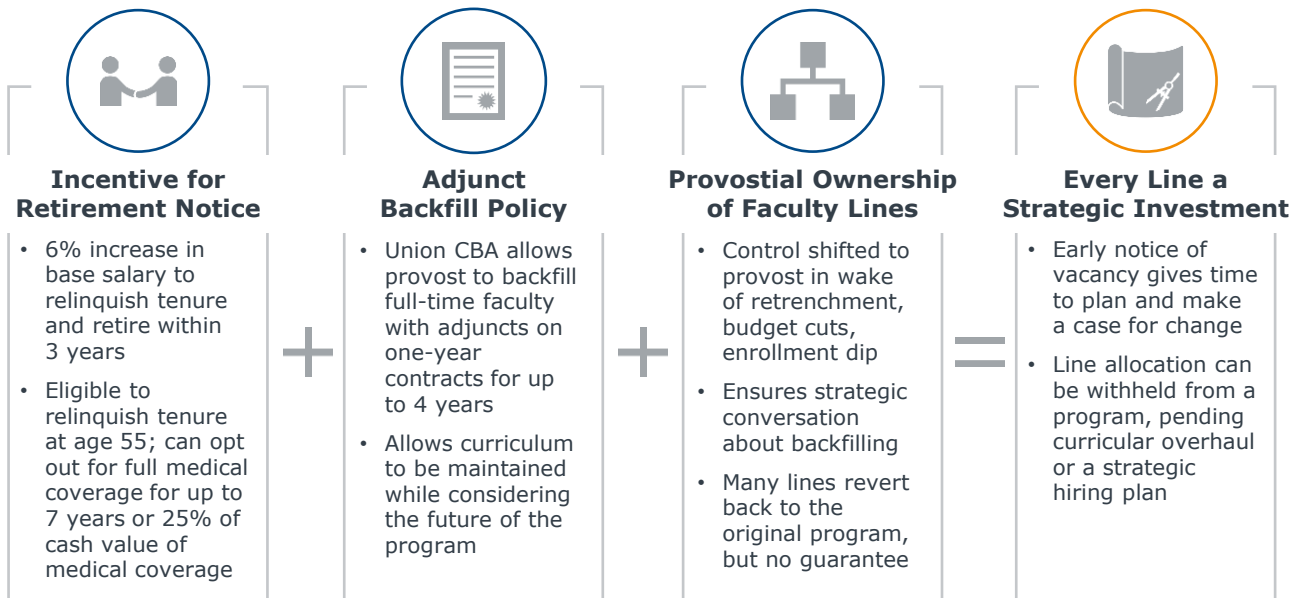
# Engineering Realignment Opportunities

## Combine Position Control and Retirement Incentives for Maximum Benefit

Maintaining control over faculty lines is particularly important, given that the best opportunity for radical program redesign and restructuring comes with simultaneous vacancies. Overhauling the curriculum, realigning content around an interdisciplinary field, or even merging or downsizing the program is much more straightforward with the flexibility of several open lines. These opportunities rarely occur on their own—but with advance notice of departures, phased retirements, and the strategic use of adjuncts, campus leaders can engineer simultaneous vacancies.



### Three Strategic Planning Levers at Southern Oregon University



Southern Oregon University has three policies to give central leaders more control over retirement timelines. First, the institution incentivized early notices for retirement. Faculty receive a 6 percent increase in base salary in exchange for the promise to immediately relinquish tenure and retire within three years. By knowing up to three years out when faculty lines will become available, leaders can ideally engineer other openings to occur at the same time. Second, an adjunct backfill policy allows the provost to deploy adjuncts on one-year contracts for up to four years while determining the best long-term use for a vacated faculty line. Finally, the provost retains control over all faculty lines.

Together, these policies enable Southern Oregon University to orchestrate multiple vacancies years in advance of strategic needs and proactively consider what a program might look like moving forward.





## Ensure Program Discontinuance Minimizes Stakeholder Disruption and Maximizes Cost Savings

---

IMPERATIVE

4

# Program Discontinuance Policy Audit

## Codified Procedures Minimize Risk in Program Closure and Student Teach-Out

While periodic review and revitalization efforts will ideally bolster the health of the program portfolio, discontinuance is sometimes the only viable option for a program that continues to underperform against previously articulated expectations. In that scenario, clear policies and procedures on program closure and teach-out are crucial to ensuring a smooth sunseting process for faculty and students alike. Campuses should review their existing policies now to ensure the right framework and process are in place ahead of any possibility of program closure.

### Clearly Articulated Policies Provide Implementation Guidance and Insulate the Institution from Legal Challenges

Policy	Key Points to Address
Program Closure	<ul style="list-style-type: none"> <li>• Under what circumstances academic programs may be discontinued (e.g., educational reasons, strategic realignment, resource allocation, budgetary constraints, declining demand, quality concerns)</li> <li>• What action initiates the discontinuance process (often a formal written request to the provost or president)</li> <li>• What data should be included in any formal request for discontinuance (e.g., financial analysis of cost savings/losses from program elimination; enrollment, retention, job placement, and other performance data; student reviews; market demand; mission centrality)</li> <li>• Role of Faculty Senate or other governance bodies in the process</li> <li>• Final authority for academic program discontinuance decisions</li> </ul>
Program Teach-Out	<ul style="list-style-type: none"> <li>• Responsible parties for notifying stakeholders (students, faculty, staff, college community, accreditors, state bodies) about the closure</li> <li>• Information necessary to include in any notification of closure and teach-out</li> <li>• Available resources for students to complete their programs of study with minimal disruption or additional expense</li> <li>• Plan for faculty and staff associated with discontinued program</li> </ul>

For samples of the above policies, visit [eab.com/rightsizing](http://eab.com/rightsizing).

To help leaders review their existing procedures, the chart above presents a high-level policy audit for program closure and student teach-outs. The second column lists key points that policies should address, with an eye toward minimizing risk in the case of any contentious decisions to close a program. Sample policies can be reviewed at the resource page linked above.

# Helping Students Find an Exit

## Cross-Campus Cooperation Supports Student Success After Program Closure

Discontinuing a program is always an emotional process, and naturally the first thought of campus leaders should go toward the students who may be affected by the decision. For this reason, the policy guiding student teach-out merits special attention. In particular, institutions should facilitate communication among multiple internal and external stakeholders (e.g., accreditors, admissions, student recruiting, advising, registrar) to ensure all have a clear understanding of the process. The questions below will help leaders craft an effective and defensible teach-out strategy.

### Questions to Consider in Crafting a Teach-Out Plan

- How long will the teach-out last (1, 2, or 4 years)?
- What is the cutoff for inclusion in the teach-out?
- What alternative majors should students below the cutoff consider?
- Will any residency requirement remain in effect?
- What happens if a student receives an unsatisfactory grade in a required course not offered again?
- When will all marketing and recruitment end? What message should prospects receive?
- What should the enrollment office communicate to admitted students?
- What alternatives will be developed for coursework needed for other degree programs?

### Sample Timeline for Teach-Out Development

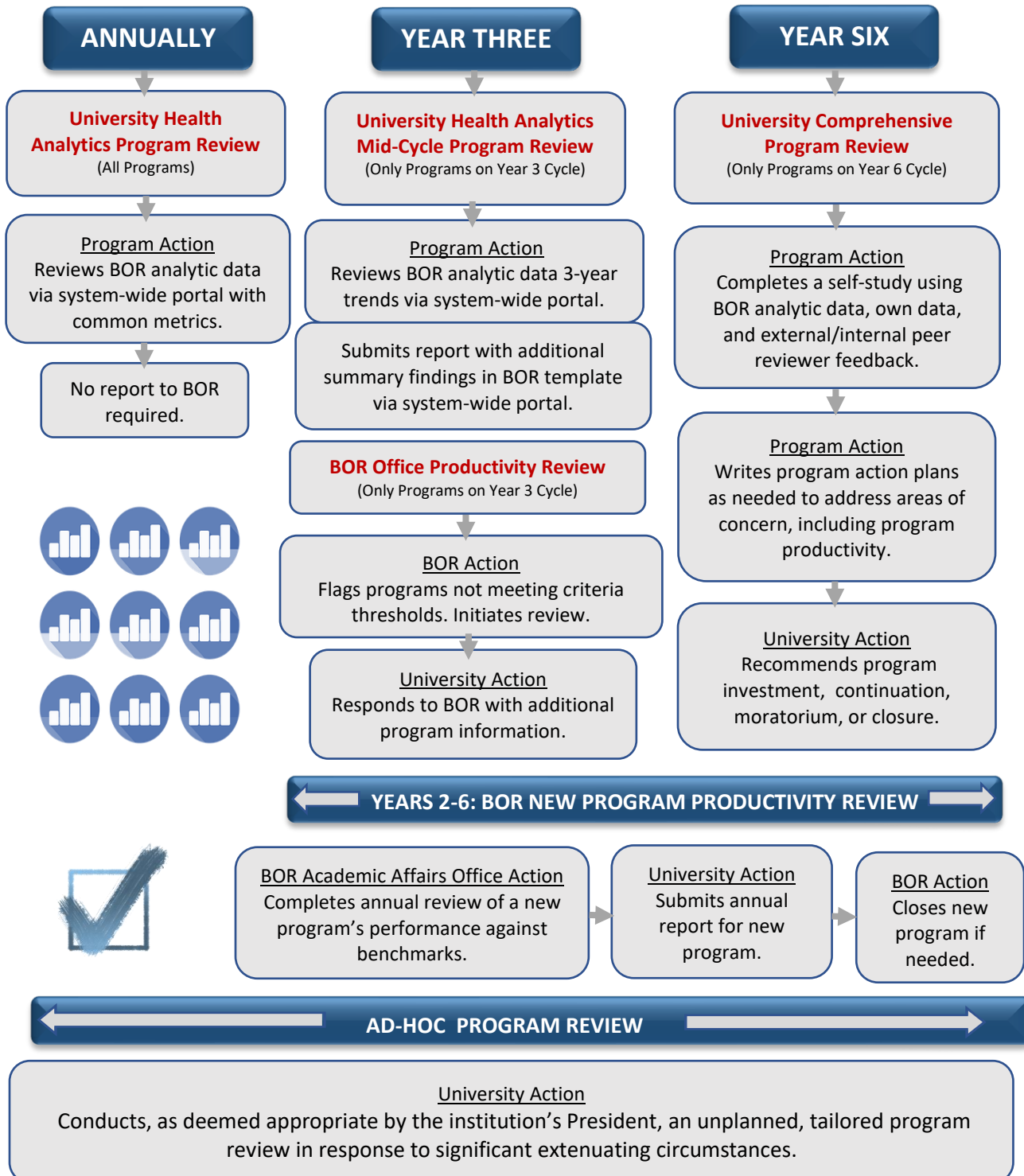
Time Period	Action
January	<ul style="list-style-type: none"> <li>• Board of Trustees approves the termination of a program</li> </ul>
February-March	<ul style="list-style-type: none"> <li>• Department advises students with &lt;60 credit hours into other majors</li> </ul>
February-April	<ul style="list-style-type: none"> <li>• Chair and dean devise teach-out plan</li> <li>• Chair informs affected students about teach-out of terminated program</li> <li>• List of students eligible for teach-out given to academic advisors</li> </ul>
March-April	<ul style="list-style-type: none"> <li>• Dean develops monitoring process to track progress of students in teach-out</li> </ul>
April-May	<ul style="list-style-type: none"> <li>• Individual academic maps developed</li> <li>• Students sign acknowledgments</li> <li>• Dean informs national accrediting bodies of teach-out plan</li> </ul>
June-End of Teach-Out	<ul style="list-style-type: none"> <li>• Final sequence of courses begins</li> <li>• Chair and dean update monitoring reports of students in teach-out</li> </ul>

## APPENDIX B

### South Dakota Board of Regents

### Review of Academic Programs 6-Year Cycle

The following process shall allow the BOR to examine the extent to which established associate, bachelor, master, and doctoral academic programs are meeting their intended priorities and to determine the viability of new program requests. *Programs with specialized professional accreditation shall follow their program accreditation cycles and submit those reports to the BOR in lieu of the 6-year cycle.*



**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – A**  
**DATE: July 31 – August 2, 2022**

\*\*\*\*\*

**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, Northern State University, South Dakota State University, and University of South Dakota request approval of the attached graduation lists for Summer 2023. Dakota State University and South Dakota School of Mines and Technology recognize their summer graduates at the May commencement.

**IMPACT AND RECOMMENDATION**

Board staff recommends approval.

**ATTACHMENTS**

Attachment I – Black Hills State University  
Attachment II – Northern State University  
Attachment III – South Dakota State University  
Attachment IV – University of South Dakota

\*\*\*\*\*

**DRAFT MOTION 20230731\_6-A:**

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

**Black Hills State University**  
**July 31-August 2, 2023**

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**AUGUST 2023**

ASSOCIATE OF ARTS

Cameron, Ryan

Lewis, Anna

Pfeiffer, Caisey

ASSOCIATE OF SCIENCE

Burgess, Adrianna

Dooley, Paislee

McCraw, Lenora

BACHELOR OF FINE ARTS

Bordewyk, Noah

Selby, Kinsy

Teasley, Juli

BACHELOR OF GENERAL STUDIES

Rath, Robert

BACHELOR OF SCIENCE

Adkins-Martinez,  
Dominick

Edinger, Winter  
Grismer, Isabel

Myers, Lonnie  
Newkirk, Christine

Aksenov, Gregory

Hamm, Elizabeth

Ragsdale, Kammie

Ambrose, Caleb

Hansen, Kimberly

Reed, Trent

Black Cloud, Beulah

Legerski, Ashton

Sayler, Clark

Bridge, Chamberlyn

Ligtenberg, Grace

Schanzenbach, McKayla

Brown, Keanan

Martinez, Michael

Scruggs, Haylie

Burr, Jade

McKibbin, Jacob

Swan, Althea

Chmela, Kordel

Mellen, Edward

Sylvester, Katelyn

Davis, James

Mousseau, Deanna

BACHELOR OF SCIENCE IN EDUCATION

Bilben, Kelly

Merrill, Kimberly

Schaefer, Christina

Burtschi, Adam

Petersen, Curtis

**Black Hills State University**  
**July 31-August 2, 2023**

---

**AUGUST 2023**

MASTER OF ARTS IN TEACHING

O'Brien, Bailie

MASTER OF EDUCATION

O'Hara, Kendall

Pierce, Kyla

Samuelson, Megan

MASTER OF SCIENCE

Bell, Brittney

Henricksen, Breanne

Skinner, Steven

Checchi, Anthony

Henricksen, John

Smith, Zachary

Christy, Katie

Kinch, Paul

Thygerson, Katherine

Davis, Zachary

Olson, Emily

Tieszen, Thomas

Dobesh, Holly

Osmond, Maggon

Venhuizen, Erica

CERTIFICATES

Scruggs, Haylie



**NORTHERN STATE UNIVERSITY  
APPLICANTS FOR SUMMER GRADUATION  
(Diplomas will be issued. No commencement ceremony held.)  
August 18, 2023**

**CANDIDATES FOR THE MASTER'S DEGREES**

**MASTER OF MUSIC EDUCATION**

Tara Beth Bierschbach	Kelsey Rae Dinkla	Chelsea Ann Nguyen
Kyle Thomas Boeser	Nicholas Lee Flattum	Christina Ann Prince
Gail Elizabeth Colombo	Linda Marie Kiekel	James Craig Stueckrath

**MASTER OF SCIENCE**

Cassandra Marie Buchholz	Daniel Hasvold	Chelsey Darlene Mehlhoff Clyde
Isaiah Stephen Chevalier	Kristine Marie Larsen	Sydney Rose Roskens

**MASTER OF SCIENCE IN EDUCATION**

Madison Dee Aguirre	Zoey E. Gab	CarLee Mechels
Dorien Fatu Ah Sam Jr.	Kelsey Lynn Heller	Tiffany Jo Moore
Jessica Margaret Appl	Christian Louis McAlvain	Hailey J. Stiegelmeier

**CANDIDATES FOR GRADUATE CERTIFICATES**

Melody Witte-Trowbridge

**CANDIDATES FOR THE BACCALAUREATE DEGREES**

**BACHELOR OF ARTS**

Makayla Hauck	Pamela Mae McGregor	Ricardo Shande Twinawe
Teiara Jean Holmstrom	Ewele M. Okoh	Reese Martin Uecker
Ashlie Jade Lahammer		

**BACHELOR OF FINE ARTS**

Sydney Mae Raap

**BACHELOR OF SCIENCE**

Blakemon Thomas Ask  
 Jaxon Michael Block  
 George C. Bolling  
 Lilja Vigdis Davidsdottir  
 Reagan Marie Elrod

Carolyn Grace Endres  
 Alexis Dawn Greshik  
 Carly Lin Handcock  
 Makayla Hauck  
 Kristen Mary Kokett

Miranda Hwa Lai  
 Ashley Victoria Landmark  
 Bryce Douglas LeBlanc  
 Collin Milan Olla-Chatman  
 Stephanie JoAnn Shuster

**BACHELOR OF SCIENCE IN EDUCATION**

Brevan William Hooks

Chantel Marie Mehlhaff

**CANDIDATES FOR THE ASSOCIATE DEGREES****ASSOCIATE OF ARTS**

Austin Robert Dreyer

Brianna Mae Moen

Autumn Maire Trevithick

**CANDIDATES FOR UNDERGRADUATE CERTIFICATES**

Sydney Mae Raap

South Dakota State University  
Summer 2023 Candidates

**DOCTOR OF PHILOSOPHY**

Damilola Adereti  
Abdullah Alluhayb  
Taghreed Almalki  
Bhupinder Singh Batth  
Ahmed Charif  
Peng Dai  
Samitinjaya Dhakal  
Shannon Dierking

Forest Francis  
Cami Fuglsby  
Harsimardeep Gill  
Najam Khan  
Mavis Korankye  
Buddhi Lamsal  
Gena Mahato  
John McKenzie

Maryam Mihandoust  
Jyotshna Pokharel  
Ajoy Saha  
Sunil Subedi  
Sharmin Sultana  
Kevin Wanniarachchi -  
Kankanamalage

**DOCTOR OF NURSING PRACTICE**

Katie Anderson  
Britney Ohrlund

Ashley Runyon  
Krystal Weber

**MASTER OF ARCHITECTURE**

Alec Berg  
Matthew Chapin  
Matthew Edwards  
Addison Eisenbeisz

Shylo Hilbert  
Madison Hoffman  
Katherine Ishol  
Molly Jensen

Paul Monson  
Darian Petersen  
Benjamin Scaturro

**MASTER OF ARTS**

Marie Anderson

Kalynn Slabaugh

**MASTER OF EDUCATION**

Kayla Broyhill

Mustapha Mohammed

**MASTER OF SCIENCE**

Bipin Adhikari	Janean Hanka	Isaac Ofori
Sarwar Ahmed	Kaylie Hemish	Akosua Okyere-Addo
Abdulkarim Aldekhail	Ayesha Ishaq	Sophia Oller
Haaris Ali	Md Shafaul Islam	Ksenia Pavlova
Bridget Bafowaa	Mohammad Abu Islam	Anita Paz Lopez
Zachary Barrett	Faria Jahin	Meghan Pommer
Jenni Bauer	Muhammad Farrukh Jamil	Bidur Poudel
Drew Beazley	Ellen Jensen	Lacey Prescott
Ryan Bleth	Sheetal Jha	S M Rahat Rashedi
Emmanuel Boah	Johnna Jorgensen	Mohammed Salahuddin
Jorge Bonilla Urbina	Cassandra Juberien	Robby Schaefer
Allison Bot Steffl	Alexandria Kelly	Devan Schaefer
Harlee Brauckmuller	Joel Kieser	Rahul Shah
Skye Brugler	Alissa Kopp	Evan Steers
Bhaswati Chowdhury	Courtney Kriese	Caitlyn Sullivan
Iftekhar Uddin Ahmed-	Pratibha Kunwar	Amanda Swan
Chowdhury	Megan Ladany	Lindsey Theuninck
Asif Mahmud Chowdhury	Lok Chi Lam	Jacki Wang
Hannah Clark-Van	Yaohua Liang	Jacob Weber
Ballegooyen	Austin Lohsandt	Kristen Werpy
Anna Dagal	Juste Lokossou	Stephanie Wheeler
Jacqueline Danielson	Shannon McBride	Himali Chathurika -
Debbrata Datta	Lillian McFadden	Wickramasinghe Vithana -
Bernadette Forbush	Benjamin Meacham	Arachchilage
Katelin Frerichs	Mikayla Mitzel	Whitney Yeboah
Kritika Gaba	Emily Moberg	Amanda Young
Rachel Geary	Priscilla Nez	Amanda Younger
Allison Gerdes	Thomas Norman	
Namrata Ghimire	Bree Oatman	

**BACHELOR OF SCIENCE IN NURSING**

Breanna Aeikens	Andrew Blosmo	Delaney Davenport
Ashlyn Andersen	AnnDea Boetger	Jaydeen Dent
Miranda Anderson	Lauren Burrough	Isabelle DeWitt
Henrietta Awuah-Antwi	Liam Carr	Jennifer Dubale
Kathryn Baird	Cali Cook-Sorensen	Regan Enos
Abigail Baker	Krista Cornett	Krisztian Fasi
Laura Bate	Madison Crabtree	Preston Fejfar
Tava Berg	Peyton Daugherty	Kiana Fjeldheim

Braden Gage	Trevor Kampshoff	Madyson Rathjen
Bailey Gardner	Elizabeth Kolb	Angel Reiner
Cierra Gode	Jordyn Kramer	Mason Ritter
Brady Greger	Alexandra Laughlin	Andrew Sandbulte
Lindsey Groen	Kelsey Lenox	Leah Schneider
Kaitlin Guthmiller	Jessica Letcher	Mikayla Schuurmans
Kristina Hagberg	Hannah Lettington	Rhiannon Schweitzer
Melissa Hagedorn	Alexa Looyenga	Elizabeth Selman
Jenna Hamze	Hannah Loving	Savanah Smith
Vanessa Heinrichs	Ashlyn Macdonald	Kelsey Sperber
Michaela Heyn	Olivia Mast	Megan Swancutt
Jacey Hilkemann	Evan McCreary	Drew Talberg
Addison Hirschman	Michele Morales Silva	Hannah Vande Stroet
Mason Holmes	James Murray	Kathryn Vos
Abigail Hoogendoorn	Rebekah Odland	Megan Warnke
Mckenzie Hustead	Marissa Oswald	Darcie Webster
Thu Huynh	Shaylynn Parker	Callie Wethor
Morgan Johnson	Gianni Phung	Andrew Wilson
Lindsey Kail	Shaelee Planer	Mackenzie Wynia

### **BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING**

Brady Nelson

### **BACHELOR OF SCIENCE IN CIVIL ENGINEERING**

Zheng Cheng Loh

### **BACHELOR OF SCIENCE IN COMPUTER SCIENCE**

Caleb Ockwig

### **BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT**

Brady Hull

Joshua Schmidt

### **BACHELOR OF SCIENCE IN DATA SCIENCE**

Christopher Trettel

**BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING**

Eric Derr

**BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY**

Gabrielle Carmichael

Riley Petersen

**BACHELOR OF SCIENCE IN MATHEMATICS**

Christopher Trettel

**BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT**

Blake Reider

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

Preston Anderson

Alexander Lund

Bethany Rennich

Brooke Aschenbrenner

Courtney Lundin

William Sanchez

Carter Calmus

Riley Maranville

Cody Saker

Jordan Gusa

Martha Moenning

Autumn Sees

Hannah Hofer

Grace Nelson

Derek Sievers

Carson Houser

Johannah Nielsen

Jace Stagemeyer

Olivia Kerrigan

Samara Nordmann

John Sullivan

Nathan Kneebone

Seamus O'Connor

Alicia Vander Wal

Trevor Kollars

Matthew Pettis

Kayla Vonk

Sydney Kubal

Tucker Pickett

Rebekah White

Ian Larson

Tapanga Pierce

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

Brooke Aschenbrenner

Sophia Dreessen

Alaina Bairey

Dylan Winkel

**BACHELOR OF SCIENCE IN NATURAL SCIENCES**

Noe Aparicio  
Arene Barwari  
Cassidy Carda

Ashton Deprez  
Emily Gustad  
Caden Johnson

Cody Merritt  
Tricia Serrao

**BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE**

BaiRhanna Ahlschlager  
Kayla Augustine  
Madison Bruck  
Elizabeth Christensen  
Abigail D’Zurilla  
Callie Frei

Kaitlyn Gaulrapp  
Tanner Hofer  
Maggie Huizenga  
Taylor Jung  
Kalli Kodet  
Jordyn Mans

Anh Nguyen  
Breanna Schmitt  
Justine Wiik  
Chelsea Wilcox

**BACHELOR OF SCIENCE IN EDUCATION AD HUMAN SCIENCES**

BaiRhanna Ahlschlager  
Briar Ahnberg  
Justin Alderman  
Aretha Amoabeng-Wellman  
Marisa Arndt  
Morgan Bak  
Sarah Bauer  
Brayden Beaner  
Madison Bohlen  
Samuel Breuer  
Hayden Brewers  
Alyvia Chadderdon  
Callie Chicoine  
Weiny Derso  
Bryant Dykstra  
Kaylee Eisenbraun  
Aaron Fiegen  
Izabelle Gillette

Erin Hatting  
Jess Jussel  
Mary Klanderud  
Halle Kroeplin  
Lauren Laphorn  
Kaylee Leppke  
Caiden Like  
Lainee Link  
Jadyn Makovicka  
Katy Manke  
Jadin Monsen  
Sydney Mutziger  
Anna Nerad  
Nicole Niebuhr  
Lwizar Odhiambo  
Caleb Orris  
Autumn Parsons  
Bailey Petersen  
Zoe Pohlman

Sierra Rima  
Mason Roeglin  
Meradith Schar  
Hannah Schneider  
Jacqueline Sempek  
Isaiah Stalbird  
Jacob Steele  
Aryn Tolk  
Madelyn Vollmer  
Jadon Wages  
Carly Wedel  
Jake Werner  
Gavin Wheeler  
Jonathan Wiechmann  
Saiveon Williamson  
Madison Wischmann  
Tate Wynia  
Mamie Yoway

**BACHELOR OF ARTS IN ARTS, HUMANITIES & SOCIAL SCIENCES**

Nydia Butler  
Gabrielle Carter  
Abigail Greene

William Kessler  
Sydney Lund  
Madisyn Rowley

Aurora Venteicher

**BACHELOR OF FINE ARTS**

Jordan Bucholz  
Alex Okerman  
Duncan Raney

Alyssa Regnier  
Benjamin Schaal  
Ashton Simon

Miranda Ysbrand

**BACHELOR OF GENERAL STUDIES**

Natalie Cunningham  
Travis Kroeger  
Michael Morgan

Bryn Nelson  
Ming Ng  
Colleen Roe

Cody Thomas

**BACHELOR OF SCIENCE IN ARTS, HUMANITIES & SOCIAL SCIENCES**

Emily Archer  
Sydney Berens  
Althena Bjorback  
Evan Brown  
Owen Brown  
Carson Christensen  
Kennedie Dawson  
Kylie Dressen  
Charles Easley  
Taryn Fergel  
Chloe Fernen  
Isaac Fritsch  
Colette Gannon  
Reed Gerlach  
Courtney Gordon

Karsten Grove  
Brant Gullickson  
Jordan Gusa  
Jocelyn Hamilton  
Kendra Kleven  
Joshua Kliegel  
Abhinav Kubal  
Bo Kurtz  
Michael Linde  
Katelyn Mahan  
Babbi Martens  
Kimberley Masuko  
Bowen McConville  
Cole Nachtigal  
Ashley Owen

Leonel Rodriguez  
Taylor Roemeling  
Dasan Sasse  
John Schnetter  
Danika Schoenefeld  
Theodore Schwebach  
Summerlynn Scott  
Connor Speirs  
Erika Van Nieuwenhuyse  
Nikki Welzenbach  
Kristi Westbrook  
Jake Whitehead  
Landon Wieseler

**ASSOCIATE OF ARTS IN GENERAL STUDIES**

Olivia Brown  
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Samantha Drevs  
Simon Hacecky

Nickie Martinez



# The University of South Dakota

## Summer 2023 Candidates for Degree

### Doctor of Philosophy

Anna C. Kase  
 Scott W. Pohlson  
 Lucas Baker  
 Rinarani Bhowmick  
 David M. Davis  
 Shrijana DC  
 Yodit T. Denu  
 Samuel A. Fosu  
 Shankar Gairhe  
 Samiksha Giri  
 Courtney R. Harrington

Madhavi Anuradha A. Hewa Babarandhage  
 Chinenye L. Izuegbunam  
 Hanying Li  
 Jacinda J. Maassen  
 Andrea K. Powell  
 Mathbar S. Raut  
 Heidi M. Streit  
 Angela Kroeze Visser  
 Nisitha L. Wellala Wijewantha  
 Liuqing Yang

### Doctor of Education

Miranda A. Galvin

### Doctor of Nursing Practice

Erica J. Larson

### Specialist in Education

Chad J. Harder  
 Logan R. Moeller

Krista L. Morrison  
 Naseem M. Poshtkouhi

### Master of Arts

Barbara A. Bailey  
 Austin C. Bauer

Kellie M. Brassfield  
 Molly M. Cameron

Maralyn M. Carder  
 Delaney N. Crowl  
 Selena E. Cruz  
 Keeli S. Cwach  
 Trent J. Doerges  
 Emily E. Easton  
 Michelle T. Encinas  
 Katelyn E. Endres  
 Hannah K. Gadeken  
 Jeffrey J. Ganschow  
 David H. Gilitos  
 Sarah K. Golemme  
 Madison F. Grange  
 Kadee F. Hande  
 Nolan M. Hanrahan  
 Jessica R. Hansen  
 Amanda Helt  
 Benjamin B. Hicks  
 Sydney M. Hirsch  
 Aedan B. Huntley  
 Tarra Hysjulien  
 Mary C. Johnson  
 Trajan T. Johnson  
 Max W. Kammerer  
 Collin M. Kehrwald  
 Mia L. Kraimer  
 Krista Kreidt  
 Dillon H. Larkin  
 Haley L. Larson  
 Katherine L. Lembke  
 Miranda A. Liebsack  
 Woon S. Lim  
 Anna L. Lyons

