

**BOARD OF REGENTS
MINUTES OF THE MEETING
December 13-14, 2023**

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ADJOURN

**BOARD OF REGENTS
MINUTES OF THE MEETING
December 13-14, 2023**

The South Dakota Board of Regents met on December 13-14, 2023, at South Dakota State University in Brookings at 10:00 a.m. Central Time 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 VanSickle, SDSD Director; Jessica Vogel, SDSBVI Superintendent; and other members of the Regental system and public and media.

WEDNESDAY, DECEMBER 13, 2023

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

1-C Declaration of Conflicts

There were no declared conflicts.

1-D Approval of the Minutes – Meeting on October 4-5, 2023; November 14, 2023

IT WAS MOVED by Regent Roberts, seconded by Regent Partridge, to approve the minutes of the Board of Regents meeting on July 31-August 2, 2023. Motion passed.

1-E Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, that the Board dissolve into Executive Session at 10:15 a.m. on Wednesday, December 13th, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business.

That it rise from Executive Session at 5:00 p.m., and reconvene in public session, 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 Thursday, December 14th. Motion passed.

THURSDAY, DECEMBER 14, 2023

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

3-A Report and Actions of Executive Session

Regent Morrison reported the Board ran short on time yesterday, December 13th, and will need to reconvene in executive session at the conclusion of today's public agenda. The report will be deferred and take any necessary action in public session at the conclusion thereof.

3-B Resolution of Recognition

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, to recognize Laurie Nichols for her service to South Dakota's system of public higher education. Motion passed.

A copy of the Resolutions of Recognition can be found on pages **20** to **21** of the official minutes.

3-C Welcome and Presentation by SDSU President Barry Dunn

SDSU President Barry Dunn welcomed the Board and other attendees to South Dakota State University. President Dunn then provided a video presentation highlighting the universities accomplishments setting them on the path to success.

3-D Student Organization Awards – SDSU

Michaela Willis, SDSU Vice President for Student Affairs and Enrollment Management, presented the SDSU student organization award winners for 2022. Sigma Phi Epsilon Fraternity INC accepted the award for academic excellence. Exercise Science Club accepted the award for community service. Student Nurses' Association (SNA) accepted the award for organizational leadership.

A copy of the SDSU Student Organization Awards can be found on pages **22** to **23** of the official minutes.

3-E Reports from Individual Presidents and Superintendents

President Barry Dunn introduced the new Dean of the College of Education and Humanities, Dr. Evan Ortlieb, to the Board.

3-F Reports on Individual Regent Activities

No reports.

3-G Report from the Student Federation

Michael Garofalo, Student Federation President, provided the Board with an update regarding the recent activities of the Student Federation. Most recently and notably they have been working on preparing for the upcoming legislative session. Their main point of attention has been the General Activity Fee (GAF) and tuition freeze. Both DSU and SDSMT are in the beginning process of petitioning for a raise in GAF. They are seeing a surge of new clubs and renewing of clubs that had gone dormant during COVID that has put a stress on the budget.

Regent Rave asked if the Student Federation has a ballpark percentage in mind as they are working on their petition to raise GAF. Michael stated that the increase was minimal and would equate to about \$2.00 per student increase.

3-H Report of the Executive Director

Nathan Lukkes, Executive Director and CEO, provided an update regarding a couple of changes to the agenda and that items 6-C and 7-F, which were posted as placeholders, have been removed from the agenda.

Representative Will Mortenson and Senator Casey Crabtree joined to provide comments regarding workforce and how the SDBOR is a great partner in addressing those issues. Representative Mortenson noted that he appreciates that the SDBOR has kept their focus on students and their needs

and keeping the political/social issues out of the conversations. They also appreciate that the SDBOR has kept their eye on the affordability of postsecondary education.

Regent Rave thanked both legislators for their commentary and appreciation for the work that the Board has been doing. The Board is appreciative of the dialogue and positive working relationship that legislators have had with the Board and look forward to maintaining that positive partnership.

Executive Director Lukkes noted that students in South Dakota having one of the lowest debt rates upon graduation doesn't happen on accident; it is the result of the collaboration between the BOR, Tech Schools and legislators to keep the focus on students and affordability.

Senator Crabtree noted that when discussion tuition freeze it is important that we keep that in tandem with fees, keeping both of those froze together as another tuition freeze is discussed. Both he and Representative Mortenson are committed to working with the Board and their lines of communication are always open.

Regent Partridge noted that he is excited regarding the tuition cut for advancing state employees and provide more opportunities to continue their education, which is an item on today's agenda for approving BOR policy to accomplish that.