Ryan J. Mews  
 Chaelor J. Miedema  
 Cameron J. Miller  
 Ryan P. Moore  
 Regina A. Mrozla  
 Jacob L. Mutziger  
 Casie M. Neiman  
 Hanna Nikkel  
 Dashia M. Ohman  
 Amy Orndorff  
 Samantha R. Petersen  
 Sam Renneberg  
 Jena L. Samuelson  
 Matthew F. Slagus  
 Courteney A. Sprinkel  
 Samantha S. Stark  
 Peyton E. Stoltenburg  
 Ellanna A. Sturma  
 Arial T. Swallow  
 Jill V. Swanson  
 Keturah M. Swartwout  
 Mason C. Thompson  
 Billy A. Trosper  
 Ryan P. Van Fossen  
 Madison M. Van Wyhe  
 Amanda L. Vande Vegte  
 Megan M. Vander Lugt  
 Madalyn M. Vermeulen  
 Mary Jo E. Wedding  
 Nicholas J. Yazbeck  
 Karrena D. Young  
 Mollie A. Zvorak

## Master of Business Administration

Zekarias T. Begossa  
 Freddy Cardona  
 Craig Dewey

Vanessa J. Emlich  
 Kevin Fenter  
 Alex J. Gage

Meghan L. Grassel  
 Lydia S. Hanson  
 Connor L. Jallo  
 Sidney N. Juffer  
 Caitlin D. Kelly  
 Eric J. Lacher  
 Wyatt J. Lubarski  
 Jerett B. Lurz

Courtney Manning  
 Gabriel Messler  
 Victoria R. Radack  
 Kylie Raposa  
 John T. Ricketts  
 Autumn K. Wieczorek  
 Jenna J. Zantow

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Johnathon R. Bowling

Craig C. Crilly

## Master of Professional Accountancy

Andrew J. Castle  
 Jaime Cortes

Jonathan W. Stengel  
 Madilyn E. Wright

## Executive Master of Public Administration

Justin D. Carr

Marc Milton

## Master of Public Administration

MD Eyasin Ul Islam Pavel

## Master of Public Health

Nicholas M. Buckley  
 Brenda L. Hansen  
 Morgan A. Hughes  
 Michael A. Person

Rebecca D. Pulse  
 Laurel T. Rick  
 Hunter S. Roy

## Master of Science

Abu Ahammadullah  
 Kaitlin M. Ashley  
 Aubrie Bird  
 Maria A. Callegari  
 Kriti Chitrakar  
 Brianna L. Dalchow  
 Madison M. Dangler  
 Victoria L. Dilts  
 Ryan A. Dunbeck  
 Jason G. Emmick  
 Shannon N. Fanning  
 Amanda L. Fortier  
 Madeline M. Foss  
 Riley Goodwin  
 Nathan A. Gotto  
 Angie M. Haarsager  
 Gwenn L. Harsha  
 Joshua E. Henderson  
 Kyla Hoisington  
 Blessing D. Ishola  
 Maggie A. Jensen  
 Sophie R. Johnson  
 Nathan A. Koens  
 Jeffrey A. Koller  
 Lindsey A. LaBrie

Chad T. Larkin  
 Brady S. Licht  
 MaKinze M. Maiden  
 Keeley J. Masterson  
 Rashed Mia  
 Anna G. Moore  
 Michelle M. Moran - Walking Elk  
 Lauren M. Morris  
 Suprim Nakarmi  
 Linda Reese  
 Lukas D. Rohde  
 Tristan M. Roy  
 Roshan Sapkota  
 Erin E. Schnetzer  
 Shamanta Shafique  
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 Levi D. Spencer  
 Emily S. Steadman  
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 Morgan A. Stoffel  
 Madeline A. Valentin  
 Braden Q. Wojahn  
 Josie N. Wood  
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## Master of Science in Nursing

Ashley L. Herrity

Melyssa N. Hewett

## Master of Social Work

Ashtyn G. Faehrich

## Bachelor of Arts

Alejandra R. Anduaga  
Olivia R. Bowen  
Madison A. Clancy  
Drake T. Foss  
Claire M. Hilton  
Jozie R. Hunter  
JoElla L. Kleinhesselink  
Katy M. Lantz  
Tylar M. Larsen  
Corgan J. Larson  
Hanah A. Long

Brooke R. Loutsch  
Sheighla D. Lunderman  
Kaylee A. O'Daniel  
Emma J. Prouty  
Blake J. Rowedder  
Trixie J. Schlechter  
Brandi L. Shaull  
Brock C. Weidner  
Thomas M. Worden  
Morgan J. Wray

## Bachelor of Business Administration

Melissa J. Anderson  
Charis M. Black  
Dylan L. Blake  
Drew A. Bollinger  
Grant M. Conover  
Carson E. Devericks  
Sam Dobbs  
Connor D. Fritz  
Bryan M. Gatzemeyer  
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Christopher T. Jumper  
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Thomas J. Mittan  
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Kenji L. Ouellette  
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Frances L. Russette  
Brennan J. Todd  
Spencer C. VanHolland  
Tyler J. VanMeter  
Benard C. Vickmark  
Ashley E. Von Pohle  
Madisyn R. Weiss

## Bachelor of Fine Arts

Sydney R. Hokanson

## Bachelor of General Studies

Joshua S. Brower  
Alexis C. Duscher  
Nicholas A. Henchal  
Jazmyne C. Jones

Trevor A. Kruger  
Adam J. Palmer  
Tanna J. White  
Carin V. Yale

## Bachelor of Science

Adam M. Allgrunn  
Jhett S. Andersen  
Raquel D. Arellano  
Abiei L. Athiu  
Carly R. Austin  
Danica C. Badura  
Abbigail C. Bailey  
Tucker J. Bayles  
Keara M. Beck  
Ella L. Brockman  
Hannah C. Brower  
Stacy R. Brown  
Michael J. Burke  
Emma M. Colling  
Haley A. Drapeaux  
Logan M. Dravland  
Alexandra G. Feiner  
Sheila France  
Alyssa P. Franke  
Ashley A. Friessen  
Olivia A. Garry  
Megan E. Gehrke  
Addison M. Gilderhus  
Felicity N. Gill  
Jessa R. Glynn  
Riley S. Griffith  
Jayda M. Hallman

Megan L. Hartnett  
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Josanna R. Heisinger  
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Hope M. Hericks  
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Andrew T. Jochum  
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Jeremy R. Jones  
Sage M. Jorgensen  
Allison E. Kunze  
Sarah L. Lindner  
Peyton J. Maher  
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Isaac T. Muehlbeier  
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Esther M. Raasch  
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Kaine J. Rondeau  
Khaila R. Rybak

Madelyn M. Shults  
Emily L. Small  
Kurtis M. Solberg  
Sidney A. Steffen  
Tyler A. Szczech  
Cassandra J. Thompson

McKenzie A. VanPelt  
Darian I. Virchow  
Haylee M. Waldman  
Delane E. Wobig

## Bachelor of Science in Education

Danika R. Smith

Kyle A. Tuschen

## Bachelor of Science in Nursing

Chelsea M. Davis

## Associate of Arts

Fahila Asele  
Aiden R. Fenenga  
Kellen D. Foltz

Easton J. Kluever  
Savanna L. Panik  
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Blake N. Albers

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – B (1)**  
**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Revised BOR Policy 2:6 – System Academic Year/Academic Calendar (Second Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:6](#) – Academic Calendars

**BACKGROUND / DISCUSSION**

The Board of Regents system academic staff, working with a large group of stakeholders, have attempted to revise BOR Policy 2:6. The revisions are substantial; thus, a new draft of the Policy is being proposed in Attachment I which would replace the version that is currently in place and provided in Attachment II for reference.

The process of evaluating the academic calendar, policies and procedures included stakeholders from academic leadership, student leadership, registrar, financial aid, and accounts receivable representation. Through that cross-functional, cross-institutional representation, additional outreach by those members included faculty, students (including Student Federation), and athletics. Feedback was received informally by faculty officers at institutional-specific faculty forums with Regents and staff.

In addition, feedback was received from the Academic Affairs Council (AAC) and the Student Affairs Council (SAC) with respect to the academic calendar policy needs. Lastly, a discussion was also held with the Council of Presidents and Superintendents (COPS) on the academic calendars outlined in BOR item 8-C.

With all the feedback on functional and operational needs as well as policy implications, the proposed changes that are reflected in Attachment I include the following:

1. Aligned the structure of the policy to include the more current formatting.
2. Addition of the Definitions section.
3. Addition of the Policy Statements.
4. Important Academic Dates Updated and Enhanced.
5. References to State, Federal Regulations, and Federal Student Aid Handbook.

(Continued)

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**DRAFT MOTION 20230731\_6-B(1):**

I move to approve the second and final reading of the new proposed BOR Policy 2:6 – System Academic Year/Academic Calendar, as presented.



From this policy, the Academic Affairs Council will develop a new guideline to assist future stakeholders as they evaluate and develop future system academic calendars.

### **IMPACT AND RECOMMENDATION**

This policy revision enhances and provides more clarity on federal rules and regulations as compared to the current policy (Attachment II). The revised policy development included several stakeholders to ensure that the policy supports the functional, operational, and policy and governance needs for the institutions.

Most importantly, the definition section was created to further provide students with more information on why and how the academic calendar was developed. In addition, the reference to the code of federal regulations and the federal student aid handbook can now be found in the policy allowing additional research of the stakeholders and transparency of the policy.

The timeline associated with this policy is as follows:

- First Reading – June 2023 BOR Meeting
- Second and Final Reading – August 2023 BOR Meeting

Board academic staff supports the recommendation of the new draft BOR Policy 2:6 – System Academic Year/Academic Calendar to replace the current version. No additional changes have been made since the first reading of the new proposed policy at the June 2023 BOR meeting.

### **ATTACHMENTS**

- Attachment I – Proposed New Draft of BOR Policy 2:6 – System Academic Year/  
Academic Calendar
- Attachment II – Current BOR Policy 2:6 – Academic Calendars

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** System Academic Year / Academic Calendar

**NUMBER:** 2:6

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### **A. PURPOSE**

This policy defines the academic year for the Regental institutions and applies to the six public institutions of higher education. This policy governs the academic calendars as approved by the Board of Regents and serves two fundamental purposes for the system. First, Federal Financial Aid requires programs to meet the established academic calendars. Second, academic instruction and processing within the student information system requires a well-coordinated academic calendar that spans admissions, registration, billing, financial aid, academic records, completion and transcription, and reporting.

### **B. DEFINITIONS**

1. **Academic Calendar:** Date-driven academic year divided into formatted terms and detailed by academic and non-academic days.
2. **Academic Days:** Academic class days available in the academic calendar where academic engagement and instruction occurs.
3. **Academic Engagement:** Defined under federal regulations<sup>1</sup> as active participation by a student in an instructional activity related to the student's course of study and includes, but is not limited to - attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students; submitting an academic assignment; taking an assessment or an exam; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; participating in a study group, group project, or an online discussion that is assigned by the institution; or interacting with an instructor about academic matters.
4. **Academic Year:** Represents a 365-day period establishing term begin and end dates.
5. **Census Date:** A date determined after calculating the calendar days as outlined in section D.4 for the term or non-standard term.
6. **Finals Week:** Dates designated for the delivery of final examination or completion of course assignments to conclude the term and non-standard term.
7. **Instructional Time:** A period of seven (7) consecutive days in which at least one (1) day of regularly scheduled academic engagement occurs.

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<sup>1</sup> [Code of Federal Regulations \(CFR\), Title 34, Part 600.2](#)

8. **Non-Academic Days:** Those calendar days that have no academic engagement activity. These days include holidays, non-scheduled class day, spring-break, administrative days, etc.
9. **Regental Institution:** 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.
10. **Semester:** Defined as fifteen (15) weeks of instructional activity followed by finals week for Fall and Spring. The duration of weeks may be shorter for the summer semester.
11. **Term.** Defined as a more general duration of the academic calendar. The Regental system provides semester terms. Within a semester, parts of terms may exist.

### **C. GOVERNANCE, POLICY STATEMENTS**

1. All Regental institutions shall operate under a common standard academic calendar approved by the Board of Regents except for the Medical School and Law School at the University of South Dakota.
2. The U.S. Department of Education<sup>2</sup> requires institutions with programs offering credit hours to establish an academic calendar to include thirty (30) weeks of instructional time for Fall and Spring. Instructional time does not include non-academic days or periods of orientation, counseling, homework, vacation, or other activity not related to academic engagement.
3. The full part of the term for Fall and Spring semester terms are fifteen (15) weeks of instructional time each for federal compliance. The student information system may have multiple parts of terms which are approved by the institution and must comply with federal law.
4. The Summer semester/term is an abbreviated semester and may be less than fifteen (15) weeks. The academic days and part of the term for the summer courses can be an intensive and concentrated schedule to ensure the required course contact hours and credit hour requirements are met.
5. The academic year begins with the summer term and is defined as the header [beginning] of the academic year for federal financial aid purposes.
6. Finals week shall be the last full week of the semester after the fifteen (15) weeks of instructional activity.
7. The student information system shall be utilized to process all academic processes related to the academic calendar.
8. The system enrollment services center shall work with the institutional registrar, financial aid, student accounts receivable, and general student service offices to develop a processing calendar prior to each term. This processing calendar presents a collaborative effort across

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<sup>2</sup> Federal Student Aid Handbook. [Academic Years, Academic Calendars, Payment Periods, and Disbursements | 2022-2023 Federal Student Aid Handbook](#)

the institutions and across multiple disciplines (academic records, accounts receivable, admissions, financial aid, and technology).

9. The system academic processing calendar shall be posted and made available to all personnel working with academic processing.

#### **D. IMPORTANT ACADEMIC DATES**

The academic calendar includes the following important dates (listed in alphabetical order). The Academic Affairs Council (AAC) Guidelines will provide more information on system academic processing for these important dates.

##### **1. Billing Dates**

The student information system and shared student accounts receivable services shall process all billing approximately six (6) weeks prior to the start of the fall and spring terms and by May 1<sup>st</sup> for the summer term across the Regental system.

##### **2. Disbursement of Financial Aid**

Federal regulations allow the first federal financial aid disbursement to be no sooner than 10 days before the start date of each term. Each institution may set their own first disbursement date for each term and their own disbursement schedule throughout the term. Financial aid disbursement occurs on a rolling basis throughout each term.

##### **3. Add-Drop Dates**

The add/drop period is the period during which students may adjust their academic schedule for the terms without financial or academic consequences. The last day of the drop/add period for a course shall be designated as the census date for that course and will be the official date for enrollment reporting.

##### **4. Census Dates**

The official date for standard courses shall be the date the first ten (10) percent of the term ends. For any non-standard course, the census date shall be calculated for the course based on the number of calendar days for the course. When calculating ten (10) percent of the term, all days are included (Saturday, Sunday, and holiday) except for breaks of five (5) or more days. Breaks of five (5) days are excluded from the total number of days for calculating ten (10) percent of the course.

##### **5. Mid-Term Date**

The Mid Term Date shall be determined by counting the number of academic days from the beginning of a term and dividing by two (2) (rounding up where the number of class days in a term is an odd number). The Mid Term Date shall be the last day of the first half of the term.

##### **6. Mid-Term Deficient Academic Progress Dates**

Instructors shall submit a deficient academic progress report for undergraduate students no later than three (3) working days after the Mid Term Date for Fall and Spring terms.

## 7. Withdrawal Dates

Last day to withdraw from any/all courses must occur prior to 70 percent of the term or non-standard term to receive a 'W'. There are financial implications to withdrawing after census and up to the 70 percent date as outlined on the academic calendar. For more information on tuition and fees and withdrawal, see BOR Policy 5:7.2.

## 8. End of Term Dates

### 8.1. Finals Week

For the full part of term, the last week of the schedule is considered the finals week. It shall be after the full fifteen weeks of the semester.

### 8.2. Final Semester Grade Dates

Instructors shall submit all grades no later than three working days after the last day of final summative examinations and assignments for the term.

### 8.3. Final Grade Validation

The Registrar's Office at each university shall validate that all grades are submitted no later than two working days following the instructor's submission deadline as outlined above in 8.2.

### 8.4. System Processing

Immediately following completion of grade validation (next business day), the system enrollment services center must promptly initiate the student information systems processing calendar. The end of term calendar timeline is approved by the functional experts each term.

## 9. Refund Dates

BOR Policy 5:7.2 shall outline the refund policy for students.

## E. NON-ACADEMIC APPROVED DAYS

- Holidays are considered non-academic days. The approved holiday schedule for Regental institutions is listed.

New Year's Day	January 1*
Martin Luther King Jr. Day	Third Monday in January
Presidents' Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19*
Independence Day	July 4*
Labor Day	First Monday in September
Native Americans' Day	Second Monday in October
Veterans' Day	November 11*
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25*

*\*If January 1, June 19, July 4, November 11, or December 25 fall on a Sunday, the Monday following shall be*

*observed as the holiday; if they fall on a Saturday, Friday is the holiday<sup>3</sup>.*

2. The academic calendar shall have other pre-scheduled dates where no class will be scheduled (e.g., spring break). If the entire week is not scheduled, it shall not count as an instructional week.

## RESOURCES:

- [BOR Policy 2:32](#)
- [BOR Policy 5:7:2](#)
- [Academic Calendar \(sdbor.edu\)](#)

## SOURCE:

BOR 1978; BOR July 1971; § 1-5-1, 1974; BOR May 1990; BOR, April 1992; BOR December 1993; BOR January 1996; BOR June 1999; BOR May 2000; BOR May 2001; January 2002; BOR May 2002; BOR December 2002; March 2003; BOR December 2003; BOR May 2004; BOR December 2004; BOR December 2005; BOR March 2006; BOR December 2011; BOR March 2022; BOR August 2023.

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<sup>3</sup> [South Dakota Codified Law 1-5-1.](#)

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Academic Calendars

**NUMBER:** 2:6

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### 1. Academic Terms Defined

Each institution shall operate a fall, spring, and summer term. Fall and spring shall be operated on a semester basis. Summer term begins the first day after spring semester ends and continues through the last day before fall semester begins. Fall term begins with the first day of classes and continues through the last day of finals established in the Board approved academic calendar. Spring term begins with the first day of classes and continues through the last day of finals established in the Board approved academic calendar.

Classes during the summer term typically will begin after the processing days in May and end prior to the processing days in August.

Classes may be offered during the inter-term period between the last day of finals in the fall semester and the first day of classes in the spring semester. Classes beginning during this period will be transcribed with spring semester classes and will be included as academic standing is determined at the end of the semester.

Classes may be scheduled during the processing days after spring term in May, after summer term in August, and in the inter-term between fall and spring semesters under the conditions specified below.

1. Summer term courses scheduled to begin in or to begin and complete during the processing dates in May must be approved by the university Provost/Vice President for Academic Affairs or designee.
2. With permission of the university Provost/Vice President for Academic Affairs or designee, only the following courses may be scheduled during the processing dates in August: x94, x95, x96, x97, study abroad, and courses associated with programs designed to help students complete remedial course requirements prior to the beginning of the fall term.
3. Courses scheduled to begin or to begin and complete during the inter-term dates in December/January must be approved by the university Provost/Vice President for Academic Affairs or designee. Additional approval by the Provost/Vice President for Academic Affairs/designee and by the Director of Financial Aid will be needed if financial aid is to be provided for students enrolled in these courses although in general courses offered during this inter-term will not be eligible for financial aid.

A semester shall consist of a minimum of fifteen (15) weeks. The number of class days in a given semester shall be inclusive of those days set aside for registration, new student orientation concurrent with registration, assessment/performance testing and final

examinations but exclusive of holidays and days set aside for new student orientation prior to registration. New student orientation may be concurrent with or prior to registration.

Academic guidelines require that all courses offered for credit must involve a minimum of fifteen contact hours over three instructional days for each credit hour awarded.

Courses offered by distance education should have equivalent standards, rigor, student outcomes, substance and assignments as courses offered by face-to-face means. Distance education courses may be scheduled on a semester basis and require that students complete learning experiences on a particular timeline (i.e. each week). Also, distance education courses may be offered asynchronously to allow students maximum flexibility in participation. Asynchronous courses may or may not necessarily be offered on a semester basis. The required length for a distance education course is determined by course expectations and scheduling. The student will conclude the course upon completion of course requirements. Typically, a one credit hour course lasting for a semester equates to 45 hours of effort by the student.

The academic term for correspondence courses is defined as follows:

1. The start date of a correspondence course is the date the student registers for the course or the start date of the standard term (Fall/Spring/Summer).
2. The length of a correspondence course based on the start date may be one of the following:
  - a. 175 calendar days (approximately 6 months)
  - b. 350 calendar days (approximately 12 months)
  - c. a standard term (Fall/Spring/Summer)
3. The Vice President for Academic Affairs may grant an extension of up to 60 days upon student request.

The academic term for asynchronous Internet courses is defined as follows:

1. The start date of an asynchronous Internet course is the date the student registers for the course or the start date of the standard term (Fall/Spring/Summer).
2. The length of an asynchronous Internet course based on the start date may be one of the following:
  - a. a standard term (Fall/Spring/Summer)
  - b. a flexible schedule other than a standard term (Fall/Spring/Summer)

## **2. Academic Calendar**

Institutions of higher education, under control of the Board of Regents, shall operate on a common academic calendar with common periods during the summer term and the fall and spring semesters at each institution when classes are not in session. The medical and law schools are excluded from the common academic calendar. Academic calendars shall be designed a minimum of two (2) years in advance with annual extensions recommended to the Executive Director by the Council of Presidents and Superintendents no later than the May meeting.



### 3. Holidays

The schedule of holidays for the institutions of higher education is listed in 4 below. Classes shall not be scheduled to meet on holidays.

#### 1. Class and lab schedule preceding multiple day holidays

No classes or labs will begin from the originating campus at or later than 5:00 PM on the day preceding a multiple day holiday.

#### 2. Class and lab schedule preceding single day holidays

The Friday and Saturday class or lab schedules that precede or follow the single Monday holidays will not be changed.

### 4. Holiday Schedule for Higher Education Institutions

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New Year's Day	January 1*
Martin Luther King Jr. Day	Third Monday in January
Presidents' Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19*
Independence Day	July 4*
Labor Day	First Monday in September
Native Americans' Day	Second Monday in October
Veterans' Day	November 11*
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25*

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\*If January 1, June 19, July 4, November 11, or December 25 fall on a Sunday, the Monday following shall be observed as the holiday; if they fall on a Saturday, Friday is the holiday. (BR July, 1971, P. 366) (§ 1-5-1 1991)

### 5. Drop and Add Period

The drop/add period is the time period during which students may adjust their academic schedule for the term without financial or academic consequences. The last day of the drop/add period for a course is designated as the census date for that course and is the official date for enrollment reporting. The end of the drop and add period for standard and non-standard courses offered in a semester shall be the date the first 10 percent of the term ends or the day following the first class meeting, whichever is later. When calculating 10% of the term, breaks of five or more days are not included when counting the total number of days but Saturdays, Sundays, and holidays are. Student registrations can only be added to courses after the end of the drop and add period by approval of the chief academic officer of the university.

### 6. Census Date

The census date is the official date for enrollment reporting for a course. The official date for enrollment reporting, or census date, for standard courses shall be the date the first 10 percent of the term ends.

For any non-standard course, the census date must be calculated for the course based on the number of calendar meeting days for the course.

Refer to BOR policy 5:7 for information on refunds.

## **7. Mid Term Date**

The Mid Term Date is determined by counting the number of class days from the beginning of a term and dividing by 2 and rounding up when the number of class days in a term is an odd number. The Mid Term Date is the last day of the first half of the term.

## **8. Date for a Grade of W**

Undergraduate and graduate students who drop a course, or withdraw from the System, shall receive a grade of “W” if that action occurs anytime between the day after the census day for that course and the day that corresponds with the completion of 70 percent of the class days for that course. Likewise, a student who withdraws from the system during that time period also shall receive grades of “W” for all the courses in which he/she is registered. **(Exception:** a student who completely withdraws from the Regental system from the first day of a class(es) until the census date of the class(es) will also have a pseudo course of WD 101 (Undergraduate) or WD 801 (graduate) with a “W” grade entered on their Transcript.) (Refer to policy 5:7.2)

For standard classes, the last day to receive a grade of “W” is determined by calculating 70 percent of the class meeting days in the term, counting from the first day of classes in the term and rounding up if the calculation produces a fractional value greater than or equal to 0.5.

For any non-standard course, the last day to receive a grade of “W” is based on the number of class meeting days for the course, using the method described above.

A notation of the date of withdrawal will be included on the student’s transcript if he/she withdraws from the system. (Refer to policy 5:7.2)

Students may not drop a course or withdraw from the System after the time period specified above. (Refer to policy 5:7.2)

## **9. Date for a Grade of Satisfactory/Unsatisfactory**

Undergraduate and graduate students may choose the Satisfactory/Unsatisfactory grade option within the Drop and Add Period as specified in 2:6.5 above.

## **10. Date for an Audit Grade**

Undergraduate and graduate students may choose to audit a class within the Drop and Add Period as specified in 2:6.5 above.

## **11. Date for Submission of Mid Term Deficient Academic Progress Report**

Instructors will submit a deficient academic progress report for undergraduate students no later than five working days after the Mid Term Date for Fall and Spring terms. Deficient academic progress reports will be made available to undergraduate students no later than eight working days after the Mid Term Date for Fall and Spring terms.

## **12. Date for Submission of Term Grades**

Instructors will submit all grades no later than three working days after the last day of final examinations for the term.

**13. Date for Entry of Term Grades**

The Registrar's Office at each university will enter and verify grades no later than eight working days after the last day of final examinations for the term.

**SOURCE:**

BOR 1978; BOR July 1971; § 1-5-1, 1974; BOR May 1990; BOR, April 1992; BOR December 1993; BOR January 1996; BOR June 1999; BOR May 2000; BOR May 2001; January 2002; BOR May 2002; BOR December 2002; March 2003; BOR December 2003; BOR May 2004; BOR December 2004; BOR December 2005; BOR March 2006; BOR December 2011; BOR March 2022.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – B (2)**  
**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Revised BOR Policy 2:29 – Academic Program Student Credit Hour Requirement  
(First and Final Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:29](#) – Academic Program Student Credit Hour Requirement

**BACKGROUND / DISCUSSION**

The Board of Regents system academic staff revised BOR Policy 2:29 – Academic Program Student Credit Hour Requirement as presented in Attachment I.

The revisions to this policy represent a minor change allowing institutions to route to BOR academic staff approval for a waiver request. This change is reflected in Section F.

**IMPACT AND RECOMMENDATION**

The revisions to this policy represent a minor change allowing institutions to route to BOR academic staff approval for a waiver request. This change is reflected in Section F. This policy only impacts those campuses that have internal policies/practices that route up to the Board office.

Board academic staff supports the recommended revisions to BOR Policy 2:29 – Academic Program Student Credit Hour Requirement.

**ATTACHMENTS**

Attachment I – Revised BOR Policy 2:29 – Academic Program Student Credit Hour Requirement

(Continued)

\*\*\*\*\*

**DRAFT MOTION 20230731\_6-B(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 the proposed revisions to BOR Policy 2:29 – Academic Program Student Credit Hour Requirement, as presented.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Academic Program Student Credit Hour Requirements

**NUMBER:** 2:29

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### **A. PURPOSE**

This policy endorses the requirement for academic quality by the accrediting organization ensuring students receive optimum transfer of knowledge, competencies, and experience deemed essential for degrees conferred by the degree granting institution, certify that students have met institutional and program standards, and provide faculty with the basis to act as a reference for students seeking employment.

### **B. DEFINITIONS**

1. **Academic Program:** This is the Degree, Major and as applicable the Specialization approved by the Board of Regents for the degree-granting institution.
2. **Accrediting Institution:** Holding accreditation from one of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education (MSCHE), New England Association of Schools and Colleges (NEASC), Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC).
3. **Course Student Load:** The number of allowable credit hours per semester, term.
4. **Credits in Residence:** A course offered by any of the degree-granting institutions at any approved site using any approved method of delivery for the approved academic program.
5. **Degree-Granting Institution:** A Regental institution approved to offer an academic program to degree-seeking students.
6. **Degree-Granting Institutional Credits:** An institutional credit is a credit offered by the degree granting institution.
7. **Degree-Seeking Student:** A student that has been admitted to a program of study by the degree granting institution.
8. **Home Institution:** This is the primary degree-seeking academic program Regental institution for the degree-seeking student.
9. **Host Institution:** This is a secondary degree-seeking academic program or minor at another Regental institution that a degree-seeking student can attend.
10. **Program:** This policy applies to all undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees.

- 11. Transfer Credits:** The accrediting organization allows for external and internal Regental transfer of credit by degree-seeking students per BOR Policy 2.5 (series). These credits are not considered credits in residence.
- 12. Validated Credits:** Credit earned for college-level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered “credits in residence.”

### **C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS**

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
2. The academic program of study will implement various teaching practices that may include high impact practices and other in-depth study within their major ensuring students are provided quality education preparing the student for the workforce.
3. The university shall, where appropriate, implement best practices, curriculum programming that enhances the overall program, and reflect recommendations where they advance student outcomes.
4. The accrediting organization does require a percentage of credits to be provided by the degree-granting institution, and therefore, this policy will document the requirements of the credits in residence.

### **D. UNDERGRADUATE DEGREE GRANTING INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS**

1. Each baccalaureate level degree program offered shall require one hundred twenty (120) credit hours and each associate level degree program offered shall require sixty (60) credit hours. Exceptions may be granted for those cases in which a program must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons approved by the executive director in consultation with the Board of Regents’ president. All programs as of June 30, 2012, must adhere to these requirements.
2. Minimum number of total credits that must be earned from the degree-granting institution shall be:
 

Baccalaureate	30 hours
Associate	15 hours
3. Number of the last credits earned preceding completion of the degree that must be earned from the degree-granting institution shall be:
 

Baccalaureate	15 of the last 30 hours
Associate	8 of the last 15 hours

The institution chief academic officer may make exceptions to this requirement in those

cases where there are unique factors, such as participation in an approved study abroad program or in other similar authorized experiences.

4. Minimum number of credits specified in the major or minor requirements that must be completed at the degree granting institution shall be 50 percent. However, this requirement may be waived for students enrolled in common courses offered by one of the other Regental universities. In addition, the institution chief academic officer may make exceptions to this requirement for individuals based on the student's prior learning experiences, or internal Regental system transfer courses that have been approved and equated to the degree granting institution. At no time can the exceptions exceed 10 percent of the requirements.
5. With prior approval by the Board of an authorizing inter-institutional agreement degree seeking students at one institution may complete requirements for and may have transcribed a major offered at the partner Regental institution. This major will be recorded on the student's transcript in conjunction with a degree/major at the student's home university. These majors from a second/host Regental institution will only be recorded on the transcript in conjunction with a degree and major at the student's home institution.
6. Degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major.
7. Student course load status is based on the number of credit hours for which a student is enrolled (this applies to fall, spring, and summer semesters).

½ Time Status	6 credit hours minimum
¾ Time Status	9 credit hours minimum
Full Time Status	12 or more credit hours
Overload Status	19 or more credit hours

To be eligible for overload status, a student must have a 2.70 cumulative grade point average and approval by the Dean of the student's division/college at the home institution.

8. Undergraduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining undergraduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, undergraduate students must take a minimum of 6 credit hours in the fall, spring and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

**E. GRADUATE INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS**

1. Minimum percentage of degree granting institutional credit hours in the graduate degree program that must be completed from the degree granting institution: 60 percent.
2. Maximum percentage of degree granting institutional credit hours in the graduate degree program that may be required from the degree granting institution: 75 percent.
3. Program may require that certain courses be completed from the degree granting institution. Courses that must be completed from the degree granting institution must be specified in the degree granting institution's graduate catalog.
4. When the requirements set by a specialized accrediting agency exceed the BOR requirements, those of the specialized accrediting agency take precedence.
5. To be eligible for overload status, a student must have approval by the Graduate Dean at the student's home institution. The Graduate Dean at the home institution may certify that a student enrolled for less than 9 credit hours is to be considered full time for purposes of awarding assistantships and tuition reduction.
6. Graduate student course load is based on the number of credit hours for which a graduate student is enrolled. Each institution determines graduate course load status based on individual program requirements.
7. Graduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining graduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, graduate students must take a minimum of 5 credit hours in the fall, spring, and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

**F. REQUEST FOR EXCEPTION**

Each degree-granting institution will have a formal process for requesting an exception to these guidelines. This process may require the System Academic Vice President or designee to approve if required by the institution.



**FORMS / APPENDICES:**

None

**SOURCE:**

BOR January 1999; BOR August 2002; BOR June 2004; BOR August 2005; BOR May 2009; BOR October 2011; BOR December 2011; BOR December 2013; BOR April 2015; BOR December 2020; BOR August 2022; August 2022 (Clerical); [BOR August 2023](#).

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – B (3)**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Revised BOR Policy 2:32 – Definition and Assignment of Credit Hours (Second Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:32](#) – Definition and Assignment of Credit Hours

**BACKGROUND / DISCUSSION**

The Board of Regents system academic staff, working with a large group of stakeholders, have attempted to revise BOR Policy 2:32 – Definition and Assignment of Credit Hours as presented in Attachment I.

As outlined in BOR item 8-A from the June 2023 BOR meeting, the process of evaluating the academic calendars included stakeholders from academic leadership, student leadership, registrar, financial aid, and accounts receivable representation. Through the cross-functional, cross-institutional representation, additional outreach by those members included faculty, students (including Student Federation), and athletics. Regents and staff received feedback informally from faculty officers at institutional-specific faculty forums.

In addition, feedback was received from the Academic Affairs Council (AAC) and the Student Affairs Council (SAC) with respect to the academic calendar policy needs. Lastly, a discussion was also held with the Council of Presidents and Superintendents (COPS) on the academic calendars outlined in BOR item 6-B(1).

With all the feedback on functional and operational needs as well as policy implications, the proposed changes that assign credit and correlate to the academic calendar are reflected in Attachment I include the following:

1. Aligned the structure of the policy to include the more current formatting.
2. Addition of the Definitions section.
3. Addition of the Policy Statements.
4. Addition of the Credit Hour Accepted Standards section with updated language.
5. Addition of the Awarding of Credit section with updated language.

(Continued)

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**DRAFT MOTION 20230731\_6-B(3):**

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:32 – Definition and Assignment of Credit Hours, as presented.

## **IMPACT AND RECOMMENDATION**

This policy revision enhances and provides more clarity on federal rules and regulations as compared to the current policy. The revised policy development included several stakeholders to ensure that the policy supports the institutions' functional, operational, and policy and governance needs as it connects to the academic calendar.

Most importantly, the definition section was created to further inform students about why and how the academic calendar was developed. In addition, the reference of the code of federal regulations and the accreditation documentation can be found in the policy allowing additional research of the stakeholders and transparency of the policy.

Board academic staff supports the recommended revisions to BOR Policy 2:32 – Definition and Assignment of Credit Hours. No additional changes have been made since the first reading of the proposed revisions at the June 2023 BOR meeting.

## **ATTACHMENTS**

Attachment I – Revised BOR Policy 2:32 – Definition and Assignment of Credit Hours

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Definition and Assignment of Credit Hours

**NUMBER:** 2:32

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### A. PURPOSE

This policy defines credit hours and the methodology used in the assignment of credit hours by the Regental Institutions. This policy is designed to ensure compliance with both federal regulations and the accrediting institution requirements. Federal law will supersede this policy where federal law differs.

~~Credit hours are used by the South Dakota public institutions to calculate, record, and interpret the number of earned credits that students accumulate as they fulfill requirements for degrees, certificates, and other similar academic qualifications. While this unit was developed and continues to be used to measure student work, it must be recognized that this time-on-task based definition is underpinned by the more important concept of student academic learning. Credit hours are assigned for subject mastery demonstrated by a typical student engaged in study for a designated amount of time. Stating this most broadly, credit hours are awarded when a student demonstrates the knowledge, skills, and proficiencies at a level and in a form that meets or exceeds that expected of a typical student after studying for this specified amount of time.~~

### B. DEFINITIONS

1. **Contact Hour:** Defined as a measure that represents an hour of scheduled instruction given to students. The Board of Regents requires that for every credit hour, one (1) hour of contact shall be assigned to a course (e.g., a typical three (3) credit hour course, fifteen (15) weeks = forty-five (45) contact hours).

2. **Credit Hour**<sup>1</sup>: Under Federal Law, defined as

- a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen (15) weeks for one (1) semester or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. **Delivery Method:** Defined as the mode for which a course has been configured to deliver the course content (e.g., Face-to-Face, Online Asynchronous, etc.).

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<sup>1</sup> Code of Federal Regulations (CFR), Title 34, Part 600.2

- 4. Institution Accreditation:** Holding accreditation from one (1) of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education (MSCHE), New England Association of Schools and Colleges (NEASC), Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC).
- 5. Instructional Method:** Defined as a methodology used to present course content which arranges student learning toward desired course outcomes (e.g., Lecture, Discussion, Lab, etc.).
- 6. Regental Institution:** 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.

### C. POLICY STATEMENTS

1. A credit hour is a unit by which an institution measures its coursework. Federal Law<sup>2</sup> permits an institution to determine the amount of work associated with a credit hour, to consider a variety of delivery methods, instructional methods, measurements of student work, educational experience, outside classroom activity/preparation, disciplines, and degree levels. The credit hour value for a course is determined primarily by the amount of time, the intensity of the educational experience, and the amount of outside preparation required by the student.
2. BOR Policy 2:6 shall provide governance on the required calendar ensuring instructional time is established to meet credit hour and contact hour requirements.
3. Credit hours are used to convey thea length of a program of study (BOR Policy 2:23).

### D. CREDIT HOUR ACCEPTED STANDARDS

The following are generally accepted standards in higher education as it relates to credit hour requirements<sup>3,4</sup>. In general, an equivalent of forty-five (45) hours of work by a typical student is required for each credit hour.

1. At least fifteen (15) contact hours of recitation, lecture, discussion, seminar, or similar experience, as well as a minimum of thirty (30) hours of student homework is required for each credit hour;
2. Laboratory courses with few outside requirements require a minimum of forty-five (45) contact hours for each credit hour;
3. Laboratory courses with moderate out-of-class preparation require a minimum of thirty (30) contact hours for each credit hour;

<sup>2</sup> [Code of Federal Regulations \(CFR\), Title 34, Part 600.2](#)

<sup>3</sup> [HLC Policy on Assignment of Credits](#)

<sup>4</sup> [HLC Assumed Practices](#)

4. Studio courses must involve at least thirty (30) contact hours and at least fifteen (15) hours of homework for each credit hour;
5. Internships/practica/field experiences must require a minimum of forty-five (45) clock hours of work for each credit hour;
6. Music instruction and specialized types of music performance offerings must conform to the requirement for accreditation of the National Association of Schools of Music;
7. Workshops must involve a minimum of forty-five (45) hours for each credit hour, including a minimum of fifteen (15) contact hours, with the balance of the requirement completed as students fulfill related assignments; and
8. Credit hours for courses delivered using online (distance), hybrid, and other nontraditional modes are assigned based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting.

#### **E. AWARDING OF CREDIT**

Each Regental institution must demonstrate that credit hours assigned to the course and awarded to each successful completer are appropriate for the course and for the program. Most commonly, this is demonstrated by documenting that students completing the course have acquired equivalent levels of knowledge, skills, or competencies to those acquired by students in comparable programs of study. Each Regental institution shall have a practice documented to review and audit courses ensuring they meet the institution's accreditor standards.

**FORMS / APPENDICES:**None**SOURCE:**BOR June 2011; BOR August 2023.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – C**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**New Program Request – DSU – Minor in Video Production**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and  
Inactivation/Termination

**BACKGROUND / DISCUSSION**

Dakota State University (DSU) requests authorization to offer a minor in Video Production. The proposed minor would provide background in digital video production and video editing. It would complement several existing degrees at DSU, such as the BS in Digital Arts & Design, the BS in English, the BS in English for New Media, and the BBA in marketing or management.

**IMPACT AND RECOMMENDATION**

DSU plans to offer the minor in Video Production on campus. DSU does not request new state resources, and no new courses are required. DSU estimates 6 students enrolled and 3 graduates by the fourth year of the program.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Program Request Form: DSU – Minor in Video Production

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**DRAFT MOTION 20230731\_6-C:**

I move to authorize DSU to offer a minor in Video Production, as presented.





## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Baccalaureate Degree Minor

<b>UNIVERSITY:</b>	DSU
<b>TITLE OF PROPOSED MINOR:</b>	Video Production
<b>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</b>	Bachelor of Science.
<b>EXISTING RELATED MAJORS OR MINORS:</b>	Digital Arts and Design
<b>INTENDED DATE OF IMPLEMENTATION:</b>	Fall 2023
<b>PROPOSED CIP CODE:</b>	50.0602
<b>UNIVERSITY DEPARTMENT:</b>	College of Arts and Science
<b>BANNER DEPARTMENT CODE:</b>	DAS
<b>UNIVERSITY DIVISION:</b>	Fine and Applied Arts
<b>BANNER DIVISION CODE:</b>	DARTS

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

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

#### University Approval

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

\_\_\_\_\_  
President of the University

4/20/2023

\_\_\_\_\_  
Date

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

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☒ Yes ☐ No

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

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

BHSU:	<a href="#"><u>SDCL § 13-59</u></a>	<a href="#"><u>BOR Policy 1:10:4</u></a>
DSU:	<a href="#"><u>SDCL § 13-59</u></a>	<a href="#"><u>BOR Policy 1:10:5</u></a>
NSU:	<a href="#"><u>SDCL § 13-59</u></a>	<a href="#"><u>BOR Policy 1:10:6</u></a>
SDSMT:	<a href="#"><u>SDCL § 13-60</u></a>	<a href="#"><u>BOR Policy 1:10:3</u></a>
SDSU:	<a href="#"><u>SDCL § 13-58</u></a>	<a href="#"><u>BOR Policy 1:10:2</u></a>
USD:	<a href="#"><u>SDCL § 13-57</u></a>	<a href="#"><u>BOR Policy 1:10:1</u></a>
<a href="#"><u>Board of Regents Strategic Plan 2014-2020</u></a>		

The Dakota State University statutory mission is provided in SDCL 13-59-2.2:

*The primary purpose of Dakota State University in Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing and other related undergraduate and graduate programs. The secondary purpose is to offer two-year, one-year and short courses for application and operator training in the areas authorized by this section. This authorization includes the preparation of elementary and secondary teachers with emphasis in computer and information processing.*

This minor falls within DSU's mission because it is a technology-based minor, linked to the B.S. in Digital Arts and Design degree program.

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

This minor will provide background in digital video production and video editing and complements existing degree programs at DSU such as B.S. in Digital Arts and Design, B.S. in English, English for New Media, and B.B.A. in marketing or management.

**4. How will the proposed minor benefit students?**

Students will have an opportunity to learn about video production and film editing. These skills are needed in the current workplace environment and would expand employment opportunities.

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

DSU's video production minor will be positioned to satisfy consistent workforce demand for video production in South Dakota and nationally. According to the <sup>1</sup>BLS.gov and Occupational Outlook Handbook Television, video, and film camera operators and editors expect 132,000 openings in 2021-2031 with a median income of \$48,790, with a growing rate of 10% (Faster than average). The number of jobs anticipated in 2021 is 119,900. Employment change in 2021-31 is expected to increase by 12,100 jobs. Job outlooks growth rate is 10% faster than average.

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<sup>1</sup>

BLS outlook

**Broadcast, Sound, and Video Technicians**

<https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm#tab-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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	FY 24	FY 25	FY 26	FY 27
<b>Students enrolled in the minor (fall)</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Completions by graduates</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

\*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 Video Production Minor will provide learners with a comprehensive overview of the equipment, concepts and techniques needed to design, and editing skills to effectively produce professional video productions consistent with industry standards. The increasing usage of software and technology in this industry requires students to have the necessary digital skills upon graduation. This minor's curriculum has been created using the industry standards of the Society of Motion Picture and Television Engineers (SMPTE) which is an internationally recognized standards organization and a global society of media professionals, technologists and engineers working together with a mission is to drive the industry forward by setting industry standards, providing relevant education, and fostering an engaged membership community.

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

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

**A. Distribution of Credit Hours**

Video Production Minor	Credit Hours	Percent
Requirements in minor	12-15	67%
Electives in minor	6	33%
Total	18-21	100%

**B. Required Courses in the Minor**

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
DAD	280	Film Editing		3	No
DAD	335	Video Production	DAD 280	3	No

THEA	201	Film Appreciation		3	No
DAD	375	Storyboarding	ART 121*	3-6	No
Subtotal				12-15	

\* Students may take ART 121 to meet system general education requirements for Goal 4. Students who have already completed the Goal 4 requirements will need to complete 21 credits for this minor."

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

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
<b>Select one of the following:</b>				3	No
ARTH	211	History of World Art I			No
ARTH	212	History of World Art II			No
ARTD	245	History of Graphics			No
THEA	131	Introduction to Acting			No
<b>Select one of the following</b>				3	
DAD	494	Internship			No
DAD	498	Undergraduate Research			No
ARTD	292	Topics			No
Subtotal				6	

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

Individual Student Outcome (Same as in the text of the proposal)	DAD 280	DAD 335	ART 121, DAD 375	ARTH 211, 212, ARTD 245, THEA 201	THEA 131	DAD 494/498/ ART 292
Collaborate productively to complete a video production	X	X	X			
Create a video production that exemplifies best practices in quality video productions (storytelling, producing, editing)	X	X				X
Create a video production contextually targeted to the audience(s) for which it is intended.			X	X		X

Analyze the relationship between video production and other disciplines.		X			X	
--	--	---	--	--	---	--

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

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

Courses will be taught using lectures and hands-on experience in video and computer labs. The university currently has faculty, studio facilities, video, and lighting equipment and the software/hardware needed to support the existing classes for this minor.

**11. Delivery Location**

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

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

	Yes/No	Intended Start Date
<b>On campus</b>	Yes	Fall 2023

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

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

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

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

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

No, however, if a student has already fulfilled their Goal #4 gen ed courses and ART 121 was not used, then they may need to take 21 credits for this minor.

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

No one-time money will be needed for this minor. Courses are all on course rotation with existing faculty.

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

☐ YES,

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

☒ NO,

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

- 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**  
**Consent**

**AGENDA ITEM: 6 – D**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**New Site Request – NSU – AS in Business Administration (Online)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests and  
Inactivation/Termination

[BOR Policy 2:12](#) – Distance Education

**BACKGROUND / DISCUSSION**

Northern State University (NSU) requests approval to offer the AS in Business Administration online. This will align the program with the BS in Business Administration, which is offered both face-to-face and online. All courses within the AS degree are already offered online as part of the BS in Business Administration.

**IMPACT AND RECOMMENDATION**

The university requests no new resources, and there will be no significant costs to offering the program online.

Board office staff recommends approval to offer the program online.

**ATTACHMENTS**

Attachment I – New Site Request: NSU – AS in Business Administration

\*\*\*\*\*

**DRAFT MOTION 20230731\_6-D:**

I move to approve NSU's new site proposal to offer the AS in Business Administration online, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. 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 Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	NSU
<b>DEGREE(S) AND PROGRAM:</b>	AS – Business Administration
<b>NEW SITE(S):</b> <i>Include address of new physical locations. Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	015 – Internet Asynchronous 018 – Internet Synchronous
<b>INTENDED DATE OF IMPLEMENTATION:</b>	Fall 2023
<b>CIP CODE:</b>	520201
<b>UNIVERSITY DEPARTMENT:</b>	Management, Marketing
<b>BANNER DEPARTMENT CODE:</b>	NMAM
<b>UNIVERSITY DIVISION:</b>	School of Business
<b>BANNER DIVISION CODE:</b>	5B

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

- The individual preparing this request has read [AAC Guideline 2:11](#), which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

#### University Approval

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

  
\_\_\_\_\_  
President (or Designee) of the University

9/14/2022

\_\_\_\_\_  
Date

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

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

The BS-Business Administration program is offered both face-to-face and online. All courses in the program are offered online. The AS-Business Administration degree needs to be offered online as well.



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

DSU offers an AS in Business Management online. NSU’s AS in Business Administration is distinct because Business Administration is a broad, multi-business discipline approach to business education, and DSU’s AS in Business Management focuses on a specific discipline within the broad field of business. Specific business disciplines include management, finance, accounting, marketing, and management information systems. NSU’s AS in Business Administration incorporates courses from across these specific business disciplines. DSU’s AS in Business Management incorporates courses from the specific business discipline of management.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

Students enrolling in this program would be new to the university.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students new to the university	5	10	10	10
Students from other university programs	0	0	0	0
=Total students in the program at the site	5	15	20	20
Program credit hours (major courses)**	150	450	600	600
Graduates	0	5	10	10

\*Do not include current fiscal year.

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

4. What is the perceived impact of this request on existing programs in the Regental system?

There should be no direct impact on other programs in the Regental system, as all students in the program should be new, degree seeking students. Longer term, one possible impact may be increased enrollments in BA/BS programs as these students complete their AS degrees.

5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

AS – Business Administration	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements (A)	24 (21)	33	0	33	0
<i>Subtotal, Degree Requirements</i>	24 (21)	33	0	33	0
Required Support Courses					
Major Requirements (A)	23	39	0	39	0
Major Electives or Minor	15	30	0	30	0
<i>Subtotal, Requirements of the Proposed Major</i>	38	69	0	69	0
Free Electives	1	1	0	1	0
<i>Total, Degree with Proposed Major</i>	60	103	0	103	0

\*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

(A) Students are required to take ECON 201 as a major requirement. This course also fulfills the GE Goal #3 – Social Sciences requirement.

6. How will the university provide student services comparable to those available for students on the main campus?

Although there are no specific programmatic services for students in this program, students in the online AS-Business Administration degree will have access to the exact same services provided to online students in the BS-Business Administration program, such as access to the professional business advisor, access to a faculty mentor, and access provided to all students to services provided by the Northern State University Student Success Center.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

The AS-Business Administration degree is accredited by ACBSP. There is no additional cost assumed by NSU to offer the program online, either in asynchronous or synchronous mode, as all of the courses needed for the program are already offered online, and the BS-Business Administration program is offered online. All courses in the AS-Business Administration program are a subset of the BS-Business Administration program.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

No.

- 9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.**

Only additional revenue is expected, as current online courses have the capacity to absorb additional enrollments from the online offering of this program.

## **SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 6 – E**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

#### **SUBJECT**

**Inactive Status and Program Termination Requests – NSU & USD**

#### **CONTROLLING STATUTE, RULE, OR POLICY**

[AAC Guideline 2.12](#) – Programs on Inactive Status

[AAC Guideline 2.13](#) – Program Termination

#### **BACKGROUND / DISCUSSION**

Northern State University has submitted a request asking that the following programs be terminated (see Attachment I).

- Degree Program: Art (BA)  
*Justification: The Art department curriculum offers BFA degrees in traditional studio art and digital media. The BA in Art is redundant and is no longer needed for the art department's mission and purposes.*
- Degree Program: Business Administration (AS) – Specialization in Business Administration  
*Justification: The business administration specialization is no longer necessary to differentiate from the MIS specialization under the AS-Business Administration program, as the MIS specialization was recently terminated. Moving forward, only the stand-alone AS degree in Business Administration degree will be retained.*

The University of South Dakota has submitted a request asking that the following programs be inactivated (see Attachment II).

- Degree Program: Chemistry (BS) – Chemistry Coordinate Specialization  
*Justification: USD will offer this curriculum under the stand-alone BS in Chemistry program and will be inactivating the specialization. Current students will be migrated to the new program, which will not have any impact on their required coursework.*

#### **IMPACT AND RECOMMENDATION**

Board staff recommends approval.

#### **ATTACHMENTS**

Attachment I – NSU Program Termination Requests

Attachment II – USD Program Termination Requests

\*\*\*\*\*

#### **DRAFT MOTION 20230731\_6-E:**

I move to approve the program termination and inactivation requests from NSU and USD, as presented in Attachments I and II.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	NSU
<b>DEGREE(S) AND PROGRAM:</b>	B.A. in Art
<b>CIP CODE:</b>	500701
<b>UNIVERSITY DEPARTMENT:</b>	Art
<b>BANNER DEPARTMENT CODE:</b>	NART
<b>UNIVERSITY DIVISION:</b>	School of Fine Arts
<b>BANNER DIVISION CODE:</b>	5F

#### University Approval

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

  
\_\_\_\_\_  
President (or Designee) of the University

6/27/2023  
\_\_\_\_\_  
Date

#### 1. Program Degree Level (place an "X" in the appropriate box):

Associate   ☐   Bachelor's   ☒   Master's   ☐   Doctoral   ☐

#### 2. Category (place an "X" in the appropriate box):<sup>1</sup>

Certificate   ☐   Specialization   ☐   Minor   ☐   Major   ☒

<sup>1</sup> Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

**3. The program action proposed is (place an "X" in the appropriate box):<sup>2</sup>**

Inactive Status	<input type="checkbox"/>	Termination	<input checked="" type="checkbox"/>
See question 4		See questions 5 and 6	

**4. INACTIVE STATUS**

- A. Provide a justification for inactivating the program:**
- B. If there are current students in the program, what are the implications of placing the program on inactive status?**

**What is the last date (day/month/year) by which a student can graduate in the program?**

- C. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?**

**5. TERMINATION WITH ENROLLED STUDENTS**

- A. Provide a justification for terminating the program:**
- B. What is the plan for completion of the program by current students?**
- C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?**
- D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

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<sup>2</sup> Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

## 6. TERMINATION WITHOUT ENROLLED STUDENTS

### A. Provide a justification for terminating the program:

The art department curriculum offers BFA degrees in traditional studio art and digital media; The BA in Art is redundant - it is no longer needed for the art department mission and purposes.

### B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

August 1, 2023 or as soon as possible

### C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

Immediate (or potential) savings include:

- Reduced time requirements for administration – student advisement, degree program assessment and documentation required for national accreditation.
- Time savings will be reflected in greater administrative efficiencies for remaining degree programs.

### D. What are the resulting employee terminations and other possible implications including impact on other programs?

- No staff or faculty members will be impacted by terminating this degree program.
- No course offerings will be impacted.
- No students will be impacted – there are no students enrolled in this degree program.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	NSU
<b>DEGREE(S) AND PROGRAM:</b>	<b>AS –Business Administration Specialization</b>
<b>CIP CODE:</b>	<b>520201</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Management, Marketing</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>NMAM</b>
<b>UNIVERSITY DIVISION:</b>	<b>School of Business</b>
<b>BANNER DIVISION CODE:</b>	<b>5B</b>

### University Approval

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

  
\_\_\_\_\_  
President (or Designee) of the University

2/9/2023  
\_\_\_\_\_  
Date

### 1. Program Degree Level (*place an "X" in the appropriate box*):

Associate ☒ Bachelor's ☐ Master's ☐ Doctoral ☐

### 2. Category (*place an "X" in the appropriate box*):<sup>1</sup>

Certificate ☐ Specialization ☒ Minor ☐ Major ☐

### 3. The program action proposed is (*place an "X" in the appropriate box*):<sup>2</sup>

Inactive Status ☐ Termination ☒  
*See question 4* *See questions 5 and 6*

<sup>1</sup> Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

<sup>2</sup> Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.



#### 4. INACTIVE STATUS

- A. Provide a justification for inactivating the program:
- B. If there are current students in the program, what are the implications of placing the program on inactive status?
- C. What is the last date (day/month/year) by which a student can graduate in the program?
- D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?

#### 5. TERMINATION WITH ENROLLED STUDENTS

- A. Provide a justification for terminating the program:  
The business administration specialization is no longer necessary to differentiate from the MIS specialization under the AS-Business Administration program. The MIS specialization was recently terminated. The business administration specialization will essentially collapse into the AS-Business Administration degree as we will retain the Business Administration (AS) program (NAS.BSA).
- B. What is the plan for completion of the program by current students?  
For the 18 students enrolled in AS Business Administration-Business Administration Specialization, students will be moved into the AS Business Administration and complete the same courses as planned. The courses in the specialization are the required courses in the AS Business Administration program so the online catalog would change but the update wouldn't be visible to current students if they are using DegreeWorks to track their program.
- C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?  
August 21, 2023
- D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?  
May 1, 2023
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?  
August 20, 2023

**F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

None

**G. What are the resulting employee terminations and other possible implications including impact on other programs?**

None

**6. TERMINATION WITHOUT ENROLLED STUDENTS**

**A. Provide a justification for terminating the program:**

**B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?**

**C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

**D. What are the resulting employee terminations and other possible implications including impact on other programs?**



## SOUTH DAKOTA BOARD OF REGENTS

### ACADEMIC AFFAIRS FORMS

### Program Termination or Placement on Inactive Status

<b>UNIVERSITY:</b>	<b>USD</b>
<b>DEGREE(S) AND PROGRAM:</b>	<b>Chemistry, B.S. with Chemistry Coordinate specialization [UBS.CHM-CRD]</b>
<b>CIP CODE:</b>	<b>40.0501</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Chemistry</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>UCHM</b>
<b>UNIVERSITY DIVISION:</b>	<b>Arts &amp; Sciences</b>
<b>BANNER DIVISION CODE:</b>	<b>2A</b>

#### University Approval

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

\_\_\_\_\_  
President of the University

\_\_\_\_\_  
Date

#### 1. Program Degree Level (place an "X" in the appropriate box before the category):

Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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#### 2. Category (place an "X" in the appropriate box before the category):<sup>1</sup>

Certificate	<input checked="" type="checkbox"/>	Specialization	<input type="checkbox"/>	Minor	<input checked="" type="checkbox"/>	Major
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#### 3. The program action proposed is (place an "X" in the appropriate box following the action):<sup>2</sup>

Inactive Status	<input checked="" type="checkbox"/>	Termination	<input type="checkbox"/>
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*See question 4*

*See question 5 and 6*

#### 4. INACTIVE STATUS

##### A. Provide a justification for inactivating the program:

We've created an improved program that better serves students' needs and plan to migrate students there. This program code will be UBS.CHM coding.

##### B. If there are current students in the program, what are the implications of placing the program on inactive status?

Students will benefit by migrating to the modified program with streamlined, updated requirements. Migrating students will not have any additional coursework in relation to the older program.

##### C. What is the last date (day/month/year) by which a student can graduate in the program? August 15, 2024 (Summer 2024)

##### D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)? May 15, 2023

<sup>1</sup> Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

<sup>2</sup> Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – F**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Articulation Agreements – SDSU**

**CONTROLLING STATUTE, RULE, OR POLICY**

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

[BOR Policy 2:5:2](#) – External (Non-Regental System) Accredited University/College  
Transfer of Credit

**BACKGROUND / DISCUSSION**

BOR Policy 2:5 – Seamless Transfer of Credit establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

**IMPACT AND RECOMMENDATION**

To comply with BOR Policy 2:5, South Dakota State University requests approve for the following articulation agreement:

- Students who have completed an AA degree in the Nursing program at Oglala Lakota College (OLC) may apply up to 90 credits toward the BS in Medical Laboratory Science program at SDSU.

(Continued)

\*\*\*\*\*

**DRAFT MOTION 20230731\_6-F:**

I move to approve the articulation agreement between South Dakota State University and Ogalala Lakota College (OLC) and the revised articulation agreement between South Dakota State University and Western Dakota Technical College (WDTC), as presented.

SDSU also requests approval for the following revised articulation agreement:

- Students who have completed an AAS degree in the Medical Laboratory Technician program at Western Dakota Technical College (WDTC) may apply up to 60 credits toward the BS in Medical Laboratory Science program at SDSU.

Board staff recommends approval.

#### **ATTACHMENTS**

Attachment I – SDSU Articulation Agreement with Oglala Lakota College (OLC)

Attachment II – SDSU Articulation Agreement with Western Dakota Technical College (WDTC)

## PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between  
OGLALA LAKOTA COLLEGE  
and  
SOUTH DAKOTA STATE UNIVERSITY

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Agreement with Respect to Applying the  
**Associate of Arts in Nursing Program**  
Towards the  
**Bachelor of Science, major in Nursing**  
**RN to B.S.N. Option**

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### I. Parties

Parties to this agreement are Oglala Lakota College (OLC) 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 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 OLC graduates of the A.A. degree in Registered Nursing (RN) an opportunity to earn a Bachelor of Science degree with a major in Nursing (BSN).

### III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 46 technical course credits from the A.A. degree. These technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Additionally, a block of 8 prerequisite credits will be awarded for OLC technical coursework related to anatomy and physiology for a total of 54 credits.

General education coursework for the A.A. in Nursing at OLC is specified below. Additional transferrable general education coursework may be transferred if the SD Board of Regents System (SDBOR) and SDSU general education transfer requirements are met.

No more than a total of 90 credits may be transferred from OLC to SDSU. At least 30 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and SDSU graduation requirements to earn a degree.

#### B. General Education Requirements (SGRs): 18 credits

Transferrable general education requirements required in the OLC nursing curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements			OLC Required Coursework	
SGR Goal	SDSU Course	Cr	OLC Course	Cr
SGR Goal #1 Written Communication	ENGL 101 Composition I	3	<i>ENGL 103 Freshman English I</i>	3
	ENGL 201 Composition II	3		
SGR Goal #2 Oral Communication	Choose 1 course from approve list in SDSU catalog	3		
SGR Goal #3 Social Sciences	SOC 100 Introduction to Sociology	3	<i>PSY 103 General Psychology</i>	3
	PSYC 101 General Psychology	3		
SGR Goal #4 Arts and Humanities	Choose 2 courses with different prefixes from approved list in SDSU catalog	6	<i>LAK 103 Lakota Language I or LSOC 103 Lakota Culture</i>	3
SGR Goal #5 Mathematics	MATH 103 or higher	3		
SGR Goal #6 Natural Sciences	CHEM 106/106L Chemistry Survey and Lab	4	<i>CHEM 114 and CHEM 111 Chemistry for Health Sciences and Lab</i>	5
	MICR 231/231L Microbiology and Lab	4		
			<i>BIO 204 Basic Microbiology</i>	4

**C. General Education and Supporting Requirements to be completed at SDSU or as equivalent courses elsewhere: 18 credits**

1. HDFS 210 Lifespan Development (3 cr)
2. SGR #1 Written Communication (3 cr)
3. SGR #2 Oral Communication (3 cr)
4. SGR #3 Social Sciences (3 cr)
5. SGR #4 Humanities and Arts/Diversity (3 cr)
6. SGR #5 Mathematics (3 cr)

**D. Major Requirements for the RN to B.S.N. Option 24 credits**

1. NURS 300: Transition to BSN (3 cr)
2. NURS 461: Vulnerable Populations: Nursing Perspectives (3 cr)
3. NURS 462: Population Health: Nursing Perspectives (3 cr)
4. NURS 463: Health Policy & Economics (3 cr)
5. NURS 464: Genetics & Genomics in Nursing (3 cr)
6. NURS 465: Evidenced-Based Nursing Practice (3 cr)
7. NURS 466: Healthcare Systems & Informatics (3 cr)
8. NURS 469: Nursing Leadership Capstone (3 cr)

**E. Elective Requirement: 6 credits or as needed to reach 120 credits total**

**TOTAL OLC CREDITS: 72**

Nursing technical course block credits: 46

Prerequisite technical block credits: 8

Courses meeting SDSU general education goals: 18

**TOTAL SDSU CREDITS: 48**

General education and supporting requirements: 18  
 Nursing major requirements: 24  
 Electives: 6

**TOTAL CREDITS REQUIRED: 120**

If students have additional credits that meet SDSU and SDBOR guidelines for transfer, additional credits may transfer to SDSU up to 90 credits total. At least 30 credits must be completed at SDSU.

**Additional Requirements:**

1. Students transferring must meet university transfer requirements.
2. Course grades of “C” and above meet the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A. Nursing degree.
4. Student must be admitted to South Dakota State University.
5. Student must complete all pre-requisite requirements.
6. Student must be admitted to professional RN to B.S.N. option.
7. Student must have unencumbered license in state of practice prior to B.S.N. graduation.

**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 SDSU and OLC. 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**

This agreement shall be in effect upon approval by all parties.



**VII. Acceptance of Agreement**

**For South Dakota State University**

\_\_\_\_\_  
Mary Anne Krogh  
Dean of Nursing

Date: \_\_\_\_\_

\_\_\_\_\_  
Dennis Hedge  
Provost/Vice President for Academic Affairs

Date: \_\_\_\_\_

**For Oglala Lakota College**

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

**PROGRAM TO PROGRAM ARTICULATION AGREEMENT**

Between

WESTERN DAKOTA TECHNICAL COLLEGE

and

SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the

**Medical Laboratory Technician****Associate of Applied Science Degree Program**

Towards the

**Bachelor of Science, major in Medical Laboratory Science Degree Program****I. Parties**

Parties to this agreement are Western Dakota Technical College (WDTC) 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 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 WDTC graduates of the A.A.S. degree an opportunity to earn a Bachelor of Science degree with a major in Medical Laboratory Science.

**III. Academic Program**

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 41 technical course credits as a block from the A.A.S. degree in Medical Laboratory Technician coursework. These technical credits will be placed on the student's transcript as MLS 368: Technical Transfer credit consistent with the MLS Upward Mobility Program. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at Western Dakota Technical College and are in addition to the MLT technical credits.

No more than a total of 60 credits may be transferred from Western Dakota Technical College to SDSU. At least 30 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Medical Laboratory Science degree.

**B. Requirements completed in the Medical Laboratory Science Upward Mobility curriculum 40 credits**

- 1. MLS312: MLT to MLS Transitional Experience (3 credits)
- 2. MLS 401: Hematology II/Hemostasis (3 credits)
- 3. MLS 431: Principles of Immunohematology (2 credits)

4. MLS 403: Diagnostic Immunology (3 credits)
5. MLS 341: Diagnostic Microbiology I (3 credits)
6. MLS 461: Introduction to Management and Education (3 credits)
7. MLS 411: Clinical Chemistry II (3 credits)
8. MLS 441: Diagnostic Microbiology II (3 credits)
9. MLS 451: Immunohematology II (2 credits)
10. MLS 468: Advanced Supervised Clinical Experience I (5 credits)
11. MLS 471: Advanced Medical Diagnostics (2 credits)
12. MLS 469: Advanced Supervised Clinical Experience II (5 credits)
13. MLS 483: Senior Capstone Clinical Experience (3 credits)

**C. General Education Requirements (SGRs) 33 credits**

Transferrable general education requirements in the Medical Laboratory Science Upward Mobility Program curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for the Upward Mobility program) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements		13 Required Coursework		
SGR Goal	SDSU Course(s)	Cr	WDTC Course	Cr
SGR Goal #1 Written Communication	ENGL101	3	ENGL 101	3
SGR Goal #2 Oral Communication	CMST101	3		
SGR Goal #3 Social Sciences	PSYC 101 SOC 100	3 3	PSYC 101 SOC 100	3 3
SGR Goal #4 Arts and Humanities				
SGR Goal #5 Mathematics	MATH 114	3		
SGR Goal #6 Natural Sciences	CHEM 106 CHEM 106L	4	CHEM 106 CHEM 106L	4

**D. General Education and Supporting Requirements to be completed at SDSU: 31 credits.**

1. STAT 281: Statistics (3 credits)
2. CHEM 108/CHEM 108L (5 credits)
3. SGR #1 Written Communication (3 credits)
4. SGR #2 Oral Communication (3 credits)
5. SGR #4 Arts and Humanities (6 credits)
6. MATH 114: College Algebra (3 credits)
7. Human Anatomy (4 credits)
8. Physiology (4 credits)

**E. Electives: As needed to reach 120 credits total**

**F. TOTAL CREDITS:**

General education and supporting courses: 44  
 Upward Mobility MLS Program major requirements: 40  
 Block transfer of credit from Western Dakota Technical College: 41  
 Electives: 0

**TOTAL CREDITS REQUIRED: 120**

If students have additional credits that meet SDSU and SDBOR guidelines for transfer, such credits may transfer to SDSU up to 60 credits total. At least 30 credits must be completed at SDSU.

**Additional Requirements:**

1. Students transferring from WDTC must have a cumulative GPA of 2.0 or higher.
2. Course grades of “C” and above meet the College of Pharmacy & Allied Health requirements.
3. Credit for technical course transfer requires that the student has completed MLT (AS/AAS) degree.
4. Student must be admitted to South Dakota State University
5. Student must complete all pre-requisite requirements.

**IV. Obligations**

Both parties agree to confer with each other as needed regarding changes in curricula involved in this Articulation Agreement.

**V. Modifications**

This agreement may be modified from time to time by SDSU and Western Dakota Technical 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.

**VI. Effective Date of Agreement**

This agreement shall be in effect upon approval by all parties.

**VII. Acceptance of Agreement**

**For South Dakota State University**

\_\_\_\_\_  
Dean of College of Pharmacy and Allied Health Professions

Date: \_\_\_\_\_

\_\_\_\_\_  
Provost/Vice President for Academic Affairs

Date: \_\_\_\_\_

**For Western Dakota Technical College**

\_\_\_\_\_  
President

Date: \_\_\_\_\_

\_\_\_\_\_  
Vice President for Teaching and Learning

Date: \_\_\_\_\_

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**REVISED**  
**AGENDA ITEM: 6 – G**  
**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Agreement on Academic Cooperation – SDSMT**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 5:3](#) – Agreements and Contracts

**BACKGROUND / DISCUSSION**

BOR Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, South Dakota School of Mines and Technology (SDSMT) seeks approval to enter the agreement with China University of Mining and Technology – Beijing, located in Beijing, China.

**IMPACT AND RECOMMENDATION**

The agreement will allow students who have attended China University of Mining and Technology – Beijing for two years to transfer to SDSMT and earn a bachelor’s degree. Board staff recommends approval.

**ATTACHMENTS**

Attachment I – Agreement on Academic Cooperation – SDSMT

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**DRAFT MOTION 20230731\_6-G:**

I move to approve South Dakota School of Mines and Technology’s agreement on academic cooperation, as presented.

## **Agreement Between South Dakota School of Mines & Technology and China University of Mining and Technology, Beijing**

### **Overview**

Under this program, students will attend China University of Mining and Technology, Beijing (CUMTB) for two years, then transfer to the South Dakota School of Mines & Technology (South Dakota Mines) for two or more years, where they will have the opportunity to earn a bachelor's degree at South Dakota Mines.

### **Student Requirements**

1. Students must apply for admission and meet the normal transfer admission requirements of South Dakota Mines, as documented on the International Admissions webpage.
2. The student must have the endorsement of CUMTB.
3. Students seeking a degree at South Dakota Mines must demonstrate English proficiency by taking the TOEFL, IELTS, or other acceptable English proficiency test in China and meet the requirements as specified on the South Dakota Mines “English Proficiency” webpage. Applicants with scores below the minimum will be considered on an individual basis.
4. Students must be degree-seeking, pursuing a Bachelor of Science degree at South Dakota Mines and have a minimum of one major declared.

### **South Dakota Mines agrees to:**

1. Accept students from CUMTB if they:
  - a. apply for admission to South Dakota Mines, and
  - b. meet the normal transfer requirements of South Dakota Mines, and
  - c. are endorsed by CUMTB.
2. Provide an orientation program for the first semester to integrate the students into American university life.
3. Provide all necessary paperwork for students to apply for an F-1 student visa, in addition to email-based help and advising with the visa and immigration process.
4. Work with CUMTB to identify courses that will transfer to South Dakota Mines. The number of transfer credits may be up to a maximum of 50% of the credits required for the South Dakota Mines degree program.

### **CUMTB agrees to:**

1. Select students who meet Chinese university admissions standards, who are proficient in English, and who are expected to do well in the program.
2. Advise students that they are expected to finish their degrees at South Dakota Mines.
3. Provide students with foundational and discipline-specific courses as detailed in the first four semesters of CUMTB curricula.
4. Make known to students, prior to their application, the requirements and elements of the program they are applying to, as described in the South Dakota Mines university catalog.
5. Provide students with the opportunity to take the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or other acceptable

English proficiency exam. Information is available on the South Dakota Mines web site for international applicants.

6. Provide official transcripts in Chinese with an official translation in English. South Dakota Mines requires that official transcripts must be sent directly to South Dakota Mines from CUMTB. CUMTB may send multiple student transcripts directly to South Dakota Mines in one package, as long as the package is sent directly from CUMTB to South Dakota Mines. Students may not handle the transcripts in any manner. Transcripts sent by students to South Dakota Mines will not be accepted as official.

Students who are admitted to South Dakota Mines:

1. Must meet or exceed requirements for financial self-support so South Dakota Mines may issue supporting documents for the U.S. visa application to the student. This includes tuition and fees, health insurance and living expenses.
2. Will be subject to the rules, regulations, and disciplinary policy of South Dakota Mines.
3. Are required to enroll in the Major Medical Hospitalization/Surgical Insurance Plan approved by the South Dakota Board of Regents (BOR). No outside insurance policies will be accepted as substitutes for the BOR policy.
4. Are REQUIRED to have two MMR (measles, mumps, & rubella) immunizations. This is mandated by South Dakota state law; there are NO EXCEPTIONS to this requirement. Any students who are not in compliance, will be required to withdraw from South Dakota Mines. Two rubella or two rubeola immunizations are not a substitute for the MMR.

### **Miscellaneous**

The original agreement of July 2011 and this supplement constitute the entire agreement between the Parties with respect to the MOU described, and any prior or contemporaneous representations or agreements, either oral or written, are hereby superseded. No amendments or changes to this agreement shall be effective unless made in writing and signed by authorized representatives of the parties.

Any problem arising from the student exchange and degree completion projects will be resolved through discussion between the two universities. This agreement remains valid and is subject to the terms of the MOU between the Universities effective July 2011.

This agreement and any implementing memoranda may be terminated:

- a) By either party, without cause, giving six months notice.
- b) In the event a party materially breaches this agreement, the non-breaching party shall give written notice of such breach or default. The breaching party will then have thirty (30) days from the date of receipt of such notice to cure such breach. If the breaching party fails to cure such breach within 30 days, the non-breaching party may, without prejudice to any other remedies available to it hereunder or by law or otherwise, terminate this agreement effective immediately by giving the breaching party written notice to that effect.

Termination does not impair rights already accrued under the agreement.



Any notice required to be given under this Exchange Agreement shall be in writing delivered to the Parties as follows:

- a) China University of Mining and Technology, Beijing:  
 Ms. Ying Yang  
 Director, International Cooperation and Exchange Office  
 China University of Mining and Technology, Beijing  
 Xueyuan Road, Haidian District  
 Beijing 100083, People's Republic of China
- b) South Dakota School of Mines and Technology, USA:  
 Ms. Susan Aadland or Ms. Beth Riley  
 Ivanhoe International Center  
 South Dakota School of Mines and Technology  
 501 E. Saint Joseph Street  
 Rapid City, South Dakota, 57701 USA

This agreement is to be regarded as binding in both this and its Chinese version.

**Signed on behalf of**  
**China University of Mining and Technology,**  
**Beijing**  
**by**

**Signed on behalf of**  
**South Dakota School of Mines & Technology**  
**by**

\_\_\_\_\_  
**GE Shirong, Ph.D., Professor**  
**President**

\_\_\_\_\_  
**Jim Rankin, PhD, PE**  
**President**

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 6 – H**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**New BOR Policy 4:50 – Sanction, Exclusion, and Debarment Screening; and Revised BOR Policies 4:47 – Background Checks, 4:48 – Export Controls, and 5:4 – Purchasing (Second Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 4:47](#) – Background Checks

[BOR Policy 4:48](#) – Export Controls

[BOR Policy 5:4](#) – Purchasing

[SDCL 5-18A](#) – Public Agency Procurement – General Provisions

[SDCL 5-18D-12](#) – Suspension of Debarment of Business for Cause

[2 CFR § 180, Subpart C](#) – Responsibilities of Participants Regarding Transactions Doing Business with Other Persons

**BACKGROUND / DISCUSSION**

Campus implementation in the areas of background checks, export controls, and procurement indicated the need for a common policy regarding screening potential employees, vendors, contractors, and other affiliated entities for prohibited status such as appearance on the federal or state sanction and debarment lists. The associated updates will also ensure the Board and its institutions are thoroughly vetting entities, including foreign corporate and governmental entities, and therefore have the necessary knowledge about who it is accepting money from and doing business with.

The proposed new policy on sanctions, exclusion, and debarment screening set forth in Attachment I details the necessary steps for an adequate review of the state and federal resources that indicate an entity's prohibited status prior to establishing a contractual or employment relationship with an entity, as well as appropriately assigning the oversight for the screening functions to the applicable campus office or department. Revisions to other applicable policies in Attachments II-IV are a clean-up of relevant policies to ensure

(Continued)

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**DRAFT MOTION 2023731\_6-H:**

I move to approve the second and final reading of new BOR Policy 4:50 – Sanction, Exclusion, and Debarment Screening, repeal and replacement of BOR Policy 4:47, and revisions to BOR Policies 4:48 and 5:4, as presented.

the new policy is implemented consistently, which includes repealing and replacing BOR Policy 4:47 in its entirety.

### **IMPACT AND RECOMMENDATIONS**

The proposed Sanction, Exclusion, and Debarment Screening policy and associated revisions to Background Check, Export Control, and Procurement Policies will provide a consistent protocol and process across the system for monitoring entities for prohibited status prior to establishing an employment or contractual relationship.

There have been no additional revisions since the first reading of this policy at the June 2023 BOR meeting.

Staff recommends approval.

### **ATTACHMENTS**

- Attachment I – Proposed New BOR Policy 4:50 – Sanction, Exclusion, and Debarment Screening
- Attachment II – BOR Policy 4:47 – Background Checks
- Attachment III – BOR Policy 4:48 – Export Controls
- Attachment IV – BOR Policy 5:4 – Procurement

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Sanction, Exclusion, and Debarment Screening

**NUMBER:** 4:50

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### A. PURPOSE

To support efforts to ensure satisfaction of federal and state requirements that the BOR and the institutions it governs do not employ or contract with individuals and entities who are under state or federal exclusion, debarment, or suspension, or with entities owned or controlled by prohibited foreign nationals, entities, or governments.

### B. DEFINITIONS

1. **Affiliated Research Personnel:** any individual employed by a non-BOR entity involved in research for a Regental institution.
2. **Vendor:** any organization or individual providing goods or services to the BOR or an institution, excluding refunds and reimbursements.
3. **Contractor:** any individual or other legal entity that enters into a contract or agreement for goods and services with the BOR or an institution equal to or exceeding \$25,000.
4. **Sanction Check:** the process of verifying that an individual or entity is not under state or federal exclusion, debarment, or suspension, or is not an entity owned or controlled by prohibited foreign nationals, entities, or governments.
5. **Background Check:** As defined in BOR Policy 4:47.

### C. POLICY

1. The BOR and its Institutions exercise due diligence in hiring and screening employees, Vendors, Contractors, and affiliates. Employees, Vendors, Contractors, and appropriate affiliated individuals must be checked against appropriate governmental exclusion, debarment, and suspension lists to ensure eligibility for hire and to participate in BOR and Institutional programs.
  - 1.1 Employees, Vendors, Contractors, and covered affiliates subject to this policy have an affirmative duty to notify the Institution or BOR designated official if they are under federal exclusion, debarment, or otherwise on a federal or state sanctions list. If an individual has been excluded from participation in a federally or state funded, or if a finalist is unwilling to submit required documents or to submit to a background or sanctions check, they may not be considered for employment, placement, or perform any services for or on behalf of the BOR or its governed institutions.

- 1.2 Inquiries into sanctions status associated with the BOR and Institutions will be handled in compliance with all applicable federal and state laws.
- 1.3 All individuals who have matching names to those found through the sanctions checks process shall have the right to review, deny, or provide clarification regarding any such finding. The individual may provide information to clarify their identity as other than that of the listed individual and shall otherwise cooperate with the designated officials responsible for the checks, including executing any and all required consents and certifications. Upon determination that a name appears on a sanctions list, the designated officials will:
  - 1.3.1. Ensure that the sanction report is accurate by verifying the identity of the individual on the report;
  - 1.3.2. Present the individual with the findings;
  - 1.3.3. Consider the individual's response to the sanction finding;
  - 1.3.4. Confirm admission, denial, or clarification through the utilization of a third-party sanction check application or with the responsible government entity named in the report;
  - 1.3.5. File for the record denial if the sanction is accurate;
  - 1.3.6. Discuss with the designated BOR or institutional representative the confirmed sanction for decision making;
  - 1.3.7. Inform of action and determination.
- 1.4 Nothing in this policy abrogates or serves as a substitute for any requirement for an individual background check required by federal or state law, or by other applicable BOR policies.
2. Ongoing screening of applicable databases for Employees, Vendors, Contractors, and affiliated individuals will be managed as set forth herein.
3. As applicable to the institution, nature of duties, and engagement with programs, BOR and Institutional employees, Vendors, Contractors, and appropriate affiliated individuals are checked against, but not limited to, the following federal and state exclusion, debarment, and suspension lists or successor lists as applicable:
  - 3.1. Office of Inspector General's (OIG) List of Excluded Individuals/Entities (LEIE);
  - 3.2. General Services Administration's (GSA) System for Award Management (SAM) Excluded Parties List System (EPLS);
  - 3.3. U.S. Food and Drug Administration's (FDA) Debarment List and Disqualified/Totally Restricted List for Clinical Investigators;
  - 3.4. U.S. Department of the Treasury, Office of Foreign Asset Control's (OFAC) Specially Designated Nationals (SDN) & Blocked Persons List, Consolidated Sanctions List (Non-SDN sanctions, including Foreign Sanctions Evaders);

- 3.5. U.S. Department of Commerce (DOC), Bureau of Industry and Security's (BIS) Denied Persons List, Entity List, and Unverified List;
  - 3.6. U.S. Department of State's (DOS), Directorate of Defense Trade Control's List of Statutorily Debarred Parties and List of Administratively Debarred Parties; and
  - 3.7. South Dakota Bureau of Administration debar and suspension list and any other state-level sanctions or restrictions applicable to Employees, Vendors, Contractors, and covered affiliates subject to this policy.
- 4. Vendors and Contractors who are personally providing services may be subject to criminal background checks prior to providing services if the duties would require a criminal record check under BOR Policy 4:47. Vendors and Contractors may be required to certify their compliance with employee screening where their employees provide similar personal services.
  - 5. The sanction check screening process includes identification and verification of an individual/entity name of a prospective employee, employee, prospective Vendor, Vendor, prospective Contractor, Contractor, or affiliated individual that potentially matches a sanctioned individual/entity name identified on an applicable governmental exclusion, debarment, or suspension list. The sanction check screening process also includes determining if the identified name is a positive match and if the individual/entity is eligible for hire and/or participation in programs. The sanction check screening process includes initial screenings for prospective employees, Vendors, Contractors, or affiliated individuals, as well as subsequent checks for maintenance of continued employment, contracts, grants, or other applicable agreements to ensure continued eligibility. Verification of an employee, Vendor, Contractor, or other affiliated entity as appearing on an applicable governmental exclusion, debarment, or suspension list during any sanction check screening, initial or subsequent, will result in that individual/entity being ineligible for employment, placement, or performance of any services for or on behalf of the BOR or its governed institutions. The verification procedures, system user instructions, and associated certification forms will be managed by an institutional designated official.
  - 6. Sanction check screening will be facilitated through systems managed by the BOR Accounts Payable Shared Service Center for procurements, Vendors, Contractors, and affiliated individuals; through Human Resources offices for employees; and through designated Research and/or Grants and Contracts offices for affiliated research personnel project reviews.

These offices are responsible for administering and overseeing the BOR and Institutional sanction check protocols, including but not limited to the following:

- 6.1 BOR Accounts Payable Shared Service Center:
  - 6.1.1 Review and renew the BOR contract or agreement with the third-party vendor for sanction check services provided, including an online searchable database system.
  - 6.1.2 Serve as the system administrator for the sanction check online searchable database system and train any designated users how to use the system.

- 6.1.3 Maintain the sanction check procedures and serve as the subject matter expert, in conjunction with the BOR' General Counsel and other Institutional compliance officials, on federal and state agency exclusion and debarment requirements.
  - 6.1.4 Receive regular sanction check screening logs from BOR and Institution designated officials of current and incoming Vendors and Contractors to ensure compliance with BOR Policy 5:4.
  - 6.1.5 Maintain ongoing sanction check screening of all active Vendors and Contractors and notify BOR or Institutional designated representatives of flagged individuals or entities.
- 6.2 Designated Human Resources offices:
- Ensure a sanction check screening is completed for all new BOR and institutional employees for verification of employment eligibility prior to hire date in accordance with BOR Policy 4:47 as part of the candidate's criminal history check, if a sanctions check is determined to be necessary based on the employee duties and responsibilities. The applicable Human Resources office is responsible for maintaining supporting documentation of sanction check screenings, reverification of individuals, and for reporting confirmed positive matches to responsible officials.
- 6.3 Designated Research and/or Grants and Contracts Offices:
- Conduct sanction check screening of affiliated research personnel, participating students, entities, and subcontractors and subrecipients for projects in accordance with BOR Policy 4:48 to ensure eligibility to participate in BOR or institutional research programs. Checks will occur, at a minimum, at proposal and subaward phases, during the life of projects, and if there are changes in responsible individuals. Research or Grants and Contracts may collaborate with Shared Services of Human Resources for sanction check processing. The designated research office is responsible for maintaining supporting documentation and reporting confirmed positive matches to Shared Services or Human Resources or other designated officials.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR August 2023.

## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** Employment Background Checks

**NUMBER:** 4:47

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#### A. PURPOSE

To promote a safe and secure environment for its faculty, staff, students, volunteers, and visitors. The Board will take reasonable steps to ensure hiring decisions effectively contribute to reduced risk.

Furthermore, this policy is intended to support the verification of credentials, criminal history, credit status, and other information related to employment decisions that assist the University, Special School, or Board of Regents in meeting its commitments.

#### B. DEFINITIONS

1. **Background Check:** The process of acquiring records regarding a final candidate that are used to determine suitability for employment. Components of a background check may include the following:
  - 1.1. "Credit history check" means checking the credit history of the selected applicant or employee. (Federal laws prohibit discrimination against an applicant or employee as a result of bankruptcy.)
  - 1.2. "Criminal history check" means verifying that the selected applicant or employee does not have any undisclosed criminal history in every jurisdiction where the applicant or employee currently resides, has resided, or has been employed.
  - 1.3. "Educational verification" means ensuring that the selected applicant or employee possesses the educational credentials beyond high school listed on the application, resume, or cover letter or otherwise cited by the candidate that qualify the individual for the position sought.
  - 1.4. "Employment verification" means ensuring that the selected applicant or employee actually worked in the positions listed on the application, resume, or cover letter or otherwise cited by the candidate that qualify the individual for the position sought, as well as all employment during a period of at least seven (7) years immediately preceding application. This verification should include dates of employment and reasons for leaving each position.
  - 1.5. "License verification" means ensuring that the selected applicant or employee possesses all the licenses listed on the application, resume, or cover letter or



otherwise cited by the candidate that qualify the individual for the position sought and verification of any license required for the position, including verification of the disposition of such licenses. This includes any motor vehicle drivers licenses required for the associated position.

- 1.6. "Limited criminal history check" means verifying that the selected applicant or employee does not have any undisclosed criminal history in the jurisdiction where the applicant or employee currently resides or has been previously employed, or where the applicant or employee last resided, if the applicant or employee only recently moved to a location near the institution or location working.
- 1.7. "Limited sex and violent offender registry check" means verifying that the selected applicant or employee does not have undisclosed convictions of certain sex and violent crimes in the jurisdiction where the applicant or employee currently resides, or where the applicant or employee last resided, if the applicant or employee only recently moved to a location near the institution or location working.
- 1.8. "Sex and violent offender registry check" means verifying that the selected applicant or employee does not have undisclosed convictions of certain sex and violent crimes in every jurisdiction where the applicant or employee currently or has resided.
- 1.9. "Sanction check" means verifying that the selected applicant or employee is not debarred or on a sanction list identified in Regents Policy X:XX
2. **Fair Credit Reporting Act:** The federal law that regulates collection, dissemination, and use of consumer credit information.
3. **Employee:** is defined as any person employed by the Regental system, including full-time, part-time, temporary, graduate assistant, and student employee statuses.
4. **Favorable Background Check:** A background check that does not indicate any criminal record, information inaccuracies or discrepancies, or other position-related concerns.
5. **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 Services for the Deaf, University of South Dakota, and the Office of the Executive Director.
6. **Personally Identifiable Information:** Information that can be used to distinguish or trace an individual's identify or, when combined with other personal or identifying information, is linked or linkable to a specific individual.
7. **Final Candidates:** Includes the internal or external applicant(s) identified as the finalist, or finalists, for the position.

### C. POLICY

1. Certain positions require credential, criminal, and other background information verified as a condition of employment, volunteer status, or as required in BOR Policy 1:35 – Minors on Campus.
2. Background checks may be conducted by law enforcement agencies, credit reporting agencies, or designated employees of the Board of Regents and its institutions.
3. Law enforcement agency checks are required by statute for certain positions.
4. The Board or institutions will require credit, criminal, education, employment reporting, or other background verifications for positions as required or deemed necessary, in which case, a reporting agency selected or approved by the Executive Director will be used.
5. The Board reserves the prerogative to conduct independent background checks of prospective employees using Board or institutional personnel, and such checks may include the review of information accessible by the public through the Internet.
6. As a condition of employment or appointment as a volunteer, the Board performs the following background check components on positions with the following responsibilities in conformity with applicable laws, regulations, and standards:
  - 6.1. The Board will perform Criminal History Checks, Sex and Violent Offender Registry Checks, or combinations thereof for all positions that entail:
    - 6.1.1. Direct access to, or responsibility for, controlled substances.
    - 6.1.2. Direct access to, or responsibility for, hazardous materials or hazardous biological agents.
    - 6.1.3. Access to, or control of confidential data files, essential electronic information resources, confidential information, Personally Identifiable Information, or combinations thereof.
    - 6.1.4. Master key access to multiple buildings or large amount of space, or control of Board of Regents facilities.
    - 6.1.5. Authority for committing financial resources, or direct assets to cash.
    - 6.1.6. Direct responsibility for care, safety, or security of human beings, including also vulnerable individuals, minors, or disabled persons.
    - 6.1.7. All Senior administrators.
    - 6.1.8. Operation of a vehicle or motorized equipment as an essential function of the position.
    - 6.1.9. Any other positions funded by a contract which lawfully requires a background check.
  - 6.2. The Board will perform educational, licensure and employment background verifications where the assigned work requires specific education, experience and or licensures or certifications.

7. Where a background check must be conducted by a consumer credit agency, the Board will contract for such services through the third-party vendor as identified by the system office of human resources.
8. Human resources may determine additional background checks are required for a position not designated in this Policy in conformity with applicable law and SDBOR policy.
9. Notices and advertisements for open positions must provide notification that final candidates are subject to this policy.
10. A final candidate's failure to submit to a required background check will result in withdrawal of the conditional offer of employment or volunteer designation.
11. All offers are contingent upon successful completion of the background check. All offers of employment, oral or written, must include a statement that indicates this contingency.
12. The human resources office at each University, Special School, and Board Office will determine which of the components of the background check it will perform based on job duties.
  - 12.1. In accordance with BOR Policy X:XX, the human resources office at each university, special school, or board office will determine whether a sanctions check is necessary based on the employee job duties and responsibilities. If the human resources office determines a sanctions check is necessary, the institution will ensure a sanction check screening is completed for the candidate as part of their background check and for verification of employment eligibility prior to hire date. When a new employee is not subject to a background check under this policy, Shared Services is responsible for sanction check screening if necessary as dictated by the employee job duties and responsibilities.
13. If the background check indicates that there are debarments, sanctions list, convictions or other anomalies, the third party vendor will inform human resources. The approved third party vendor will supply the report to the applicant.
14. If the background check reveals convictions which the individual disclosed in the application, human resources will review the report in light of the position duties. Human resources and the hiring department will evaluate each incident, including any additional information that the individual provides, before the offer of employment is confirmed or withdrawn.
  - 14.1. The existence of a conviction does not automatically disqualify an individual from employment. Relevant considerations may include, but are not limited to, the nature and number of the convictions, the dates of convictions, and the relationship that a conviction has to the duties and responsibilities of the position.
  - 14.2. Any decision to accept or reject an individual with a conviction is solely at the discretion of the University, Special School, or Board of Regents. (All related information will be treated as confidential, and protected as such.)
15. If unreported debarments, sanctions list, or convictions are revealed in the background check, the offer of employment may be withdrawn and, if employed, the individual could be subject to discipline, unless the individual shows that the report is in error. The

decision to reject or discipline an individual with an unreported debarment, sanctions list, or conviction is solely at the discretion of the University, Special School, or Board of Regents.

16. In the event that the results of the background check influence a decision to withdraw an employment offer or terminate employment, human resources will inform the hiring department and the individual.
17. All results of a background check are considered confidential and will be maintained in confidential files by the approved third-party vendor.
18. Human resources maintains the confidential records of a the background check results as a part of, but separate from, the personnel file.
19. Violations of policies, including providing false or misleading information used for any of the above background checks, will be handled in accordance with applicable institution or BOR policies and procedures; which may include disciplinary actions up to and including termination from employment.
20. If the employee is terminated as the result of an unreported conviction, sanction list, or debarment the employee may appeal the termination pursuant to Board of Regents policy and procedures.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR December 2010; BOR October 2011; BOR August 2023.



# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Export Controls

**NUMBER:** 4:48

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### 1. Preamble Purpose

The South Dakota Board of Regents and the institutions under its control and management encourage the exchange of research and technology consistent with United States national security and nonproliferation objectives. Export control laws and regulations are in place to protect not only the economic vitality of the United States, but also to thwart international criminal activity and to protect national security. United States (U.S.) export control regulations impact a wide range of university functions, including human resources, student affairs, international affairs, purchasing and procurement, international travel, information technologies, technology transfer, and research. While most of the activities occurring at the governed institutions are exempt from U.S. export control regulations, the Board recognizes the importance of these regulations and is committed to full compliance.

### 2. Definitions

- A. Controlled Activity:** An activity involving the export, reexport or deemed export of controlled technology, or an activity that due to its nature or the parties involved is otherwise subject to export controls, embargo or trade sanctions under the jurisdiction of the U.S. Departments of State, Commerce, Treasury, or any other U.S. government agency with export control responsibilities.
- B. Controlled Technology:** Any item, component, material, software, source code, object code, or other commodity subject to export controls. This term also includes enabling information to the extent required by the applicable export control regulations.
- C. Deemed Export:** The release or transfer of controlled technology to foreign nationals in the U.S.
- D. Employee:** For purposes of this policy, employees include full-time and parttime classified staff members, student employees, exempt staff members, faculty members, graduate assistants and associates, and persons with “no-salary” appointments. Visiting faculty members, postdoctoral appointees or other academic professionals who engage in controlled activity at a system institution

will also be deemed employees, unless there is an agreement providing otherwise. Undergraduate or graduate students who are not otherwise student employees, but who engage in a controlled activity that is sponsored or directed by the Board, one of its institutions or employees, shall be deemed gratuitous employees and encompassed within the definition of employee for purposes of this policy.

- E. Empowered Official:** A person that is not a foreign national who is directly employed by the Board or one of its institutions who is legally empowered to execute license applications or other requests for approval on behalf of the Board and each of its institutions and who has the delegated authority to: (i) inquire into any aspect of a proposed export, temporary import, or other export related activity by any institution; (ii) verify the legality of any transaction and the accuracy of the information to be submitted; and (iii) refuse to sign any license application or other request for approval without prejudice or other adverse recourse (See ITAR 120.25).
- F. Export:** Shipment or transmission of items, materials or information out of the United States. This includes the actual physical movement of items across the border. Technology and software may also be exported or reexported physically and electronically through personal conversations, meetings, engineering manuals, blueprints, plans, diagrams, formulae, email, telephone conversations, fax, posting on the internet, and a variety of other non-physical means.
- G. Export Controls:** Restrictions and other limitations imposed by the U.S. government on controlled technology and controlled activity.
- H. Export Control Analysis:** An analysis conducted by an institution's export control officer to determine if an activity or technology is subject to export controls. If the activity or technology is controlled, the assessment shall include a determination of the applicable export control restrictions, the restrictions on access by foreign nationals required, and any other relevant requirements to engage in a controlled activity in accordance with applicable export control regulations.
- I. Export Control Regulations:** These include the Export Administration Regulations, International Traffic in Arms Regulations, embargoes and trade sanctions administered by the Office of Foreign Assets Control, U.S. Department of the Treasury, and any other U.S. imposed regulations governing exports.
- J. Foreign National:** Individuals who are not U.S. citizens, permanent residents ("Green Card" holders) or political asylum holders. Hence, any individual who is present in the U.S. on a temporary immigrant visa status, including but not limited to H1B, J, F, B-visa persons, is a foreign national.

- K. Foreign Entity:** A foreign entity is any corporation, business or other entity that is not incorporated in the U.S. This includes foreign institutions, international organizations, foreign governments or any agency of a foreign government.
- L. Fundamental Research:** Basic and applied research in science and engineering, the results of which ordinarily are published and shared broadly within the scientific community, as distinguished from proprietary research and from industrial development, design, production, and product utilization, the results of which ordinarily are restricted for proprietary or national security reasons.
- M. Institution Export Control Officer:** The officer, agent or employee who has authority on behalf of the institution to manage, administer and oversee export control matters at the institution.
- N. License:** The approval documentation issued by a proper U.S. government agency with export control responsibilities authorizing the recipient to proceed with an export, deemed export or other regulated activity as specified in a license application.
- O. System Export Control Officer:** The officer, agent or employee who has authority on behalf of the Board to manage, administer and oversee export control matters within the System.
- P. Technology Control Plan:** A document that sets forth the specific physical, electronic and procedural controls that will be taken to prevent unauthorized access to controlled technology.

### 3. Application of Export Control Regulations

U.S. export control regulations govern what materials, data, technologies, software, instruments, and equipment can be accessed by foreign nationals studying, visiting, or working in the United States, as well as what items can be transferred abroad to restricted destinations. These regulations have significant ramifications for international travel; transfers of material, equipment or information; purchasing; and contracting. While other federal agencies have some export control oversight in limited instances, there are three primary federal agencies charged with regulating and enforcing export control laws and regulations: 1) the U.S. Department of Commerce through the Export Administration Regulations (EAR) (See: <http://www.bis.doc.gov/>), which govern the export of dual use items and other technologies; 2) the U.S. Department of State through the International Traffic in Arms Regulations (ITAR) (See: <http://www.pmddtc.state.gov/>), which apply to munitions, or defense articles and services; and 3) the U.S. Treasury Department through its Office of Foreign Assets Control (OFAC) (see <http://www.treasury.gov/about/organizational-structure/offices/Pages/Office-of-Foreign-Assets-Control.aspx>), which oversees trade sanctions, embargoes and travel restrictions.



The EAR and ITAR govern the shipment or transfer, physically, verbally or in writing, of controlled technologies outside of the United States, as well as deemed exports. In addition, OFAC regulations impose sanctions and embargoes on transactions or exchanges with designated countries, entities and individuals. In practice, these regulations have a direct impact on the utilization of controlled technologies, at our institutions and abroad. Additionally, these regulations have the potential to affect the institutional partners with which we collaborate, how and to whom we disseminate research findings, and the ability of our employees to engage in a controlled activity or travel abroad.

#### **4. Export Controlled Activities**

Before engaging in research activities, an institution's employees must identify and understand any potential export control implications. When export control implications are identified, the institution must conduct an export control analysis prior to engaging in the controlled activity. In some cases, an institution may decide not to engage in the controlled activity, including but not limited to when there is insufficient time to obtain a license or to implement the controls necessary to safeguard the controlled technology or the costs associated therewith outweigh the benefit obtained from engaging in the controlled activity.

If the controlled activity is not subject to an exemption or exclusion and it involves a foreign national or foreign entity, a license from one or more U.S. government agencies may be required to carry out the controlled activity. If a license is required, it must be obtained prior to the foreign national or foreign entity engaging in the controlled activity. Any negotiations or agreements entered into prior to receiving the required license must be contingent upon the ability to successfully obtain the same. Application for licensure must be coordinated and facilitated through the System Export Control Officer. Additionally, contracts to procure controlled technologies or to engage in controlled activities must be reviewed and approved for export controlled compliance purposes by the institution's export control officer prior to execution of the contract.

#### **5. Exclusions and Exceptions**

The exclusions and exceptions available under the export control regulations are fact specific and may be triggered or voided with the slightest of subtleties. As such, employees intending to rely on one of the exclusions or exceptions available under the EAR and ITAR regulatory provisions must confer with their institution's export control officer to confirm the applicability of the exclusion or exception prior to engaging in the controlled activity.

Common exclusions frequently used by institutions of higher education under the regulatory provisions of the EAR and ITAR relate to those engaged in fundamental research. Generally, the fundamental research exclusions (FRE) apply only to the results of research performed as fundamental research. No license is needed to share these results,

even if they relate to a controlled technology. However, the FRE applies only to the dissemination of research data and information, and not the transmission of controlled technology in general. Additionally, the FRE is lost if the institution accepts any contract clause that forbids the participation of foreign nationals or entities; gives the sponsor a right to approve publications resulting from the research; or otherwise operates to restrict participation in research or access to and disclosure of research results. Consequently, institutions should take care in negotiating agreements that are free of access and publication restrictions and export control requirements, when appropriate, as the inclusion of such terms will serve to void the fundamental research exclusion and subject the research to coverage under export control regulations. Additionally, for U.S. and state government-sponsored research, institutions are encouraged, when appropriate, to include contract terms specifically identifying the research as “fundamental research.”

## **6. Security and Technology Control Plans**

Institutions governed by the Board that possess controlled technologies are responsible for providing and maintaining the appropriate security of the controlled technologies. Institutions should create technology control plans (TCP) to ensure secure access of controlled technologies. A TCP should include: the person(s) responsible for maintaining the controlled technology and monitoring compliance with the TCP; the appropriate location, security, access and disposition of the controlled technology; a description of the controlled technology; security measures to be taken with regard to the controlled technology, to include the appropriate location to house the controlled technology, access restrictions required and disposition of the controlled technology; and the level of training required and provided to each individual with access to the controlled technology. The System Export Control Officer shall be notified by the institution’s export control officer in the event of the implementation or expiration of a TCP.

## **7. International Travel**

Institutions shall screen all employees participating in university sponsored international travel to ensure compliance with export control regulations. If applicable, the screening shall identify any license or special documentation required to engage in the controlled activity or to transport the controlled technology abroad.

## **8. Foreign Employees, Students, Collaborating Scholars and Visitors**

### *Foreign Employees*

All foreign nationals must be screened by their hiring institution in accordance with BOR Policy X:XX prior to their employment start date to ensure compliance with export control regulations. Any offer made in advance of the required screening must be contingent upon the individual providing the information necessary to screen against the appropriate restricted party lists and satisfactory screening results. Additionally, if an export license is needed to hire an employee, such offer shall be contingent upon the ability of the institution to obtain such license.

*Foreign Students*

All foreign national students must be screened by their enrolling institution in accordance with BOR Policy X:XX prior to engaging in a controlled activity or obtaining access to a controlled technology. In the event that a student appears on a restricted party list but is not prohibited from enrolling at the institution, the institution's export control officer shall contact the System Export Control Officer to assist in creating a plan to ensure the student does not engage in a controlled activity or gain access to the university's controlled technology, and if necessary, to obtain a license.

*Foreign Institutions, Scholars and Visitors*

All foreign nationals and foreign entities visiting our institutions shall be screened against the restricted party lists in accordance with BOR Policy X:XX prior to engaging in a controlled activity or obtaining access to a controlled technology. If a visiting foreign national or foreign entity appears on any of the restricted party lists but is not prohibited from engaging in the desired activity, the institution's export control officer shall contact the System Export Control Officer to assist in creating a plan to ensure the visiting foreign national or foreign entity does not gain access to controlled technologies, and if necessary, to obtain a license.

## **9. Education and Awareness**

Training on export control regulations shall be provided by each institution to its employees, as necessitated by their level of exposure to export controlled activities. Each institution must maintain records of the training provided and the individuals who have received such training. Formal communication to employees about export control regulations and related policies and procedures shall be provided annually.

## **10. Recordkeeping Requirements**

Export control regulations include specific recordkeeping requirements. Each institution must retain copies of all export related documentation, including classification determinations, prohibited party screenings, financial records, shipping documents, electronic communication, research logs, and appropriate certifications in their research project files for a minimum of five (5) years after the date of the export or from the date of the termination of a TCP or license, whichever is later.

## **11. System Export Control Officer**

The Board shall employ or designate a System Export Control Officer who shall be authorized as the Empowered Official for the System. The System Export Control Officer will be responsible for the coordination and submission of export license requests, formal commodity jurisdiction requests, and other direct contact with federal licensing agencies on behalf of the system. The System Export Control Officer may exercise any power reserved or delegated herein to an institution's export control officer and may execute on

its behalf such filings, instruments or papers as may be necessary to properly and faithfully exercise such powers.

## **12. Institutional Responsibility**

Each institution shall develop, implement and administer specific policies and procedures as necessary to comply with this policy and the requirements of federal law. Such policies and procedures shall be maintained on the institution's website and available to all employees and students of the institution. Additionally, each institution shall designate an institution export control officer. The institution's export control officer shall notify the System Export Control Officer immediately in the event of an incident involving a violation or threatened violation of export control regulations.

## **13. Individual Responsibility**

Employees are individually responsible for compliance with export control regulations. All employees must be aware of and are responsible for the export control implications of their work. While each institution will provide assistance to its employees in assessing the applicability of export control regulations; primary responsibility for export control compliance rests with the individuals involved in the export.

## **14. Penalties for Non-Compliance**

Failure to comply with export control regulations subjects the employee to disciplinary action in accordance with BOR Policy 4:14. Additionally, non-compliance with export control regulations exposes both the individual and the institution to severe criminal and civil penalties (fines and prison sentences) as well as administrative sanctions (loss of research funding and export privileges). Civil and criminal sanctions can apply to both the individual and the institution, with fines ranging from \$50,000 to \$1,000,000 per violation, and prison sentences of up to 20 years.

**SOURCE: BOR, December 2015; June 2023.**

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Purchasing

**NUMBER:** 5:4

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### A. **PURPOSE**

To ensure all South Dakota Codified Laws, South Dakota administrative rules, South Dakota Board of Regents policies and United States government requirements and regulations are adhered to when purchasing equipment, supplies and services for institutions and offices under the control of the South Dakota Board of Regents.

### B. **DEFINITIONS**

1. **Capital Assets** – Any moveable equipment with an expected life of one year or more and a single unit purchase cost of \$5,000 or more.
2. **Competitive Bids:** A formal process used to solicit competitive pricing from multiple suppliers. Methods include Invitation for Bid (IFB) and Request for Proposals (RFP).
3. **Competitive Quotes:** An informal process used to solicit competitive pricing from multiple suppliers.
4. **South Dakota Codified Law (SDCL):** South Dakota Codified Laws pertaining to the acquisition of equipment, supplies and services including 5-18A, B & D.
5. **SDezBuy:** The South Dakota Board of Regents eProcurement System.
6. **Shared Services:** Purchasing departments at SDBOR institutions that have been assigned certain commodities for managing on behalf of all SDBOR institutions.
7. **Supplies:** Any property, including equipment, supplies, materials, and printing.

### C. **POLICY**

SDCL §13-49-15 and §13-49-16 provide the Board with power to purchase equipment, supplies, and services, as long as such purchases are in accordance with SDCL §5-18A, B & D.

The Board has delegated authority to enter into contracts for the purchase of equipment, supplies, and services by the institution except as delineated otherwise in this policy. All purchases shall be made in accordance with the following policy.

Institutions may at their discretion, apply more restrictive procedures than those listed in policy 5:4.

## **1. State Contracts**

The State of South Dakota through the Office of Procurement Management maintains various contracts. The contracts are bid by the State of South Dakota or are national contracts the state participates in. These contracts must be utilized as the first source unless it is more cost effective to purchase the items from other sources.

## **2. Shared Services**

Purchasing Shared Service Centers shall exist to create efficiencies in the purchasing process through Purchasing Specialists. Purchasing Specialists shall manage assigned commodities in an effort to reduce costs and to provide expertise to departments. A complete list of commodity assignments is available from the SDezBuy procurement system.

## **3. Supply Purchases under \$4,000**

Orders for supplies with a total cost of less than \$4,000 shall be obtained by using sound business practices in the best interest of the institution. The following methods may be used for the acquisition of these items; purchase requisition/purchase order, direct pay invoice, procurement card payment or employee reimbursement.

## **4. Supply Purchases between \$4,000 and \$25,000**

According to SDCL §5-18A-11, any order with a total cost exceeding \$4,000 and less than \$25,000, requires a minimum of three competitive quotes unless the item(s) is available from existing contracts; are considered exempt as outlined in SDCL 5:18A-22 and Section 6 below; or are justifiably a sole source. Orders for any non-exempt item(s) must be approved by Office of Procurement Management unless the item(s) is available from a contract recognized by the State of South Dakota. The purchasing department will be responsible for obtaining competitive quotes and approval from the Office of Procurement Management if applicable. Orders in excess of \$4,000 must be submitted on a purchase requisition.

## **5. Supply Purchases exceeding \$25,000**

Supplies with a total cost exceeding \$25,000 must be bid by the Office of Procurement Management unless the item(s) is available from existing contracts; is considered exempt as outlined in SDCL 5:18A-22 and Section 6 below; or is justifiably a sole source. All sole source requests must be submitted on the standard sole source request form and requires approval by the Office of Procurement Management. Bids for non-exempt items must be coordinated with the Office of Procurement Management, through the Purchasing Department. Orders in excess of \$25,000 must be submitted on a purchase requisition.

## **6. Exempt Items**

SDCL §5-18A-22 provides an exemption from competitive bidding requirements for supplies referenced in this section (see 6.1–6.10 below). Exempt supplies shall be purchased using sound business practices and in the best interest of the institution. The Purchasing department shall review exempt orders to determine if competitive quotes should be solicited. Applicable federal bidding requirements if funded from federal funds must be adhered to.

- 6.1. Any contract for the purchase of supplies from the United States or its agencies or any contract issued by the General Services Administration;
- 6.2. Any purchase of supplies or services, other than professional services, by purchasing agencies from any active contract that has been awarded by any government entity by competitive sealed bids or competitive sealed proposals or from any contract that was competitively solicited and awarded within the previous twelve months;
- 6.3. Any equipment repair contract;
- 6.4. Any procurement of electric power, water, or natural gas; chemical and biological products; laboratory apparatus and appliances; published books, maps, periodicals and technical pamphlets; works of art for museum and public display; medical supplies; communications technologies, computer hardware and software, peripheral equipment, and related connectivity; tableware or perishable foods;
- 6.5. Any supplies, services, and professional services required for externally funded research projects at institutions under the control of the Board of Regents;
- 6.6. Any property or liability insurance or performance bonds, except that the actual procurement of any insurance or performance bonds by any department of the state government, state institution, and state agency shall be made under the supervision of the Bureau of Administration;
- 6.7. Any printing involving student activities conducted by student organizations and paid for out of student fees;
- 6.8. Any purchase of surplus property from another purchasing agency;
- 6.9. Any animals purchased;
- 6.10. Any seeds, fertilizers, herbicides, pesticides, feeds, and supplies used in the operation of farms by institutions under the control of the Board of Regents.

## **7. Technology Purchases**

- 7.1. All orders for technology related items (computer hardware, software and audio visual) must be approved in accordance with the Institution's IT approval process.
- 7.2. In addition, technology purchases are subject to the Board of Regents Policy 7:6 – Technology Purchases.

## **8. Executive Director and Board Approval**

- 8.1. Purchases of capital assets with a per-unit cost between \$250,000 and \$500,000 must be approved by the Executive Director of the Board of Regents prior to a purchase order being issued.
- 8.2. Purchases of capital assets with a per-unit cost exceeding \$500,000 that are not funded by a grant or donation must be approved by the Board of Regents prior to a purchase order being issued.

- 8.3. Purchases of capital assets with a per-unit cost between \$500,000 and \$1,000,000 that are fully funded by a grant or donation must be approved by the Executive Director of the Board of Regents prior to a purchase order being issued.
- 8.4. All capital asset requests must be submitted to the Board of Regents for approval on the standard Capital Asset Request form [https://www.sdbor.edu/administrative-offices/finance-administration/forms/Documents/Capital\\_Asset\\_Purchase\\_Request\\_Form.pdf](https://www.sdbor.edu/administrative-offices/finance-administration/forms/Documents/Capital_Asset_Purchase_Request_Form.pdf)
- 8.5. Refer to the BOR meeting calendar at <https://www.sdbor.edu/the-board/schedule/Pages/default.aspx> for meeting schedules. Questions should be referred to the campus Purchasing Department.

## **9. Printing Projects**

- 9.1. Per Bureau of Administration Administrative Rule 10:02:03:01 any publication, pamphlet, flyer, or brochure with a total cost exceeding \$100 and for distribution to the public at large, must bear an inscription indicating the number of copies made, the approximate cost per copy, and the name of the printer. Refer to the following link for more detail: <http://legis.state.sd.us/rules/index.aspx>.
- 9.2. An exemption to this requirement has been granted to all Board of Regents institutions for the following items:
  - Materials used for the recruitment of students
  - Materials used for recognition of students and employees including graduation programs, diplomas and certificates of recognition
  - Programs for athletic events that are sold to the general public.

## **10. Environmentally Preferred Products**

Bureau of Administration Administrative Rules 10:02:05:01 through 10:02:05:15 pertain to the use of environmentally preferred products when purchasing printing projects, paper stock, and cleaning and maintenance equipment and supplies. Refer to these rules when purchasing these items. If the total cost of recycled paper exceeds the cost of virgin stock by 5% or more, virgin stock may be used.

## **11. Non-Professional Services**

- 11.1. Any contract for non-professional services in excess of \$25,000 must be awarded through a competitive bid process, unless the service is considered a sole source. This process may include a IFB or RFP. Non-professional services include services which are typically physical or manual in nature, examples include: bussing contracts, snow removal, garbage contracts, etc.
- 11.2. Any contract in excess of \$250,000 requires approval from the SDBOR Executive Director.

## **12. Professional Services**

- 12.1. Any contract for professional services in excess of \$50,000 must be awarded through a Request for Proposal process unless such services are considered



exempt. The requirements listed in SDCL §5-18D-17 through §5-18D-22 shall be followed.

- 12.2. Professional services are classified as: services arising out of a vocation, calling, occupation, or employment involving specialized knowledge, labor, or skill, and the labor or skill involved is predominantly mental or intellectual, rather than physical or manual.
- 12.3. Any contract in excess of \$250,000 requires approval from the SDBOR Executive Director.
13. Construction and public improvement projects are not considered services and are governed by Board of Regents Policy 6.4 and 6.6 as well as SDCL 5:18-B.
14. **Debarred and/or Suspended Vendors**

Institutions shall comply with BOR Policy X:XX to ensure that vendors or contractors are checked against appropriate governmental exclusion, debarment, and suspension lists. Per federal law, any purchase made from federal funds exceeding \$25,000 may not be made from a vendor that has been debarred or suspended from doing business with the federal government. Any purchase order meeting this requirement shall be certified by checking the following website: [www.sam.gov](http://www.sam.gov) and a copy of the results attached to the purchase order.

## FORMS / APPENDICES:

[Capital Asset Request Form](#)

## SOURCE:

BOR October 1991; BOR October 1992; BOR March 1995; BOR January 1999; BOR March 2003; BOR March 2005; BOR October 2007; BOR December 2009; BOR April 2010; BOR June 2010; BOR June 2011; BOR October 2017; BOR December 2020; January 2021 (Clerical).

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 6 – I**  
**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**City of Madison Easement – DSU**

**CONTROLLING STATUTE, RULE, OR POLICY**

SDCL §§ [5-2-10](#) & [5-2-11](#)

**BACKGROUND/DISCUSSION**

Dakota State University (DSU) requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to the City of Madison for water, electrical utilities and all necessary appurtenant structures associated with the operation and maintenance thereof. The water and electrical utilities are associated with the construction of the athletics events center authorized in [HB1021](#) during the 2022 Legislative Session. The proposed easement is consistent with and supports DSU’s campus development plans on campus.

**IMPACT AND RECOMMENDATION**

DSU requests the Board of Regents approve proceeding with the requested electrical easement and adopt the Resolution set forth in Attachment I requesting the grant of an easement in favor of the City of Madison for the electrical utilities associated with the new athletics events center at DSU.

Staff recommends approval.

**ATTACHMENTS**

Attachment I – Resolution Requesting the Grant of an Easement  
Attachment I, Exhibit I – Draft Easement to the City of Madison

\*\*\*\*\*

**DRAFT MOTION 20230731\_6-I:**

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 Dakota State University for the use and benefit of the City of Madison.**

The South Dakota Board of Regents (hereinafter referred to as “BOR”), on behalf of Dakota State University, pursuant to the authority vested in BOR under SDCL § 5-2-11 and other applicable law, 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 Madison an easement to construct, reconstruct, replace, modify, upgrade, extend, remove, maintain, and operate electrical utilities through, under, on and across the following described real estate in Lake County, South Dakota:

The identified strip of land 10 feet wide in the North 720 feet of the West 1504 feet of the South 1473 feet of the Northwest Quarter of Section 5, Township 106 North, Range 52 West of the 5<sup>th</sup> P.M., in Lake County, South Dakota, as further shown in Exhibit A to Exhibit I, a copy of which is attached hereto and incorporated herein; and

The identified portion in Lot 1 in Block 1 DSU Foundation Addition to the City of Madison, Lake County, South Dakota, as further shown in Exhibit B to Exhibit I, a copy of which is attached hereto and incorporated herein; and

BOR requests that the easement be generally consistent with the draft attached hereto as Exhibit I, without restricting the ability of the parties to further revise the easement to effectuate its intended purpose before executing and filing the same, to include adjusting the easement location to accommodate the final construction plans.

Dated this \_\_\_\_ day of August, 2023

**SOUTH DAKOTA BOARD OF REGENTS**

By \_\_\_\_\_

Tim Rave  
President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at its meeting conducted on the \_\_\_\_ day of August, 2023, 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 \_\_\_\_ day of August, 2023

SOUTH DAKOTA BOARD OF REGENTS

By\_\_\_\_\_

Doug Morrison  
Secretary

**This document prepared by:  
Office of School and Public Lands  
500 East Capitol Avenue  
Pierre, South Dakota 57501-5070  
(605)773-3303**

### **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 "Grantor") and the City of Madison, 116 W. Center Street, Madison, South Dakota, 57042 (the "Grantee").

WHEREAS, the Grantee is desirous of acquiring a permanent Easement, as depicted in Exhibit A attached hereto, for the construction, reconstruction, replacement, modification, upgrading, extension, removal, maintenance, and operation of water and electrical utilities, and all necessary and appurtenant structures, fixtures and controls across land belonging to the Grantor, and the Grantor is desirous of cooperating with the Grantee 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 Grantor hereby grants and conveys to the Grantee a permanent a right-of-way Easement for the following described purposes: the right to construct, reconstruct, replace, modify, upgrade, extend, remove, maintain, and operate electrical utilities, and all necessary and appurtenant of structures, fixtures and controls, through, under, in, on and across the following legally described real estate within Lake County, State of South Dakota (the "Easement"):

The identified strip of land 10 feet wide in in the North 720 feet of the West 1504 feet of the South 1473 feet of the Northwest Quarter of Section 5, Township 106 North, Range 52 West of the 5<sup>th</sup> P.M., Lake County, South Dakota; and

The identified portion in Lot 1 in Block 1 of DSU Foundation Addition to the City of Madison, in Lake County, South Dakota.

As more fully described on Exhibit A and Exhibit B attached hereto and incorporated herein by reference.

2. This Easement is granted subject to all existing rights of way and easements over and upon the property including the reservation by the Grantor to continue use of any existing utilities, access, or Grantor infrastructure. Existing utilities, access, or infrastructure may be relocated with Grantor permission at the Grantee's expense.

3. The Grantee agrees that any construction will not interfere unnecessarily with the Grantor's use of its adjoining property and will not endanger or injure any improvements thereon. Grantor reserves the right to utilize the property for all purposes not inconsistent with the Easement rights herein conveyed. Grantor or Grantee may enter upon the above-described property for the purposes of effectuating the grant of and reserved rights in this Easement.

4. The right of way, utilities, or other infrastructure shall be constructed in a good and workmanlike manner and all disturbed area shall be restored to a finished grade.

5. The Grantee 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 street/highway(s), drainage, water, sanitary sewers, and other utilities or structures installed by the Grantee and damages associated with the Grantee's operation and maintenance of the street/highway improvements and the Grantee agrees to indemnify, defend, and hold the Grantor harmless for the same. This section is not, as to third parties, a waiver of any defense or immunity otherwise available to the Grantee. The Grantee may require contractors and permittees, to defend, indemnify and hold the Grantee whole and harmless from costs, liabilities, and claims for damages of any kind arising out of the construction, presence, installation, maintenance, repair, operation of construction, or permitted facilities by such contractor or permittee in or near the Easement. Nothing in this agreement shall be read to waive Grantor's or Grantee's sovereign immunity.

6. The property which is the subject of this Easement shall be kept free of all obstructions including but not limited to buildings, walls, fences, debris, trees, shrubs, or landscaping if such use is incompatible with the Easement.

7. Should the above-described real property granted by this Easement cease to be used for the purpose stated herein for two (2) consecutive years, this Easement reverts to the State of South Dakota or its successors or assigns.

8. The Grantor has and retains the right to lease, sell, or otherwise convey the property or any party thereof, subject to the terms of this Easement, provided, however, that this Easement shall remain in full force and effect until the expiration of the terms hereof notwithstanding such a lease, sale or conveyance. This Easement is also subject to reservations and rights relating to deposits of coal, ores, metals and other minerals, asphaltum, oil, gas and other like substances provided by the South Dakota Constitution Art. VIII, §19, South Dakota Codified Law 5-7-3 to 5-7-6, inclusive, and South Dakota Codified Law § 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.



Commission Expires

STATE OF SOUTH DAKOTA) ) ss  
COUNTY OF HUGHES )

Be it remembered that on this \_\_\_\_ day of \_\_\_\_\_, 2023, before me a Notary Public within aforesaid County and State, personally appeared Brock Greenfield, Commissioner, known to me to be the person who described in, and who executed the within and forgoing instrument and acknowledged to me that executed the same.

Notary Seal

Notary Public

Commission Expires

GRANTEE  
CITY OF MADISON  
A MUNICIPAL CORPORATION

By: \_\_\_\_\_

ATTEST:

City Clerk

STATE OF SOUTH DAKOTA) ) ss  
COUNTY OF LAKE )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2023, before me, the undersigned officer, personally appeared \_\_\_\_\_, who acknowledged him/herself to be the \_\_\_\_\_ of the City of Madison, and that s/he, as \_\_\_\_\_, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of the City of Madison, as \_\_\_\_\_.



Notary Seal

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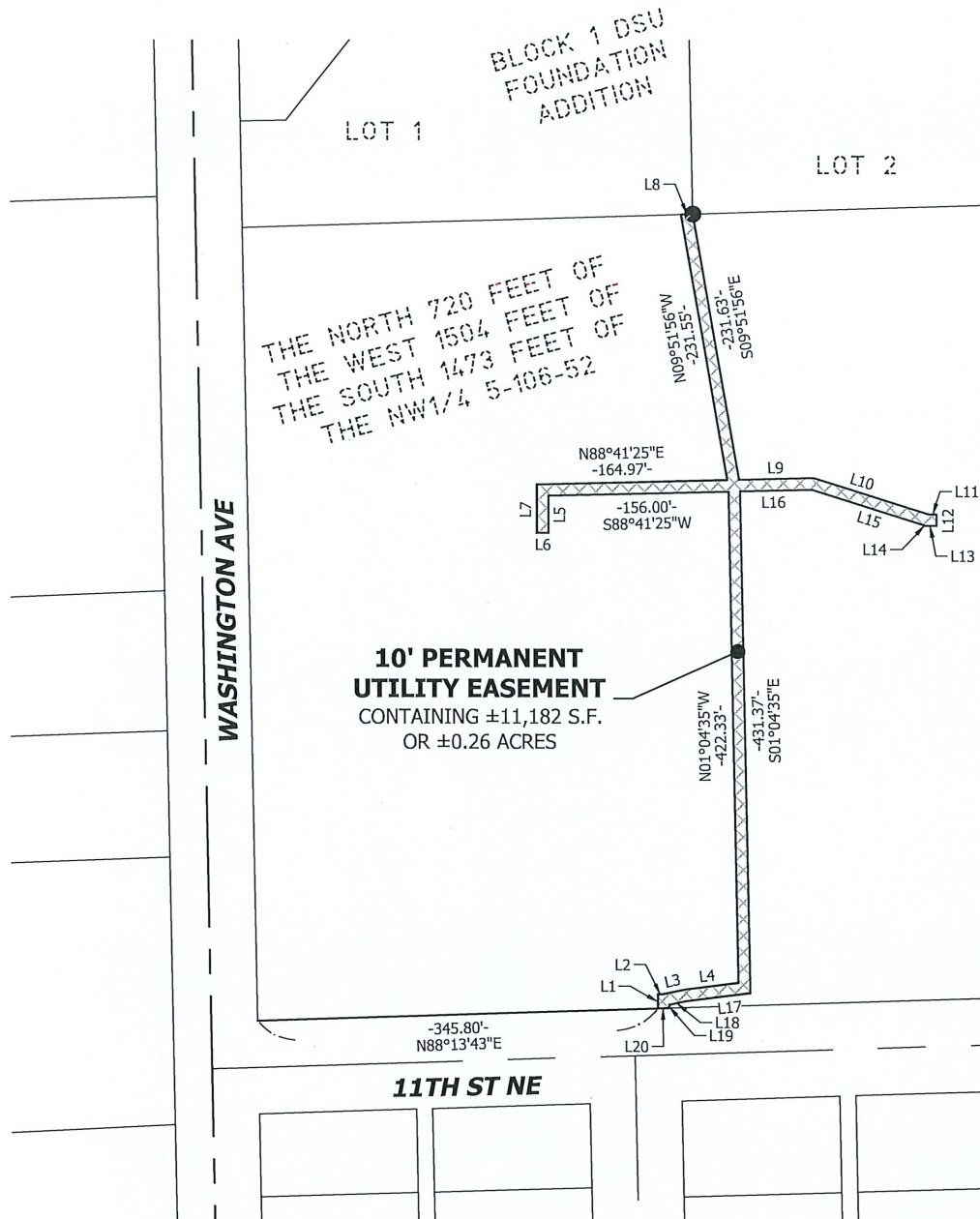
Notary Public – State of SD

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Commission Expires

**EXHIBIT A**

SHOWING A PERMANENT UTILITY EASEMENT IN THE NORTH 720 FEET OF THE EAST ONE HALF OF THE WEST 1504 FEET OF THE SOUTH 1473 FEET OF THE NORTHWEST ONE QUARTER OF SECTION 5, TOWNSHIP 106 NORTH, RANGE 52 WEST OF THE 5TH P.M., LAKE COUNTY, SOUTH DAKOTA

**PERMANENT UTILITY EASEMENT****LINE TABLE**

LINE #	LENGTH	BEARING
L1	12.07'	N00°00'00"E
L2	3.86'	N90°00'00"E
L3	20.31'	N78°09'31"E
L4	46.72'	N82°55'30"E
L5	31.94'	S00°00'00"E
L6	10.00'	N90°00'00"W
L7	41.72'	N00°00'00"E
L8	10.11'	N88°14'50"E
L9	64.32'	N88°41'25"E
L10	104.02'	S72°34'50"E
L11	6.09'	N90°00'00"E
L12	10.00'	S00°00'00"E
L13	10.00'	N90°00'00"W
L14	0.75'	N00°00'00"E
L15	101.41'	N72°34'50"W
L16	61.98'	S88°41'25"W
L17	55.31'	S82°55'30"W
L18	15.72'	S78°09'31"W
L19	2.83'	S00°00'00"E
L20	10.00'	S88°13'43"W

**NOTES:**

1. BASIS OF BEARINGS FOR THIS EASEMENT IS UTM ZONE 14 NORTH.
2. SURVEY WAS DONE WITHOUT BENEFIT OF A TITLE SEARCH.

**LEGEND:**

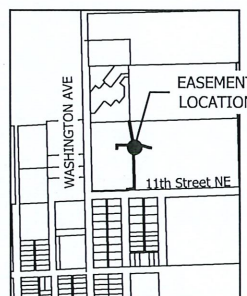
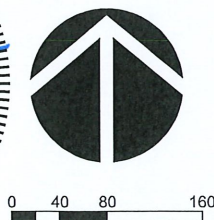
FOUND 5/8" REBAR

EASEMENT

PREVIOUSLY PLATTED DIMENSION (100.0')

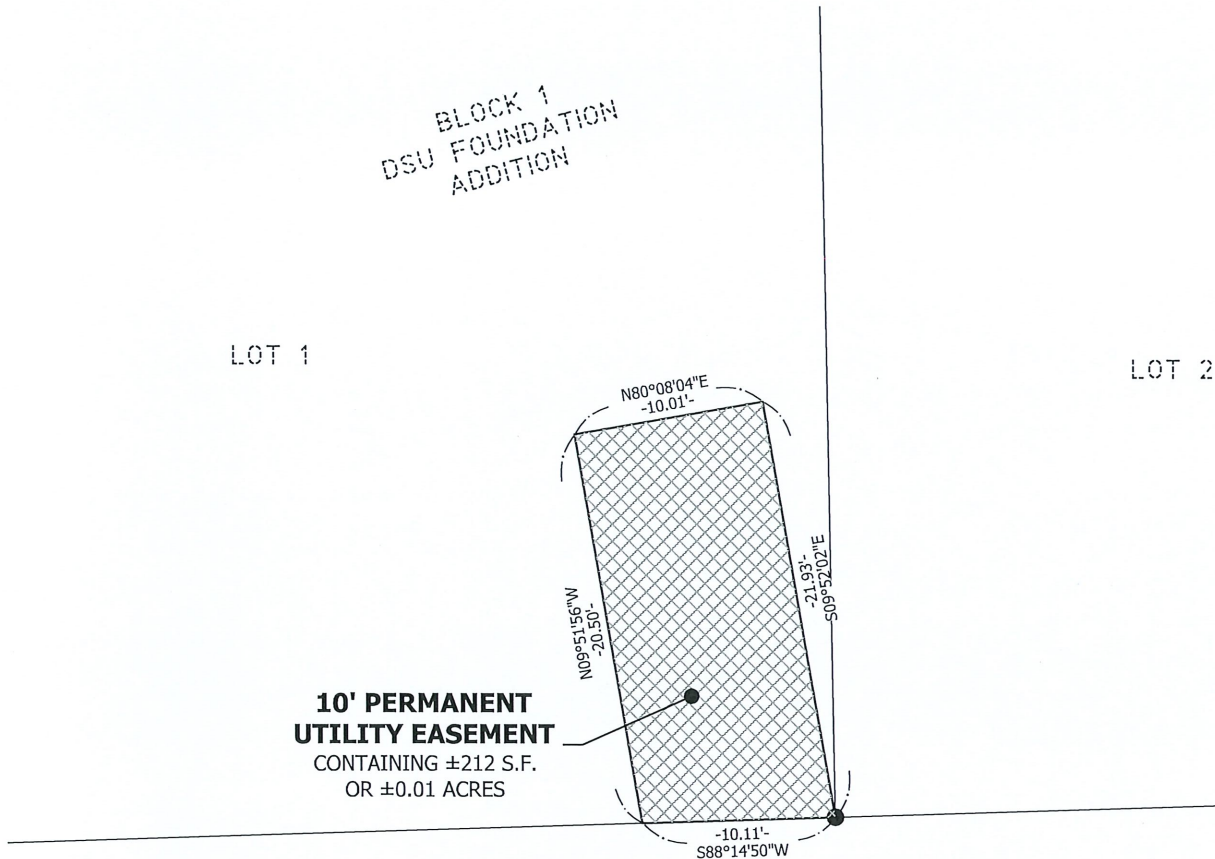
**PREPARED BY:**

STOCKWELL ENGINEERS, INC.  
801 N Phillips Avenue, Suite 100  
Sioux Falls, SD  
Phone: 605-338-6668

**KEY MAP**

**EXHIBIT B**

SHOWING A PERMANENT UTILITY EASEMENT IN LOT 1 IN BLOCK 1 OF DSU FOUNDATION ADDITION  
TO THE CITY OF MADISON, LAKE COUNTY, SOUTH DAKOTA

**PERMANENT UTILITY EASEMENT**

THE NORTH 720 FEET OF  
THE WEST 1504 FEET OF  
THE SOUTH 1473 FEET OF  
THE NW1/4 5-106-52

**NOTES:**

1. BASIS OF BEARINGS FOR THIS EASEMENT IS UTM ZONE 14 NORTH.
2. SURVEY WAS DONE WITHOUT BENEFIT OF A TITLE SEARCH.

**LEGEND:**

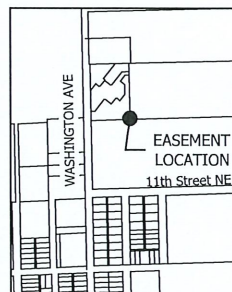
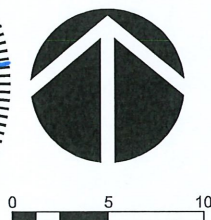
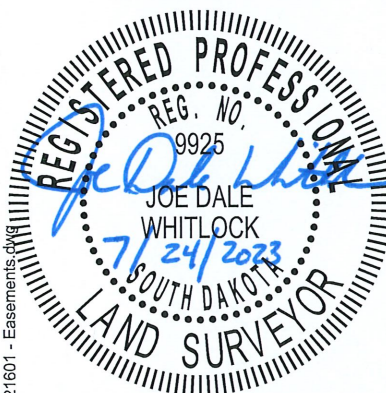
FOUND 5/8" REBAR

EASEMENT

PREVIOUSLY PLATTED DIMENSION (100.0')

**PREPARED BY:**

STOCKWELL ENGINEERS, INC.  
801 N Phillips Avenue, Suite 100  
Sioux Falls, SD  
Phone: 605-338-6668

**KEY MAP**

**SOUTH DAKOTA BOARD OF REGENTS**

**Informational Items**  
**Consent**

**AGENDA ITEM: 6 – J**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Interim Actions of the Executive Director**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 1:5](#) – Executive Director

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and  
Inactivation/Termination

[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

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### **Maintenance and Repair Projects**

(\$50,000 - \$250,000)

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#### **South Dakota State University**

##### **Facility Maintenance and Repair – Dana Dykhouse Stadium:**

SDSU has requested an additional \$85,000 from M&R funds making this project total \$119,053 for repairs on the Dana Dykhouse Stadium. The original project started out as an inspection and maintenance of the seating bowl, which was originally budgeted at \$34,053. There have been numerous other priorities that have come up such as, joint sealant maintenance, power cleaning seating bowl, speaker mesh replacement, fire proofing repairs at concourse, gate repairs at trash enclosures and turf maintenance. All work done will be performed by a combination of internal labor and contracted services.

---

### **Capital Asset Purchase**

(greater than \$250,000)

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#### **Board of Regents – Regents Information Systems**

**IBM Cognos Analytics Subscription:** The Board of Regents requests approval to use \$340,887.60 to purchase extended software for the use of subscription, maintenance, and support for 3 years. July 1<sup>st</sup>, 2023 to June 30<sup>th</sup>, 2026.

#### **South Dakota Services for the Deaf**

**TriVan Audiology Mobile Lab:** South Dakota Services for the Deaf requests approval to purchase a new, more compact unit to replace their current mobile lab unit which is in disrepair. The new unit will be driven around the state to conduct testing in school districts and daycares. We need to proceed with this as soon as possible as it takes 10 months to complete and the current mobile unit is not functional.

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### **Clerical BOR Policy Updates**

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BOR Policy 2:36 – Accreditation – was updated on July 14, 2023, to correct the following clerical edit (noted in **red** below) in Section D:

3. The Board Academic Affairs office will compile an Accreditation Status Report to be provided to the Board of Regents **at their by** October **meeting**.

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**Course Modifications**

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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](https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx)

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**Substantive Program Modifications**

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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](https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx)

---

**Reduced Tuition Externally Sponsored Courses**

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All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

[https://www.sdbor.edu/administrative-offices/academics/aac/Special\\_Tuition\\_Rate\\_Requests/Pages/default.aspx](https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx)

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 6 – K**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Building Committee Report**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 6:5](#) – Building Committees

**BACKGROUND / DISCUSSION**

This is a review of the actions taken by the building committees since the last Board meeting.

On June 15, 2023, the building committee for the SDSU McFadden Northern Biostress Lab Exhaust Upgrades, Represented by Regent Roberts, approved to re-engage West Planning Engineering to continue design that was paused in 2019.

On July 11, 2023, the building committee for the SDSU Larson Commons Renovation, Represented by Regent Roberts, chose to hire EAPC as the project's designer.

**IMPACT AND RECOMMENDATIONS**

None

**ATTACHMENTS**

None

\*\*\*\*\*

**INFORMATIONAL ITEM**

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – L**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Intent to Plan Requests**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

**BACKGROUND / DISCUSSION**

Per [BOR Policy 2:23](#), Intent to Plan requests are reviewed by the Executive Director (or designee) and if approved to the next step are then reviewed by the Academic Affairs Council for feedback, consultation, and possible collaboration. BOR academic leadership then provides a report to the Board's Committee on Academic and Student Affairs regarding submitted Intent to Plan requests with a report to the full Board placed under the Consent section of the agenda as a routine informational item. The approval of an Intent to Plan proposal does not overwrite the Full Proposal process and does not guarantee approval of the Full Proposal by the Board.

**IMPACT AND RECOMMENDATION**

This report will provide the intent to plans that were approved by the Executive Director and will be followed by a full proposal in a future Board meeting.

1. [DSU – MS in Artificial Intelligence and Machine Learning](#)

*The proposed MS would provide students with a foundation in intelligent interaction, knowledge management and deep learning. The program seeks to help students understand AI/ML frameworks so that application may be made to their own work and learning environments. DSU currently offers a specialization in Artificial Intelligence within their MS in Computer Science and sees a need for a full program in this area.*

**ATTACHMENTS**

None

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**INFORMATIONAL ITEM**



**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 6 – M**  
**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Discipline Council Reports: 2022-2023 Academic Year**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 1:7:8](#) – Discipline Councils

[AAC Guideline 6.4](#) – Discipline Council Guidelines

**BACKGROUND / DISCUSSION**

In 1997 the Board of Regents formed a set of discipline councils to allow for stronger coordination among faculty across common discipline areas within the Regental system. Operating as sub-committees of the Academic Affairs Council (AAC), the discipline councils engage to ensure common and consistent approaches in the delivery of curriculum, assessment of student learning, and services. Currently, ten active discipline councils continue to meet routinely to discuss common system institutional issues, including:

- Communication
- Education
- English
- Fine Arts
- General Education
- HPER
- Humanities
- Library
- Math
- Natural Sciences
- Social Sciences

**IMPACT AND RECOMMENDATION**

Attachments I through X include the annual reports from all discipline councils that submitted reports prior to the June 2023 AAC meeting.

**ATTACHMENTS**

Attachment I – Education Discipline Council Report

(Continued)

\*\*\*\*\*

**INFORMATIONAL ITEM**

Attachment II – English Discipline Council Report  
Attachment III – Fine Arts Discipline Council Report  
Attachment IV – General Education Discipline Council Report  
Attachment V – HPER Discipline Council Report  
Attachment VI – Humanities Discipline Council Report  
Attachment VII – Library Discipline Council Report  
Attachment VIII – Mathematics Discipline Council Report  
Attachment IX – Natural Science Discipline Council Report  
Attachment X – Social Sciences Discipline Council Report

**SDBOR Discipline Council Annual Report****Academic Year:** 2022-2023**Discipline Council:** Education**Leadership:** Chair: Betsy Silva

Vice Chair: \_\_\_\_\_

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: elected experienced and tenured memberVice Chair: Faye LaDuke-Pelster**Names of the remaining Campus Representatives on this Council:**

- 1) Schweinle, Amy,
- 2) Wiebers, Robin; Jackie Wilber
- 3) Mourlam, Daniel
- 4) LaDuke Pelster; Kesling, JamiD
- 5) Riedy, Kathy; Cronin, Jane
- 6) Dr. David DeJong

- 7) Shelly Rawstern
- 8) Megan Schuh
- 9) Schwan, Anna M
- 10) Hinze, April; Nicole.schutter
- 11) Minder, Janice K
- 12) Matt Vukovich; Venhuizen, Lynda

**Meeting Dates and Type** (*e.g. October 10, face to face in Chamberlain; conference call*):

9-22-22: action item via email  
 12-9-22; f2f in Pierre - weather required hybrid f2f and zoom  
 numerous email conferencing through spring semester

**Overview of Council Activities this year:**

(This report was sent to EPP deans for input prior to submission)

1. Record retention oversight - disconnect w BOR/DOE; solved w input from Records Management and DOE officials
2. Partnerships with DOE: Literacy, Dakota Dreams (Summer Camps expanding to all; and Tutoring w NSU and BHSU), Sped and Division of Learning and Instruction, K-5 STEM initiative
3. Alternative Certification: concerns with BOR EPPs of quality and that alt cert is subjugating higher ed programs that meet accreditation
4. CAEP - SPA: accreditation disciplines not accepted as SPA, CAEP will accept State Approval. Upload the accreditation approval from the content org and DOE will accept it as State approved.
5. student teaching permits: put forth to legislature to ease burden on school districts; need to be careful of legalities and EPP autonomy; generally all were in favor with guidelines and boundaries
6. revisited concerns of inability to make data-informed decisions bc EPPs are not legally allowed to access data
7. each institution offered updates: prior discussion of the agenda dictated that EDC was not authorized to discuss the proposed ELED program from SDSU. EDC members complied although the new degree was brought up by SDSU, no institution responded. All responses were in writing via other channels.
8. discussion of dual credit pathways - Educator Rising support
- 9.. BOR 237 - faculty must post syllabi 3 working days prior to class starting; course must also be activated.

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

EDC responded to initiatives related specifically to teacher preparation, including records reporting changes, national test score reporting.

**Other Council Activities:**

The EDC initiated discussions of parameters for council activities. Per Policy 1:7:8 Collaborative activities: The Discipline Councils shall develop recommendations concerning the means for assessing and coordinating the available expertise within the system to meet individual institutions needs in a discipline; develop collaborative approaches, where feasible, to meet institutional and system needs within the discipline; and provide a recommendation for reviewing system resources for a discipline. The Discipline Councils shall develop recommendations for meeting the state needs for the discipline.

EDC had an established practice of discussing programs and courses across the system (new, deleted, changes) that was disallowed during the year of this report.

**Recommendations for AAC Consideration:**

Determine the parameters of the EDC policy; is a discipline council allowed to discuss program development benefits or detriments (related to SB55, BOR resources, documented need, voracity etc.) to other institutions within the discipline?; if so, what are the parameters of the discussion?;

**Suggestions for Council Work Plan for Upcoming Year:**

- select new chair and vice chair (chair retired)
- address the new role and parameters of the EDC from prior to 22-23 academic year. Members have shared a desire to understand the reason for changes from open and purposeful discussion about courses and programs.
- initiation of a data management system specific to EPPs; accreditation requires aspects that are not addressed with current systems
- have BOR legal review and discuss new DOE student teaching permits; reach consensus for BOR EPPs related to the new permits

**SDBOR Discipline Council Annual Report****Academic Year:** 2022-2023**Discipline Council:** English Discipline Council**Leadership:** Chair: Paul Formisano (USD)

Vice Chair: \_\_\_\_\_

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Paul Formisano (USD)

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**

- |   |                                   |
|---|-----------------------------------|
| 1) <u>Amy Fuqua (BHSU)</u>                | 7) <u>Erica Haugtvedt (SDSMT)</u> |
| 2) <u>Vincent King (BHSU)</u>             | 8) <u>Christy Tidwell (SDSMT)</u> |
| 3) <u>Stacey Berry (DSU)</u>              | 9) <u>Nathan Serfling (SDSU)</u>  |
| 4) <u>Will Sewell (DSU)</u>               | 10) <u>Michael Nagy (SDSU)</u>    |
| 5) <u>Elizabeth Haller (NSU)</u>          | 11) <u>Darlene Farabee (USD)</u>  |
| 6) <u>Lysbeth Benkert-Rasmussen (NSU)</u> | 12) _____                         |

**Meeting Dates and Type** (*e.g. October 10, face to face in Chamberlain; conference call*):

Monday, October 31, 2022--Zoom

Friday, March 3, 2023--Zoom

**Overview of Council Activities this year:**

Oct. 31: A-level exam review

Mar. 3: 1) SDSU creative writing offerings at 400/500 level; 2) English Placement review for 101, 101+, and 033; 3) Consideration of technical college's Workplace Communication as possible prerequisite for English 101 (to be transferred in as English 100T)

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

1: A-Level Scores: the EDC concluded that English Lit A-level would receive 210 equivalency while English Lit AS-level, English General Paper, and English Language and Literature would receive ENGL 100 transfer credit. Because there is not a research component in the AS, General Paper, and Language and Literature exams, 100T was given rather than 101 equivalency.

The BOR responded that 100T would be included as prerequisite to A- and AS-level exams until EDC can more fully evaluate exams in fall 2023.

2. English Placement in lieu of ACT: the EDC discussed alternatives to the ACT, Accuplacer, and other exams used to place students. The EDC was encouraged to adopt GPA as placement mechanism similar to what Math has adopted; the EDC wanted to see evidence of GPA as effective placement tool.

**Other Council Activities:**

The EDC also considered SAT English Writing and Reading cutoff score for English 101. The Board of Regents proposed a cutoff score of 490, raising it from 320.

**Recommendations for AAC Consideration:**

EDC requests that AAC consider English GPA as placement rather than overall GPA as English instructors are seeing a growing number of under-prepared students in the general education writing courses.

**Suggestions for Council Work Plan for Upcoming Year:**

1) Review ENGL 100 transfers as pre-req for ENGL 101 based on larger syllabus sample provided by BOR.

2) Review A-level/AS-level exams in the fall to make recommendation to AAC.

3) Continue discussion about English GPA option placement (based on data provided by BOR)

**SDBOR Discipline Council Annual Report****Academic Year:** 2022-23**Discipline Council:** Fine Arts**Leadership:** Chair: Alan MontgomeryVice Chair: Tennille Paden

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: \_\_\_\_\_

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**1) Symeon Waseen7) Peter Kilian2) Haley Armstrong8) Grant Manhart3) Matthew Whitehead9) David Holdhusen4) Joe Ren10) Chris Meyer5) David Reynolds

11) \_\_\_\_\_

6) Diana Behl

12) \_\_\_\_\_

**Meeting Dates and Type** (e.g. October 10, face to face in Chamberlain; conference call):

No meeting held.

**Overview of Council Activities this year:**

AAC Liaison contacted discipline council chair to see if there were any issues that the discipline council wished to address during the 2022-2023 academic year. Discipline council chair in turn contacted members of the discipline council, who reported back that there were no pressing issues needing discussion.

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

None.

**Other Council Activities:**

None.

**Recommendations for AAC Consideration:**

None.

**Suggestions for Council Work Plan for Upcoming Year:**

Discipline council may want to discuss unique disciplinary issues associated with BOR Policy 1:35 - Minors on Campus.



**SDBOR Discipline Council Annual Report****Academic Year:** 2022-2023**Discipline Council:** General Education**Leadership:** Chair: Pam CarriveauVice Chair: Wendy Caveny

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: \_\_\_\_\_

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**1) Amy Fuqua7) Christy Tidwell2) Dan Asunskis8) Frank Van Nuys3) Rich Avery9) Kurt Cogswell4) Stacey Berry10) Cody Wright5) Jon Mitchell11) Rob Turner6) Sara Schmidt12) Meghann Jarchow**Meeting Dates and Type** (*e.g. October 10, face to face in Chamberlain; conference call*):

November 9, 2022 via Zoom.

**Overview of Council Activities this year:**

1. Reviewed and approved requests to add PHYS 207/L and PHYS 209/L to the list of approved general education courses for Goal 6. The creation and addition of PHYS 207/L and 209/L were part of the system project to standardize course credits for all common general education courses.

2. Reviewed each institution's General Education Assessment Report over Goal 1 Written Communication and Goal 5 Mathematical Process and Reasoning.

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

None

**Other Council Activities:**

None

**Recommendations for AAC Consideration:**

None

**Suggestions for Council Work Plan for Upcoming Year:**

1. Review the General Education Assessment Reports on Goals 3 and 6.
2. Review student learning outcomes listed for Goals 1 and 5 in preparation for general education assessment in AY 2024-2025. Provide support to the Math Discipline Council and English Discipline Council on student learning outcomes for general education goals.
3. Update System General Education Committee on general education transfer equivalencies between BOTE and BOR institutions as well as any new program-to-program articulation agreements that include general education transfers.
4. Discuss system general education review planned for 2025.

**SDBOR Discipline Council Annual Report****Academic Year:** 2022-23**Discipline Council:** Natural Sciences**Leadership:** Chair: Timothy Masterlark SDSMTVice Chair: Jodie Ramsay NSU

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: \_\_\_\_\_

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1) <u>Abby Domagall BHSU</u> | 7) <u>Robert McTaggart SDSU</u>     |
| 2) <u>Shane Sarver BHSU</u>  | 8) <u>Xiuqing Wang SDSU</u>         |
| 3) <u>Kristel Bakker DSU</u> | 9) <u>Karen Koster USD</u>          |
| 4) <u>Andrew Sathoff DSU</u> | 10) <u>Brennan Jordan USD</u>       |
| 5) <u>Jon Mitchell NSU</u>   | 11) <u>Mike Wanous AAC Liaison</u>  |
| 6) <u>Zhengtau Zhu SDSMT</u> | 12) <u>Wendy Caveny AAC Liaison</u> |

**Meeting Dates and Type** (e.g. October 10, face to face in Chamberlain; conference call):

22 November 2022, Zoom  
02 May 2023, Zoom

**Overview of Council Activities this year:**

The Natural Sciences Discipline Council met once each semester of the 2022-23 academic year via Zoom. The committee discussed a few of the initiatives for council consideration suggested by the Executive Director. The Council reviewed a request to include a new course "Real World Science" for the SD Opportunity Scholarship Program. A planned overview briefing for system-wide collaborative academic programs is anticipated for the upcoming academic year.

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

- Discussion on Credit by Exam A-Level Review. The Council discussed the concept, but did not achieve a consensus recommendation.
- Discussion on General Education for Academic Year 2022-23 and 2023-24. Please see point below regarding Program Evaluation/Course Enrollment Management for BIOL 101, 103, 151, and 153, all of which are Goal 6 Gen Ed courses.
- Update on Program Evaluation/Course Enrollment Management. Discussion of introductory-level BIOL courses. Faculty expressed concern or were unaware of separate grades for lecture and labs. This was expressed for BIOL 101, 103, 151, and 153. Also, the Council expressed concern about online offering of lab courses during summer sessions as this may conflict with accreditation policies. AAC Liaison will follow-up with clarification.

**Other Council Activities:**

The Council reviewed a request to include a new course “Real World Science” for the SD Opportunity Scholarship Program. The Council noted that some ineligible courses are cross-disciplinary, as is the case for the course in question “Real World Science”, and clarification is required to ensure consistency. A recommendation is expected at a future meeting pending clarification of the criteria. Additionally, the Council suggested that the title of the course should more clearly focus on the Physical Sciences.

**Recommendations for AAC Consideration:**

- Review online offering of lab courses and ensure alignment with accreditation requirements.
- Ensure that faculty are made aware of separate lecture and lab courses.

**Suggestions for Council Work Plan for Upcoming Year:**

- Further address Executive Director’s suggestions
- Resolution for outstanding action items:
  - System-wide overview briefing
  - Recommendation for SDBOR Opportunity Scholarship course

**SDBOR Discipline Council Annual Report**Academic Year: 2022-2023Discipline Council: HPERLeadership: Chair: Chelsee ShorttVice Chair: N/A

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Chelsee Shortt

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**

- |                                 |  |
|---------------------------------|--|
| 1) <u>Breon Derby - BHSU</u>    | 7) <u>Kendra Kattelmann - SDSU</u>                 |
| 2) <u>Dan Jensen - BHSU</u>     | 8) <u>Steven Anderson - USD</u>                    |
| 3) <u>Seth Nichols - SDSMT*</u> | 9) <u>Jamie Hovden - USD</u>                       |
| 4) <u>Scott Klunseth - DSU</u>  | 10) <u>*Becky Javinar - SDSMT (replacing Seth)</u> |
| 5) <u>Stacy Anderson - DSU</u>  | 11) _____  |
| 6) <u>Tracy Nelson - SDSU</u>   | 12) _____  |

**Meeting Dates and Type** (e.g. October 10, face to face in Chamberlain; conference call):

April 14, 2023, virtual via Zoom

**Overview of Council Activities this year:**

Several institutions are engaged in activities related to their curriculum:

- NSU: CoAES Accreditation for Human Performance and COSMA Accreditation for Sports Marketing. In the future, the graduate programs will split and CASCE accreditation will be pursued for the graduate program.
- SDSU: Exercise science adopted the EXS prefix
- USD: CASCE accreditation for the undergraduate program.
- BHSU: National SHAPE PE Accreditation renewal

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

N/A

**Other Council Activities:**

Some institutions have new staff members on board:

- USD: New Instructor in the department and new representative for HPER
- SDSMT: New staff member at the institution, focused on comprehensive health and wellness initiatives at the institution, and a new representative for HPER

**Recommendations for AAC Consideration:**

N/A

**Suggestions for Council Work Plan for Upcoming Year:**

During the meeting, the Council established an action plan for next year:

1. Longer Term Goals/objectives - networking, curriculum updates, SD career shortages in HPER, Resources and supports.
2. Shorter Term things to accomplish - create a resource center for HPER common courses, address the coaching/officiating shortage in SD, and research and learn more about how other discipline councils operate.

**SDBOR Discipline Council Annual Report****Academic Year:** 2022-2023**Discipline Council:** Humanities Discipline Council**Leadership:** Chair: \_\_\_\_\_

Vice Chair: \_\_\_\_\_

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Ginny Lewis

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**

- |                              |   |
|------------------------------|---|
| 1) <u>Vincent King</u>       | 7) <u>Alex Lang</u>                       |
| 2) <u>Paul Showler</u>       | 8) <u>Christi Garst-Santos</u>            |
| 3) <u>Katherine Malone</u>   | 9) <u>Molly Rozum</u>                     |
| 4) <u>Lisa Ann Robertson</u> | 10) <u>Ginny Lewis</u>                    |
| 5) <u>Kurt Kemper</u>        | 11) <u>Dawn Kennedy (BOR Liaison)</u>     |
| 6) <u>Art Marmorstein</u>    | 12) <u>Pamela Carriveau (BOR Liaison)</u> |

**Meeting Dates and Type** (*e.g. October 10, face to face in Chamberlain; conference call*):

May 17, 2023 via Zoom

**Overview of Council Activities this year:**

Update on program productivity course enrollment management: EAB Edify  
 System collaborations  
 General Education Assessment: Goal 4  
 Update on transfer policy and BOTE/BOR seamless transfer initiative  
 Discussion of ChatGPT/AI and its use in humanities courses  
 Discussion of a culminating humanities experience which would demonstrate the value humanities coursework adds to those in the workforce  
 Discussion of purpose and role of Humanities Discipline Council  
 Ginny Lewis volunteered to serve as next year's chair of the HDC

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

None

**Other Council Activities:**

None

**Recommendations for AAC Consideration:**

Consider other opportunities for collaboration at the system level. Several members expressed interest in developing a system Ethics certificate. Pam Carriveau will convene a workgroup in fall 2023.

**Suggestions for Council Work Plan for Upcoming Year:**

The Humanities Discipline Council should:

1. Review the Goal 4 student learning outcomes listed in AAC Guideline 8.3
2. Review the Goal 4 assessment reports from 2022-2023 (close the assessment loop)



**SDBOR Discipline Council Annual Report****Academic Year:** 2022-2023**Discipline Council:** System Librarians Council (SLiC)**Leadership:** Chair: Robert Russell

Vice Chair: \_\_\_\_\_

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: \_\_\_\_\_

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**

- |                            |                          |
|----------------------------|--------------------------|
| 1) <u>Dan Daily</u>        | 7) <u>Mary Francis</u>   |
| 2) <u>Janice Minder</u>    | 8) <u>Shari Theroux</u>  |
| 3) <u>Carly Handcock</u>   | 9) <u>Eric Young</u>     |
| 4) <u>Kristi Tornquist</u> | 10) <u>Cindy Davies</u>  |
| 5) <u>Glenn Kerins</u>     | 11) <u>Aaron Bauerly</u> |
| 6) <u>Robert Russell</u>   | 12) _____                |

**Meeting Dates and Type** (*e.g. October 10, face to face in Chamberlain; conference call*):

July 20, 2022, Zoom;	August 24, 2022, Zoom
September 21, 2022, Zoom;	November 16, 2022, Zoom;
January 18, 2023, Zoom;	February 15, 2023, Zoom;
April 19, 2023, Zoom; and	May 17, 2023, face to face in Pierre

**Overview of Council Activities this year:**

The group continued work on renewing and renegotiating contracts, considering new products, and consolidating wherever possible in order to keep costs down; this included looking for any new areas where the libraries could collaborate to get better pricing for all. The new system OCLC Framework Agreement was negotiated and executed as well as a new Minitex agreement that was negotiated to save the system dollars. Modified processes for contracts, MOUs, and sending invoices to partners; now using the Contract Lifecycle Management (CLM) solution, Contracts+, to better track contract renewals and invoices/payments to become more efficient.

Various members of the group conducted more research into the OER grant that is funded through the U.S. DOE.

Discussed the potential to propose a budget increase and develop a fiscal year budget proposal request process.

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

**Other Council Activities:**

**Recommendations for AAC Consideration:**

The group is requesting support on a budget proposal increase for fiscal year 2024 to accommodate the increasing costs in contracts each year and stagnant funding causing a shortfall in the library budget that continues to increase. This support would lessen the shortfall from cost of living adjustment (COLA) and inflation from prior years.

**Suggestions for Council Work Plan for Upcoming Year:**

Continue to negotiate contracts and modify the usage model for cost allocation to be consistent across all libraries in the network.

Continue to research and potentially apply for the U.S. DOE OER grant.

Develop a new budget along with a new process for fiscal year budget requests.

Initiate discussions for negotiating a multi-year (approximately 5-year) agreement with ExLibris in an attempt to decrease the year-over-year percentage increases.

Prepare and plan in coordination with the State Library, a networking event for all libraries to attend.

## SDBOR Discipline Council Annual Report

**Academic Year:** 2022-2023

**Discipline Council:** Mathematics

**Leadership:** Chair: Dan Van Peurse

Vice Chair: Rich Avery

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Rich Avery

Vice Chair: Kurt Cogswell

### Names of the remaining Campus Representatives on this Council:

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1) <u>Daniel Swenson (BHSU)</u>   | 7) <u>Kurt Cogswell (SDSU)</u>    |
| 2) <u>Colin Garnett (BHSU)</u>    | 8) <u>Donna Flint (SDSU)</u>      |
| 3) <u>Don Teets (SDSMT)</u>       | 9) <u>Catalin Georgescu (USD)</u> |
| 4) <u>Travis Kowalski (SDSMT)</u> | 10) <u>Dan Van Peurse</u>         |
| 5) <u>Rich Avery (DSU)</u>        | 11) <u>Stacy Trentham (NSU)</u>   |
| 6) <u>Rich Wicklein (DSU)</u>     | 12) <u>Travis Trentham (NSU)</u>  |

### Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):

10/31/2022 Face to Face at Al's Oasis in Oacoma, SD  
4/27/2023 Zoom Meeting

### Overview of Council Activities this year:

For the face to face meeting the action items are listed below.

- A discussion was held on the data that was provided by Wendy Caveny from the BOR on placements and success rates over the past 3 years for the state. It was decided that having a column for placement based solely on GPA was doing as well as expected and there was no need for changes to the placement policy at this time.
- Rich Avery moved that DSU be allowed to pilot a project with placement of students with ACT  $\geq 25$  (greater than or equal to 25) be allowed the highest placement on the grid and with a successful score in the custom SDCalc Placement Exam be allowed to register for Math 123. Rationale: DSU has a large number of students with a high ACT and a low GPA that were being unnecessarily placed into low math courses considering their level of ability. The success of these students hinges much more on motivation and social circumstances than on ability. It seems to make sense to allow them to try to complete their math requirements in 1 semester instead of multiple semesters given they would have the same success in a lower level course as the higher level course. Motion was seconded and passed unanimously.
- There was a brief discussion on what to do with students coming to campus with ACT scores that are more than 5 years old. Given that data is not available on how they do and where they were placed in the past, it seemed pertinent to not make any changes with this category of students and to treat them as exceptions on each campus as the case may warrant.
- Rich Avery moved that we don't offer any credit for the AS level exams from Cambridge University. Motion was seconded and carried unanimously.
- Kurt Cogswell moved that we allow credit for Math 123 for the A level exams (9709 and 9231) from Cambridge for students earning a grade C or above. Motion was seconded and carried.
- Kurt Cogswell moved we allow AP credit for the Pre-Calc exam for students earning a score of 3-5 which is consistent with current levels for the AP Calc exams. Motion was seconded and carried.
- It was decided to have a session on information sharing at the upcoming STEM-ED conference held each year for the K-12 math and science teachers in the state. This conference will be held Feb. 3-4 in Huron, SD.

For the Zoom meeting the action items are as below.

- Information was held on each campus as to how they were handling accessibility issues, especially around mathematics use of LaTeX documents online as well as pdf files generated from notes created during class on the Smart Boards. Ensuing email discussions seems to have resolved the LaTeX document issue but pdf document editing still struggles to find useful formats for screen readers. Most now use recordings instead of notes to meet accessibility requirements.
- A discussion was held on proctoring requirements for online courses. There doesn't appear to be a consistent policy among the BOR institutions. Some require proctored assessments and some are ok in continuing Respondus Monitor which was widely used during COVID.
- A discussion was held on StraighterLine Courses. Many of these courses do not have proctored assessments and the group was not comfortable in bringing these courses in for transfer credit. There were further questions on the issue if we can tell if a course originated as a StraighterLine Course and we were merely seeing it as a transfer from another institution. Apparently it can be challenging to find out the origination of the course.

### Response to Initiatives for Council Consideration Suggested by the Executive Director:

The below initiatives were received in an e-mail on 11/3/22.

- 1) Discussion on Credit by Exam A-Level Review
- 2) Discussion on General Education for Academic Year 2022-23 and 2023-24
- 3) Update on Program Evaluation/Course Enrollment Management
- 4) Update on Seamless Transfer Policy - Initiatives
- 5) Update on BOR Policies 1:10:1 through 1:10:6

Given the face to face meeting had already occurred on 10/31/22 some of these items did not make it on the agenda. However, the pertinent ones and those that were more direct to mathematics were addressed. Specifically item 1) was addressed specifically, item 2) was addressed indirectly with online course assessments and the placement guidelines referenced below, and 4) was addressed indirectly with our zoom meeting in addressing StraighterLine Transfer Equivalencies.

### Other Council Activities:

- SDEAF Grant

- a) Two council members have been active on a subcommittee with the BOR on creating advising materials for high school councilors on courses to take for various careers.
- b) NSU is taking the lead on developing a high school version of our college Math 095 to help struggling students while they are still in high school instead of waiting until they are in college and need remediation. Support from other BOR institutions will also be provided.
- c) Most campuses were involved with the Dakota Dream camps last summer. Depending on the topics at each campus this coming summer, departments are happy to engage where possible. Most comments were favorable and thought it was a good initiative for our state.

- We had an in depth conversation about keeping one of the the math placement options of gpa that we initiated during the COVID years. Given the fact that there were no noticeable concerns brought forth, the ease of implementation on campuses, and the fact that many students and universities across the country are starting to move away from requiring ACT scores, we thought it prudent to continue this column of the math placement table and monitor with data in upcoming years to validate.

- MDC was going to hold an informational session in conjunction with the South Dakota Council of Teachers of Mathematics at the STEM ED conference in Huron. However, when we were setting up sessions, there were not any open slots for us to do so.

### Recommendations for AAC Consideration:

I believe our MDC rep, Trudy Zalud, had conveyed the results of our recommendations and decisions that came from our f2f meeting. These are all listed in the section above on overview of the activities for the year.

### Suggestions for Council Work Plan for Upcoming Year:

Items 2) and 3) from the proposed agenda this year could use some further discussions with specifics brought forward to the discipline council.

- 2) Discussion on General Education for Academic Year 2022-23 and 2023-24
- 3) Update on Program Evaluation/Course Enrollment Management

**SDBOR Discipline Council Annual Report****Academic Year:** 2022-23**Discipline Council:** Social Sciences**Leadership:** Chair: Doug Peterson, USDVice Chair: NA

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: \_\_\_\_\_

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**1) John VanBenthuyzen7) Nicole Klein2) Thomas Weyant8) George White3) Jonathan Gibson9) Tyler Miller4) Kyle Knight10) David Grettler5) David Kenley11) Kristi Brownfield6) Viki Johnson12) David Earnest**Meeting Dates and Type** (e.g. October 10, face to face in Chamberlain; conference call):

January 26, 2023, Zoom at 2 pm CT

**Overview of Council Activities this year:**

The Council held one meeting. Items discussed included those set forth by the Executive Director of the Board of Regents including:

- Credit by Exam A-Level Review
- General Education for 22-23 and 23-24
- Program Evaluation/Course Enrollment Management
- Seamless Transfer Policy Initiatives
- BOR Policies 1:10:1 through 1:10:6

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

The Council appreciated the updates provided by Carly Handcock and Pam Carriveau on Board initiatives and policies. None of the items required action or response from the Council.

**Other Council Activities:**

Chair Doug Peterson requested a report of the delivery history of common courses across the social science disciplines. He believed it might be useful to know the frequency of course delivery on each campus of common courses and perhaps clean-up of courses listed as common that may not need to be. Prefixes of AIS, ANTH, CJUS, ECON, GEOG, HIST, POLS, PSYC, and SOC were requested.

**Recommendations for AAC Consideration:**

No items recommended for AAC Consideration at this time.

**Suggestions for Council Work Plan for Upcoming Year:**

None noted.

# **SOUTH DAKOTA BOARD OF REGENTS**

## **Academic and Student Affairs**

**AGENDA ITEM: 7 – A**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

### **SUBJECT**

**OurDakotaDreams Initiative Update**

### **CONTROLLING STATUTE, RULE, OR POLICY**

[SDBOR Strategic Plan](#)

Goal 2: Access and Affordability

Goal 3: Academic Excellence, Student Outcomes, and Educational Attainment

Goal 4: Workforce and Economic Development

### **BACKGROUND / DISCUSSION**

Our Dakota Dreams is a multi-faceted effort to promote college preparation in South Dakota, featuring the state's public technical colleges and universities. This effort is led by a coalition of stakeholders, including representatives from the South Dakota Board of Regents (BOR), the South Dakota Department of Education (DOE), the South Dakota Board of Technical Education (BOTE), the South Dakota Department of Labor & Regulation (DLR), and Mapping Your Future (a South Dakota incorporated non-profit funded by the South Dakota Education Access Foundation and the South Dakota Community Foundation).

The Our Dakota Dreams brand is being used to promote college preparation activities such as the [free college application period](#) (free applications to state colleges and universities in October-November 2023) and completion of the federal student aid application (FAFSA). Additionally, the enhanced [Our Dakota Dreams website](#), which was launched June 2023, provides several resources for students, families, and educators. These include grade-by-grade college preparation checklists, cost of college and financial aid information, a statewide scholarship bulletin board, college and career exploration resources, FAFSA completion supports, and more.

The Our Dakota Dreams website is also home to information about grant programming and strategic initiatives that promote preparation for college and related efforts. These include:

- [Dakota Dreams Online Tutoring Program](#)
- [Dakota Dreams Teacher Leadership Academy](#)
- [Dakota Dreams Career Exploration Summer Camps](#)
- [Career and Math Pathway Advising Tools](#)

(Continued)

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### **INFORMATIONAL ITEM**

- [Mathematics for College Readiness Course](#)
- [Elementary Teacher STEM Initiative](#)
- [Teacher Apprenticeship Pathway](#)
- Statewide Longitudinal Data System

#### **IMPACT AND RECOMMENDATION**

This effort supports the South Dakota Board of Regents' Strategic Plan, with primary emphasis on Goal 2 (Access to higher education), Goal 3 (Academic Excellence), and Goal 4 (Workforce Development).

#### **ATTACHMENTS**

Attachment I – “OurDakotaDreams Update” PowerPoint





# South Dakota Board of Regents

August 2023



# What is Our Dakota Dreams?

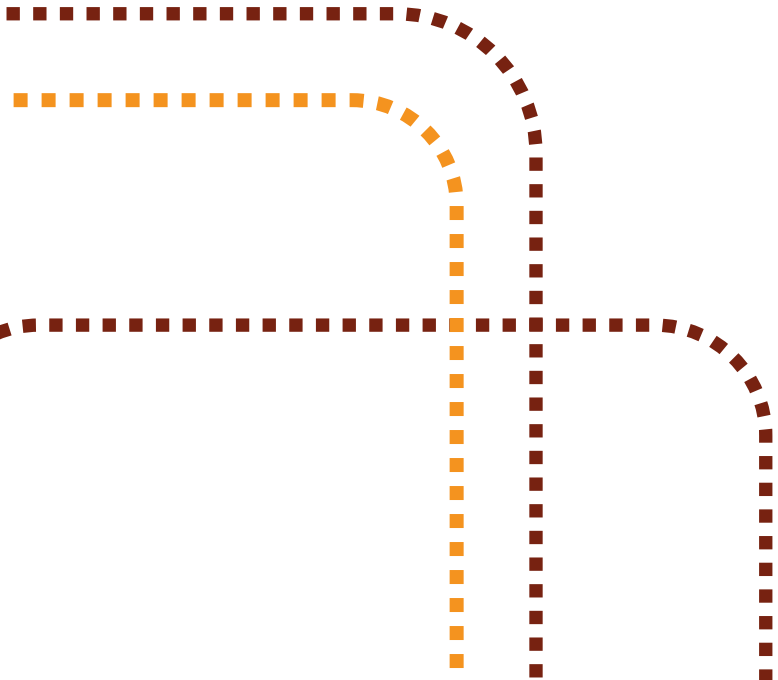
Our Dakota Dreams is the umbrella brand that a coalition of stakeholders developed to communicate about college preparation and related grant programs in South Dakota.



## Coalition Representation

- SDBOR and Public Universities
- SDDOE and BOES
- BOTE and Public Technical Colleges
- SDDL
- Mapping Your Future

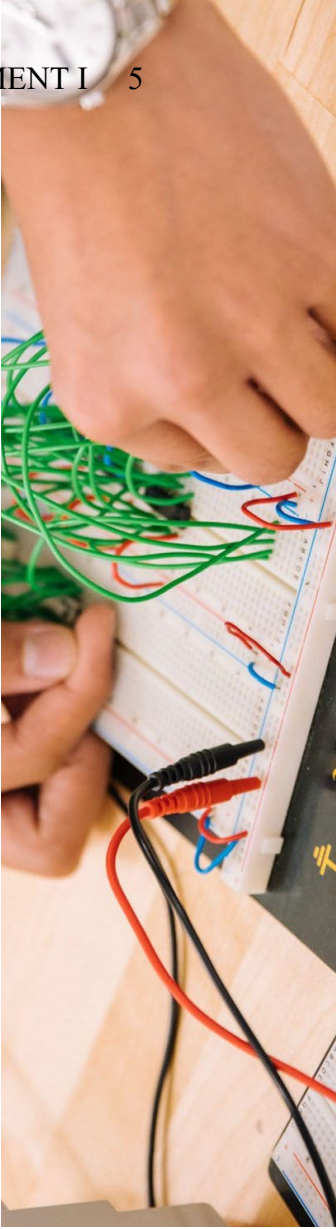
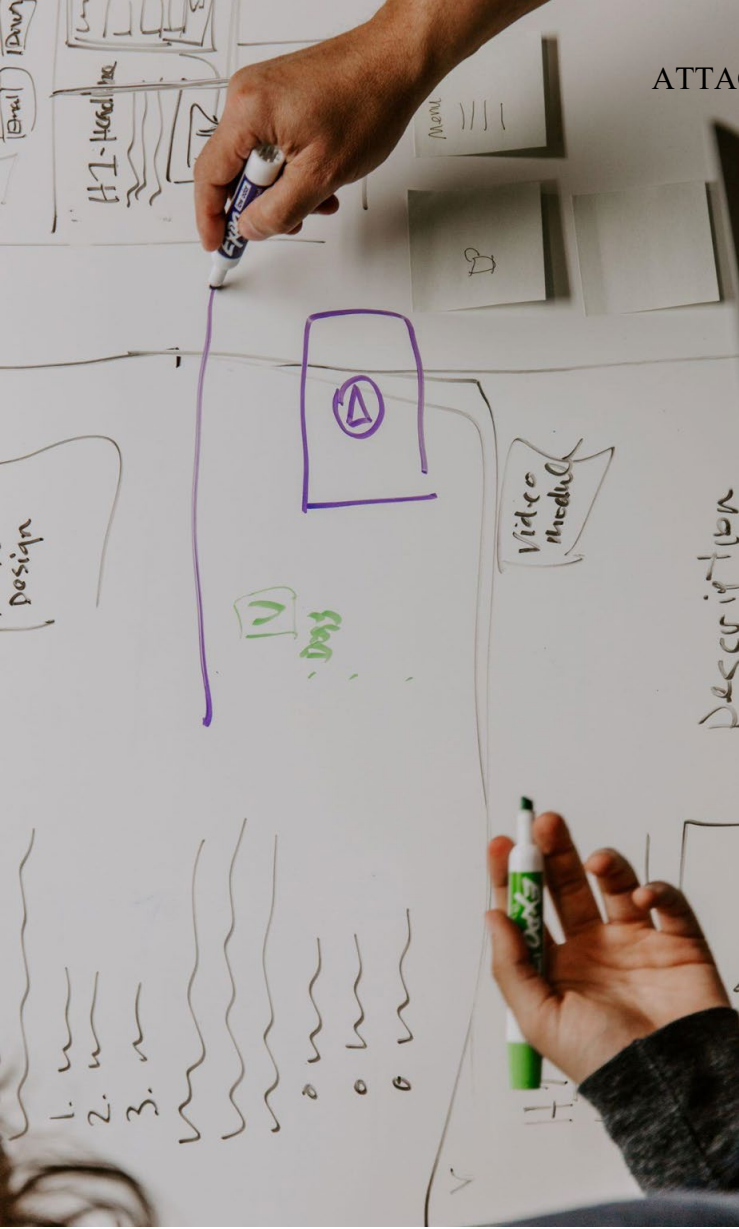




Our Dakota Dreams

# STRATEGIC INITIATIVES

- Website Resources
- Communication Campaigns
- K-12 Grant Programming





Introducing

# OUR DAKOTA DREAMS .COM

Premier source for college preparation  
in South Dakota, featuring state public  
technical colleges and universities



ELEMENTARY & MIDDLE SCHOOL STUDENTS ▾ HIGH SCHOOL STUDENTS ▾ INCOMING COLLEGE STUDENTS ▾ EXPLORING COLLEGES ▾ PAYING FOR COLLEGE ▾

EDUCATIONS   EVENTS CALENDAR   RESOURCE LIBRARY

SEARCH

Q



## FIND YOUR PATH. START YOUR JOURNEY.

### YOUR GUIDE TO COLLEGE & BEYOND

Our Dakota Dreams is your premier source for college preparation featuring South Dakota's state public technical colleges and universities. It's our dream to guide students toward a fulfilling life, which is why we offer resources and support for students, parents and educators.

student, family, educator

# Website Resources

- Featured grant programming & initiatives
- Grade-by-grade college preparation checklists
- Cost of college & financial aid information
- Statewide scholarship bulletin board
- College and career exploration resources
- FAFSA completion portal and dashboard
- And more



# College Preparation MARKETING CAMPAIGNS

## Free College Application Period



GOAL: To encourage high school seniors to apply to SD colleges and universities

- Digital, social, paid search targeting high school seniors, parents, high school staff

## FAFSA Completion



GOAL: To educate on importance of completing FAFSA, encourage high school seniors to apply

- Digital, social, website retargeting, native article, events targeting high school seniors, parents, high school staff

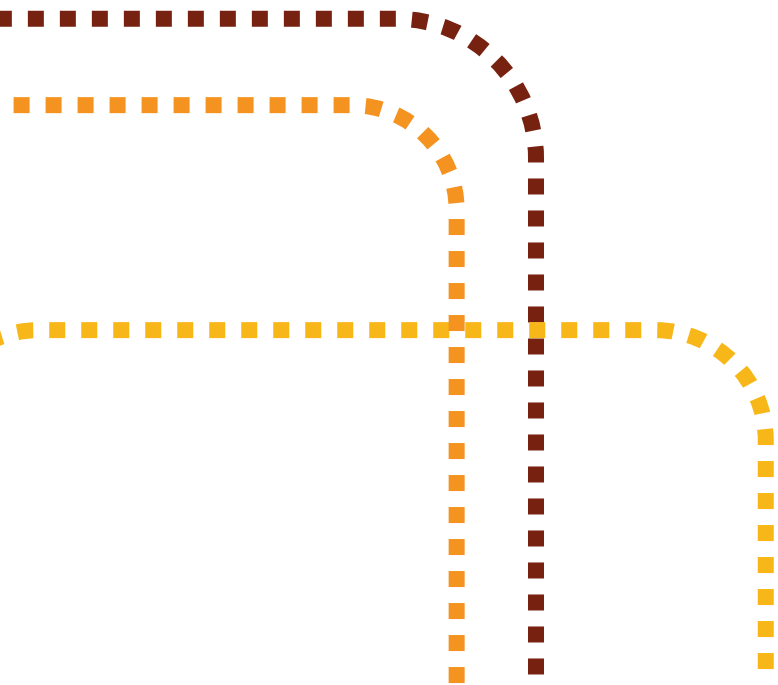
## College Readiness & Preparation



GOAL: To educate on college preparation resources and opportunities

- Direct mailers to high school juniors  
- Direct mailers to 7<sup>th</sup> grade students





K-12 Student and Educator

# GRANT PROGRAMMING

- Dakota Dreams Online Tutoring Program
- Dakota Dreams Teacher Leadership Academy
- Dakota Dreams Career Exploration Summer Camps
- Career and Math Pathways
- Year-Long HSDC College Algebra Course
- Elementary Teacher STEM Initiative
- Teacher Apprenticeship Pathway
- Statewide Longitudinal Data System

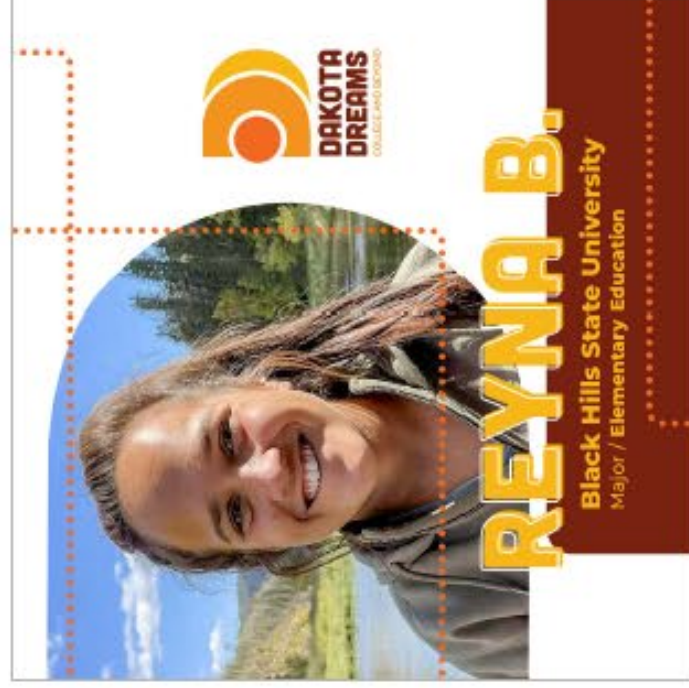




## Our Dakota Dreams

# Online Tutoring Program

- Free tutoring for all K-12 students in SD in English, Math, Science and Social Studies
- 7-days a week in afternoons & evenings during school year
- Staffed by teacher education students at BHSU and NSU
- Homework help (on-demand and pre-scheduled)
- **NEW! Tutor Tracks:** 7-week tutor-led units in reading (grades 1-8<sup>th</sup>), grammar (grades 3-8<sup>th</sup>) and math (grades 3-8<sup>th</sup>)
- 2-year grant program

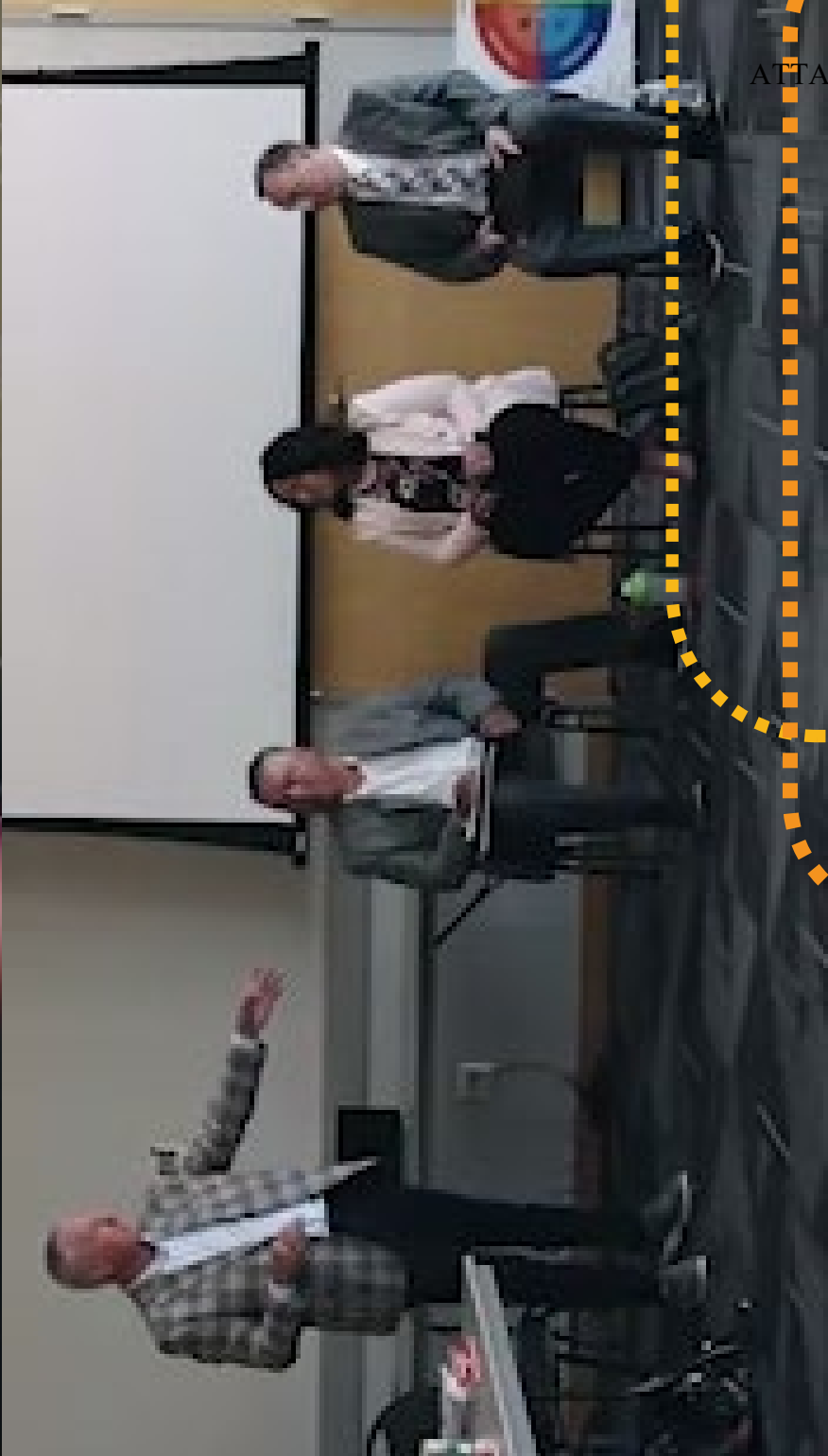




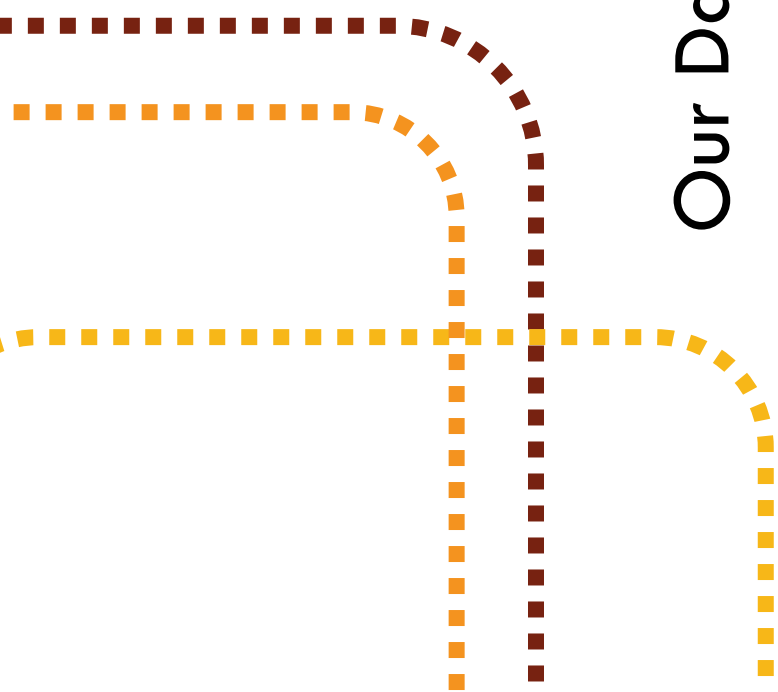
# Our Dakota Dreams Teacher Leadership Academy

- Year-long leadership opportunity for teachers with 5+ years experience
- 60-participant cohort in 2022-23 and 90-participant cohort in 2023-24
- No cost for teachers or their school districts
- Participants earn 3 free graduate credits, which can be seamlessly applied to advanced degree in education at a regional university
- 2-year grant program

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## Our Dakota Dreams

# Career Exploration Camps

- Free week-long summer camps for rising 7th and 8th graders
- Hosted on public universities and technical colleges
- Introductory career sessions to explore career interests
- Area business and industry tours
- Nearly 2,000 student served after summers 2022, 2023, 2024

- Summer 2022 – 4 camps, 300 students
- Summer 2023 – 6 camps, 600 students
- Summer 2024 – 9 camps, 900 students (anticipated)





# Career and Math Pathways

<div><div><div></div><div><div>NURSING</div><div>RELATED CAREERS</div></div></div><div><div>Nursing is part of the Health Sciences career cluster. Careers in the Health Sciences cluster involve helping people and animals with the medical care they need to get or stay healthy.</div></div></div>				
<div>CAREER TITLE</div> <div><b>NURSING ASSISTANT (CNA)</b></div> <div>Provide or assist with basic care or support under the direction of onsite licensed nursing staff. Perform duties such as monitoring of health status, feeding, bathing, dressing, grooming, toileting, or ambulation of patients in a health or nursing facilities.</div>	<div>MID-RANGE ANNUAL SALARY IN SD</div> <div><b>\$24,400 – \$32,200</b></div>	<div>SD PROJECTED ANNUAL OPENINGS</div> <div><b>774</b></div>	<div>DEGREE TYPICALLY ACQUIRED</div> <div><b>CERTIFICATE</b></div>	
<div>CAREER TITLE</div> <div><b>LICENSED PRACTICAL NURSES (LPN)</b> <b>HOT CAREER IN SD</b></div> <div>Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.</div>	<div><b>\$34,300 – \$45,700</b></div>	<div><b>159</b></div>	<div><b>DIPLOMA</b></div>	
<div>CAREER TITLE</div> <div><b>REGISTERED NURSE (RN)</b> <b>HOT CAREER IN SD</b></div> <div>Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required.</div>	<div><b>\$51,600 – \$70,000</b></div>	<div><b>907</b></div>	<div><b>ASSOCIATE</b> OR <b>BACHELOR</b></div>	
<div>CAREER TITLE</div> <div><b>NURSE PRACTITIONERS</b></div> <div>Diagnose and treat acute, episodic, or chronic illness, independently or as part of a healthcare team. May focus on health promotion and disease prevention. May order, perform, or interpret diagnostic tests such as lab work and x-rays. May prescribe medication. Must be registered nurses who have specialized graduate education.</div>	<div><b>\$90,500 – \$118,000</b></div>	<div><b>48</b></div>	<div><b>GRADUATE</b></div>	
<div>CAREER TITLE</div> <div><b>NURSE ANESTHETISTS</b></div> <div>Administer anesthesia, monitor patient's vital signs, and oversee patient recovery from anesthesia. May assist anesthesiologists, surgeons, other physicians, or dentists. Must be registered nurses who have specialized graduate education.</div>	<div><b>\$175,700 – \$208,000</b></div>	<div><b>27</b></div>	<div><b>GRADUATE</b></div>	
<div><div>OURDAKOTADREAMS.COM</div><div>DAKOTA DREAMS</div></div>				

## Career Profiles

- Examples of related occupations
- Education opportunities to support preparation and growth
- SD market demand and mid-range salary

## Math Pathways – *In progress*

- Suggests progression of math courses in high school based on career interests

Our Dakota Dreams

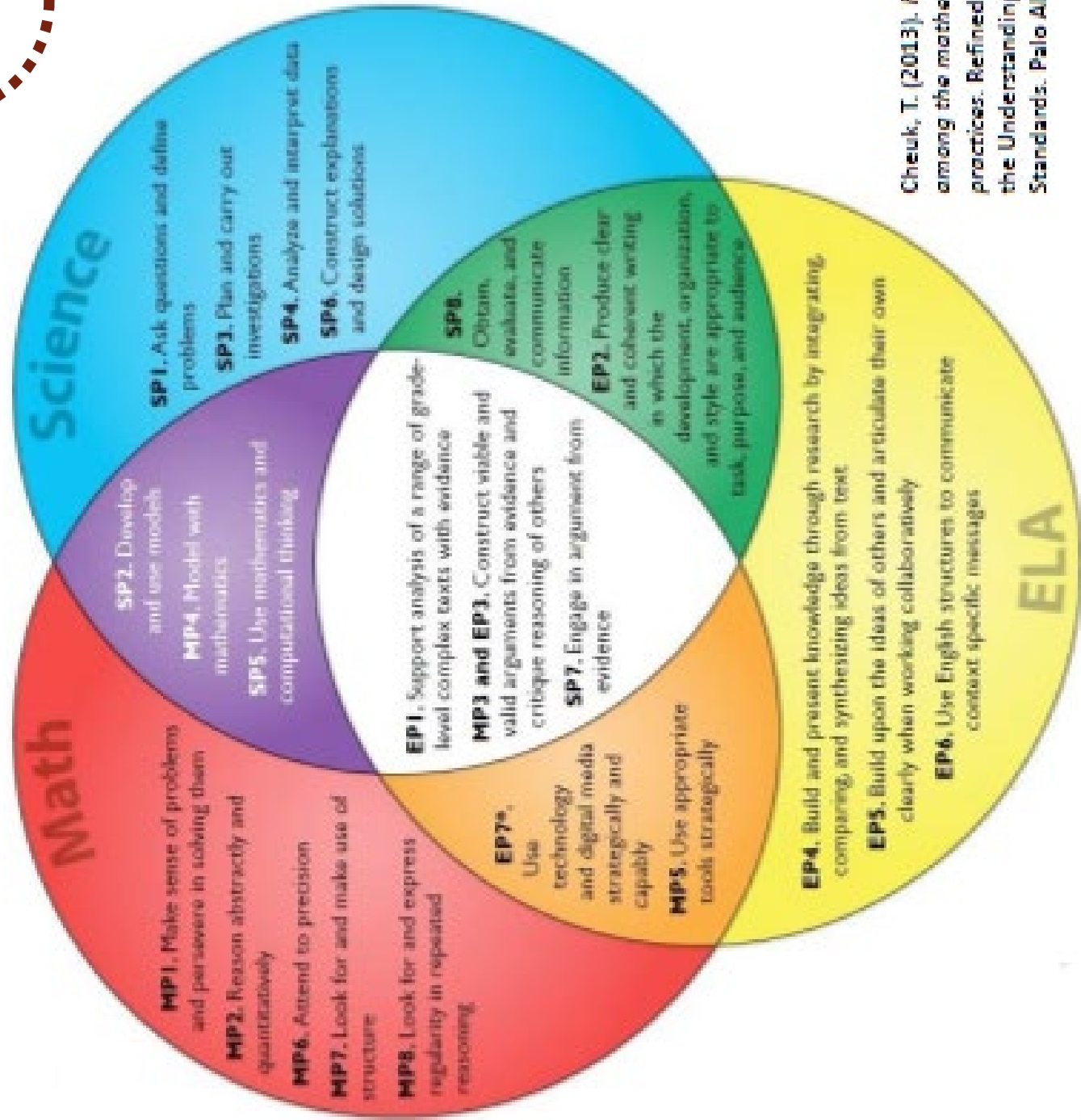
# Year-Long HSDC College Algebra Course

- Taught by Northern State E-Learning Center
- Target students: College-bound juniors and seniors in high school who need additional math support
- 1<sup>st</sup> semester – College Algebra Prep (.5 unit of HS credit)
- 2<sup>nd</sup> semester – HSDC College Algebra (MATH 114) (.5 unit of HS credit)
- Fall semester success guarantees placement into spring College Algebra (MATH 114) with the same teacher at the same time.
- Available to 75 students per academic year through grant life
- Scholarships for students on free & reduced lunch and/or who are first generation college



# Elementary Teacher STEM Initiative

- Summer workshops for 2-5<sup>th</sup> grade teachers at BHSU and SDSU
- Experience integrated STEM activities to enhance classroom learning
- Professional learning community to support teachers throughout the academic year when implementing these activities
- Includes graduate credits, room and board, follow-up sessions, monetary stipend
- 2-year grant (50 participants year 1, 250 participants year 2)



Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.



# Teacher Apprenticeship Pathway

- 2-year pilot to provide 60 school staff the opportunity to earn a teaching certificate
- Purpose is to address teacher shortages in SD
- Participants must be employed as a paraprofessional during the apprenticeship
- Completion time is estimated at two years (assuming a full course load)
- Participants are responsible for up to \$1,000/year to assist with tuition, books and state-designated assessments
- SDDOE is leading effort in partnership with DSU, NSU, SDBOR, the SDDL





# Statewide Longitudinal Data System

- Data sharing effort between K-12, DOE, BOR, BOTE and BIT
- DLR will likely be incorporated thereafter
- Grant submitted by BOR/BOTE end of June
- Award expected July-August



# Conclusion



**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – B**

**DATE: July 31 – August 2, 2023**

\*\*\*\*\*

**SUBJECT**

**Revised BOR Policy 2:23 – New Academic Programs, Program Modifications, and Program Inactivation/Termination Revisions; and New BOR Policy 2:22 – System Course and Curriculum Governance (First Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

**BACKGROUND / DISCUSSION**

The Board of Regents has started to implement a new policy software. As the system academic affairs office continues to vet and review BOR policies and links to the guidelines for this implementation, there will be some adjustments needed for policies. The specific sections of the policy that Dr. Minder would like to first address include the discussion between Academic Programming and Academic Curriculum. Currently, BOR Policy 2:23 includes both Program Management and Curriculum Management.

To accommodate our new policy structure, this item serves to separate programming from curricular requests. The revisions to BOR Policy 2:23 serve to create a separate policy on programming, as presented in Attachment I.

There are no substantive changes to this policy outside of moving the curriculum from BOR Policy 2:23 and migrating it to BOR Policy 2:22.

**IMPACT AND RECOMMENDATION**

The academic affairs council has had the opportunity to evaluate both BOR Policy 2:23 and the draft BOR Policy 2:22.

The timeline associated with this policy will be as follows:

- First Reading – August 2023 BOR Meeting
- Second and Final Reading – October 2023 BOR Meeting

This policy will continue to be vetted to ensure all changes meet the stakeholders' needs.

(Continued)

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**DRAFT MOTION 20230731\_7-B:**

I move to approve the first reading of the proposed revisions to BOR Policy 2:23 and new BOR Policy 2:22, as presented.

Revised BOR Policy 2:23 and New BOR Policy 2:22

July 31 – August 2, 2023

Page 2 of 2

**ATTACHMENTS**

Attachment I – Proposed Revisions to BOR Policy 2:23 – New Academic Programs,  
Program Modifications, and Program Inactivation/Termination Revisions

Attachment I – New Draft BOR Policy 2:22 – New Academic Course and Curriculum  
Management

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** New Programs, Program Modifications, ~~Curricular Requests~~, and Inactivation/Termination

**NUMBER:** 2:23

---

### **A. PURPOSE**

The purpose of this policy is to establish standards, processes, and procedures by which academic curricula and programs receive approval and modification. This policy is designed to ensure all programming and curriculum are of the highest quality, facilitate student success, increase workforce and strategic alignment, and mitigate duplication.

### **B. DEFINITIONS**

- 1. Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 2. Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
- 3. Program and Curriculum Terminology:**
  - 3.1. Academic Program:** This is defined as undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees approved and offered at each of the Regental institutions.
  - 3.2. Academic Certificate:** A program comprised of undergraduate, graduate, medical or law credit hours typically centered upon a focused area of study. The coursework required may be embedded within the degree, or it may be independent of a degree.
  - 3.3. Accelerated Graduate Program:** An accelerated graduate program is a graduate program at a Regental institution that allows a student to count specific courses for undergraduate and graduate credit simultaneously.
  - 3.4. Undergraduate Degree:** A student's primary area of study at the associate or bachelor's level:
    - 2.3.1. Associate Degree:** A program comprised of undergraduate credit hours, typically with a combination of focused area of study (major) courses and general education courses. The program conforms to the commonly accepted minimum program length of 60 credit hours.

- 2.3.2. Bachelor's Degree:** A program comprised of undergraduate credit hours, typically with a combination of focused area of study (major) courses and general education courses. The program conforms to the commonly accepted minimum program length of 120 credit hours.
- 3.5. Graduate Degree:** A student's primary area of study at the master's, specialist's or doctoral level:
- 2.4.1. Master's Degree:** A program comprised of advanced study and course work beyond the bachelor's degree, typically in academic fields or professional fields.
- 2.4.2. Specialist's Degree:** A program which requires a minimum of 60 credit hours beyond a baccalaureate degree or a minimum of 30 credit hours beyond a master's degree.
- 2.4.3. Doctoral Degree:** The program is the highest academic qualification and is typically in research fields or professional fields.
- 3.6. Specialization:** A designated plan of study within an existing degree program or major, typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. Specializations may attach to only one major. Associate degree programs shall not have specializations. Completion of the academic specialization shall be indicated on the student's academic transcript.
- 3.7. Minor:** A designated plan of student enabling a student to make broad but limited inquiry into a discipline or field of study beyond the major. Minors are only awarded in conjunction with completion of a degree program and the awarding of a bachelor's degree. Completion of the minor shall be indicated on the student's academic transcript.
- 3.8. Emphasis:** An emphasis is a concentration within a major accomplished by individual student choices within a plan of study. For example, within a major on adult health the student may focus on the older adult. An emphasis is not a separate program. A catalog may describe an emphasis but not detail it as a specific plan of study. Emphasis shall not print on the transcript.
- 3.9. Transcript:** A transcript is documentation of a student's permanent academic record.
- 4. Program Actions:**
- 4.1. Intent to Plan:** A preliminary request to plan a new undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degree program.
- 4.2. Full Proposal – Degree:** A proposal requesting authorization to implement a new undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degree program.
- 4.3. Full Proposal – Academic Certificate/Specialization/Minor:** A proposal requesting authorization to implement a new academic certificate, specialization, or minor.
- 4.4. Inactive:** 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.

- 4.5. Minor Program Modification:** Changes to courses (additions, revisions, or deletions) that do not change the nature of the program, distribution of courses in the program, or total credit hours required for the program.
- 4.6. Substantive Program Modification:** Changes to total credits (required in discipline, supportive courses, elective courses, or required for the program), program name, existing specialization, CIP code, or other similar changes.
- 4.7. Teach-Out:** A program designated as inactive that is determined for program closure, is placed in Teach-Out. During the Teach-Out stage, a comprehensive plan (in compliance with regional accreditation requirements) will be developed by the university to ensure all students are guided through options to complete or transfer to another program and appropriate options for all human, facility, and fiscal resources are identified.
- 4.8. Program Closure:** A planned termination of a program.

### **C. POLICY STATEMENTS**

- 1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 2. Approval of an intent to plan does not overwrite the Full Proposal process and does not guarantee approval of the Full Proposal.
- 3. The Board of Regents will receive the Full Proposal and act on that proposal.
- 4. If the Board of Regents approve the Full Proposal and the university is seeking accreditation, this approval allows the university to proceed toward accreditation.
- 5. Approval of a new program does not indicate that the SDBOR or the university have identified the program as a funding priority.
- 6. The Board of Regents approves academic programs that are recorded on a transcript, including specializations, certificates, undergraduate minors, undergraduate degrees and majors, graduate degrees, and location of study.
- 7. The Board of Regents encourages academic departments and colleges to be innovative and to explore creative programming intended to meet the workforce demands and that serve the academic disciplines, students, and the state of South Dakota.
- 8. The Board of Regents discourages duplication of programs except in cases where regional or state workforce demand provides strong rationale for additional offerings. The university requesting the program must provide justification within the full proposal. The Regents may not approve given the duplication of programming.
- 9. All program requests should consider the academic program request with these critical elements: Strategic Impact, Academic Quality, Student Success, Financial Health and Internal and External Market Evaluation.

10. Academic certificates, specializations and minors are designed to support the system workforce, increase student skills, address student demand for a particular area of study, and facilitate student viability in an area of interest.
11. Accelerated Graduate Programs: Accelerated graduate programs accepting thirteen (13) total credit hours up to a maximum of twenty-five (25) total transfer credit hours require formal approval by the Board of Regents (See Academic Affairs Guideline Form 2.20).
12. A program may only be in an inactive status for a maximum of five years before final action must be taken to re-open or close (Program Closure). The exception will be if a program is identified for program closure due to program productivity per BOR Policy 2:34.
13. All program actions must comply with the university accrediting body, and program accreditation body (for those with special accreditation).

#### **D. NEW PROGRAM REQUEST TIMELINE AND OVERVIEW**

##### **1. New Program**

- 1.1. Initial Program Exploration: Each university will define the internal process through which new programs are requested. If the internal university process approves the request, then the university shall proceed to the Intent to Plan step.
- 1.2. Intent to Plan:
  - 1.2.1. Step 1: Intent to Plan: The university will complete the intent to plan form. The BOR Executive Director (or designee) will review the plan and act upon that intent to plan. The intent to plan if approved will move to the next step.
  - 1.2.2. Step 2: Intent to Plan: The approved intent to plan form shall move to the Academic Affairs Council (AAC). The universities shall provide this intent to plan to the appropriate faculty and academic leadership for feedback. AAC will provide appropriate feedback, strategic consultation, and collaboration.
    - 1.2.2.1. Timeline: The university has 24 months following the review by AAC to proceed to submit the Full Proposal. If a Full Proposal is not received by this deadline, it will be inactivated.
    - 1.2.2.2. Exemption to Intent to Plan: An Intent to Plan is not required for associate degree programs that meet the following criteria and align with the institutional mission:
      - 1.2.2.2.1. The program is a two-year equivalent of an existing bachelor's degree program currently approved at the university, or
      - 1.2.2.2.2. The program proposal has 80% of the curriculum common with an existing bachelor's degree program currently approved for the university, or
      - 1.2.2.2.3. The program is stackable to two or more bachelor's degree programs approved for the university, or

1.2.2.2.4. The BOR Executive Director determines the program will have an immediate impact on an emerging critical workforce shortage area in South Dakota as documented by the university.

1.2.3. Step 3: BOR academic leadership will provide a report to BOR Committee A regarding all intent to plan requests submitted. A report to the full Board of Regents will be placed under Routine Informational Items.

### **1.3. Full Program Proposal:**

1.3.1. Step 1: Full Program Proposal: The full proposal application shall go to the BOR academic affairs staff who will review the submission to ensure it is complete, comprehensive, and within the university mission. The full proposals will include feedback from university academic leadership, faculty, enrollment management and finance and administration.

1.3.2. Step 2: Full Program Proposal: The full proposal application will move to AAC. AAC will provide appropriate insights, recommendations, and feedback to the university. If a proposed program duplicates another university program, AAC can request that the proposal be held for additional consideration at a future meeting.

1.3.3. Step 3: Full Program Proposal: If AAC recommended additional review, the university will submit back to AAC an updated version of the application proposal. Upon agreement, the proposal shall move to a final review by the university President.

1.3.4. Step 4: Full Program Proposal: Required graduate external review process (BOR Policy 2:1) unless waived by the BOR Executive Director (or designee) shall be processed.

1.3.5. Step 5: Full Program Proposal: At the next appropriate Council of Presidents (COPS) meeting, BOR academic leadership will provide the full proposal application as a part of the Board of Regents Agenda review. If there are concerns, a President may request a discussion.

1.3.6. Step 6: Full Program Proposal: BOR academic leadership will submit to BOR as an agenda item for consideration during their next meeting. During the BOR meeting, the university may be asked to provide additional information or respond to questions about the proposal.

1.3.7. Step 7: Full Program Proposal: The BOR will act upon the full proposal application. If denied, there is no further action. If approved, the BOR academic affairs staff will complete the necessary technical processing for the program to launch.

## **2. New Academic Certificates, Specializations, and Minors**

The process to request a new academic certificate, specialization, and/or minor shall be governed by Academic Affairs Guidelines.

- 2.1. Initial Academic Certificate/Specialization/Minor Exploration:** Each university will define the internal process through which new academic certificates, specializations, and minors are requested. If the internal university process approves the request, then the university shall proceed to the Full Proposal step.

**2.1.1. Certifications**

A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. A certificate may include either undergraduate and/or graduate/professional courses and include courses offered collaboratively with another Regental university. Completion of a certificate appears on student transcripts. Certificates typically serve one of three purposes: serving as a standalone education credential option for students not seeking additional credentials (i.e., bachelor's or master's degree), serving as a value-added credential that supplements a student's major field of study, or serving as a stackable credential with credits that apply to a higher-level credential (i.e., associate, bachelor's, or master's degree).

Standalone certificates typically address areas of high workforce demand or a specialized body of knowledge. Such certificates require well-defined learning outcomes that provide clear pathways to further education and employment. Proposals for new certificates must identify one or more of these three purposes as justification for authorization of the credential. Certificate programs are typically a subset of the curriculum offered in degree programs and include previously approved courses. Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. Proposals to establish new certificates as well as proposals to modify existing certificates must recognize and address this limit. In rare cases, unique circumstances or standards for licensure will allow a certificate to be approved for more than twelve (12) credit hours.

**2.1.2. Specializations**

Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. A specialization may attach to only one major. Associate degree programs shall not have specializations. While no minimum or maximum number of credits exists for a specialization, universities should align credit hours with current university and system policies and guidelines on academic majors and minors.

**2.1.3. Minors**

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including



prerequisite courses. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit.

The majority of Regental system academic programs require one hundred and twenty (120) credits to graduate; minors exceeding the eighteen (18) credit hour thresholds significantly hinder students' ability to graduate in one hundred and twenty (120) credit hours. In rare cases, unique circumstances or standards for licensure will state requirements leading to academic minors approved for more than eighteen (18) credit hours.

Per BOR policy 2-29, degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major. A minimum of 50% of the minor program must be completed at the institution granting the degree.

## **2.2. Full Proposal:**

- 2.2.1.** Full Program Proposal is submitted to BOR academic affairs staff who will review the submission to ensure it is complete and comprehensive.
- 2.2.2.** Full Program Proposal is submitted to AAC by the university and reviewed. AAC will provide appropriate insights, recommendations, and feedback to the university. AAC can request that the proposal be held for additional consideration at a future meeting.
- 2.2.3.** Full Program Proposal is updated based on feedback from AAC. university President conducts final review of proposal.
- 2.2.4.** Full Program Proposal is submitted to Council of Presidents (COPS) by the university and reviewed.
- 2.2.5.** Full Program Proposal is submitted to BOR as a consent agenda item for their next meeting.
- 2.2.6.** If approved, the BOR academic affairs staff will complete the necessary technical processing for the academic certificate, specialization, or minor to launch.

## **E. ~~NEW CURRICULUM REQUESTS, MODIFICATIONS, AND INACTIVATION~~** **TIMELINE AND OVERVIEW**

### **1. ~~New Curriculum Approval~~**

- ~~1.1.~~** ~~The process to offer an existing common course, general education course, an authority to offer, request to create a new unique course, request a new prefix, request permission to seek accreditation, request to create a new cross listed course, and request to create a new common course shall be governed by Academic Affairs Guidelines.~~

~~1.2. Common Course Catalog: It is the expectation of the BOR to maintain the common course catalog, which is designed to facilitate ease of student transfer and collaborative programming across institutions.~~

~~1.3. General Education: All changes to general education must comply with BOR Policy 2.7, 2.11, 2.26, and 2.31, and Academic Affairs Guidelines Section 8.~~

## ~~2. Curriculum Modifications~~

~~2.1. Minor Course Modification: The minor course modification process shall be governed by Academic Affairs Guidelines~~

~~2.2. Substantive Course Modification: The substantive course modification process for Common Courses and Unique Courses shall be governed by Academic Affairs Guidelines.~~

## ~~3. Curriculum Inactivation~~

~~—The process to inactivate a course shall be governed by Academic Affairs Guidelines.~~

## **E. PROGRAM MODIFICATION TIMELINE AND OVERVIEW**

### **1. Minor Modification**

The minor program modification process shall be governed by Academic Affairs Guidelines.

### **2. Substantive Modification**

The substantive program modifications process shall be governed by Academic Affairs Guidelines.

### **3. Program Revisions**

Any revisions to a currently approved academic program exempted from the intent to plan and full proposal will be reported and approved by the Regents during a regularly scheduled meeting. Exemption from the full program request is very limited and must be approved by the Executive Director. AAC Guidelines outline information regarding the process to be followed by the institutions.

## **F. PROGRAM MORATORIUM AND SUNSET TIMELINE AND OVERVIEW**

### **1. Inactivation/Termination**

1.1. Program Inactivation: The process to inactivate a program shall be governed by Academic Affairs Guidelines.

1.2. Program Termination: The process to terminate a program shall be governed by Academic Affairs Guidelines.

1.3. Site Termination: The process to terminate a site shall be governed by Academic Affairs Guidelines.

**FORMS / APPENDICES:**

[AAC Form 2.20](#) – Accelerated Graduate Program Request

Definition References:

[Higher Learning Commission Policy Book](#)

[National Center for Education Statistics - Glossary](#)

[U.S. Department of Education – Structure of U.S. Education](#)

**SOURCE:**

BOR May 1993; BOR January 2002; BOR December 2003; BOR August 2005; BOR March 2017; BOR December 2018; BOR March 2022; [BOR October 2023](#).

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** System Course and Curriculum Governance

**NUMBER:** 2:22

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### **A. PURPOSE**

The purpose of this policy is to establish standards, processes, and procedures by which academic curricula receive approval and modification. This policy shall provide a pathway for academic quality, facilitating student success across the system, increasing workforce and strategic alignment, and mitigating duplication.

### **B. DEFINITIONS**

1. **Board of Regents:** The constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
2. **Common Course:** A course offered by one or more Regental institutions that has essentially the same content (subjects/breadth) and level of instruction (depth) as a course offered.
3. **Common Course Catalog:** A system-wide managed Regental course catalog used to maintain all common and unique courses.
4. **Institution:** One of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
5. **Unique Course:** A course offered by one institution that is required to be unique due to the unique program and or mission (i.e., Law, Medicine, and Pharmacy).

### **C. POLICY STATEMENTS**

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic curriculum.
2. The Board of Regents approved the use of an enterprise resource planning system and expects the use of a common catalog. This common course catalog is necessary to promote student focus and assure seamless intra-regental transfers.
3. All curricular requests should only incorporate academic prefixes that have been approved by the Board of Regents for the institutions.
4. Any new course prefix requests coupled with a new program should be included in the new program proposal (See BOR Policy 2:23).

**D. CURRICULUM REQUESTS, MODIFICATIONS, AND INACTIVATION****1. Curriculum Requests**

- 1.1. Common Course: The Board of Regents requires that the common course catalog be maintained. This is designed to facilitate ease of student transfer and collaborative programming across institutions. Therefore, common courses shall be utilized.
- 1.2. Unique Course: The Board of Regents requires common courses; however, programming may require unique course prefixes.
- 1.3. General Education: All changes to general education shall comply with BOR Policy 2:7, 2:11, and Academic Affairs Guidelines – Section 8.

**2. Curriculum Modification and Approval**

AAC guidelines create the necessary framework that directs the submission and approval of course modification requests.

**3. Curriculum Inactivation**

AAC guidelines create the necessary framework that directs the inactivation process.

**E. REPORTING**

Curricular annual reporting to the Board of Regents will occur in December of each year at the Board Meeting. This report will be provided to the Academic Affairs Council at their October or November meeting.

**FORMS / APPENDICES:**

AAC Guidelines, Section 1

Definition References:

[Higher Learning Commission Policy Book](#)

[National Center for Education Statistics – Glossary](#)

[U.S. Department of Education – Structure of U.S. Education](#)

**SOURCE:**

BOR October 2023.