4 Public Comment Period

Justin Schmidt, student of SDSU, spoke as a representative of Young Americans for Liberty. They have been working on a signature petition, which has also been joined by student groups from DSU, BHSU, and SDSMT to end the policy against having to live on campus and express their desire for student housing freedom. Justin also noted that the level of food provided by SODEXO, which he noted also provides food services for the state prison, is of poor quality that is reflected as such. This group would like the Board to immediately reevaluate BOR policy restricting students' housing choices.

CONSENT AGENDA

IT WAS MOVED by Regent Partridge, seconded by Regent Robert, to approve consent agenda items 5-A through 5-R as presented. Motion passed.

Academic and Student Affairs – Consent

5-A High School Dual Credit Joint Powers Agreement – SDDOE & SDBOR

Approve the Joint Powers Agreement between the South Dakota Department of Education and the South Dakota Board of Regents, as presented.

A copy of the High School Dual Credit Joint Powers Agreement – SDDOE & SDBOR can be found on pages 24 to 30 of the official minutes.

5-B New Program Request – NSU – Minor in Marketing and Digital Design

Authorize NSU to offer a minor in Marketing and Digital Design, as presented.

A copy of the New Program Request – NSU – Minor in Marketing and Digital Design can be found on pages 31 to 41 of the official minutes.

5-C (1) New Certificate Request – SDSMT – Quantum Communications (Undergraduate and Graduate)

Authorize SDSMT to offer undergraduate and graduate certificates in Quantum Communications, as presented.

A copy of the New Certificate Request – SDSMT – Quantum Communications (Undergraduate and Graduate) can be found on pages 42 to 47 of the official minutes.

5-C (2) New Certificate Request – USD – Artificial Intelligence for Business Analytics (Graduate)

Authorize USD to offer a graduate certificate in Artificial Intelligence for Business Analytics, as presented.

A copy of the New Certificate Request – USD – Artificial Intelligence for Business Analytics (Graduate) can be found on pages 48 to 57 of the official minutes.

5-D (1) New Specialization Request – USD – Artificial Intelligence for Business Analytics – Master of Business Administration (MBA)

Authorize USD to offer a specialization in Artificial Intelligence for Business Analytics within the Master of Business Administration program, as presented

A copy of the New Specialization Request – USD – Artificial Intelligence for Business Analytics – Master of Business Administration (MBA) can be found on pages 58 to 65 of the official minutes.

5-D (2) New Specialization Request – USD – Reading Specialist/Literacy Coach – MA in Secondary Education

Authorize USD to offer a specialization in Reading Specialist/Literacy Coach within the MA in Secondary Education, as presented

A copy of the New Specialization Request – USD – Reading Specialist/Literacy Coach – MA in Secondary Education can be found on pages 66 to 72 of the official minutes.

5-E New Site Request – SDSU – MS in Counseling and Human Resource Development – Specializations in College Counseling, Marriage and Family Counseling and Rehabilitation Counseling (Online)

Approve SDSU’s new site proposal to offer the specializations in College Counseling, Marriage and Family Counseling, and Rehabilitation Counseling within the MS in Counseling and Human Resource Development online, as presented

A copy of the New Site Request – SDSU – MS in Counseling and Human Resource Development –

Specializations in College Counseling, Marriage and Family Counseling and Rehabilitation Counseling (Online) can be found on pages 73 to 94 of the official minutes.

5-F Inactive Status and Program Terminations – DSU, NSU, SDSMT, SDSU & USD

Approve the program termination and inactivation requests from DSU, NSU, SDSMT, SDSU & USD, as presented.

A copy of the Inactive Status and Program Terminations – DSU, NSU, SDSMT, SDSU & USD can be found on pages 95 to 131 of the official minutes.

5-G (1) Articulation Agreements – South Dakota School of Mines & Technology

Approve the articulation agreement from South Dakota School of Mines & Technology with Southeast Technical College (STC), as presented in Attachment I.

A copy of the Articulation Agreements – South Dakota School of Mines & Technology can be found on pages 132 to 138 of the official minutes.

5-G (2) Articulation Agreements – South Dakota State University

Approve the articulation agreements from South Dakota State University with Chadron State College, Iowa Lakes Community College, Lake Area Technical College, Mitchell Technical College, Mid-State Technical College, Northwest Iowa Community College, Northeast Community College, Riverland Community College, Western Iowa Tech Community College, and Nitte Meenakshi Institute of Technology, as presented in Attachment I.

A copy of the Articulation Agreements – South Dakota State University can be found on pages 139 to 257 of the official minutes.

5-H Agreements on Academic Cooperation – South Dakota State University

Approve South Dakota State University's agreements on academic cooperation with the University of Kinshasa and the University of the Philippines Los Baños, as presented.

A copy of the Agreements on Academic Cooperation – South Dakota State University can be found on pages 258 to 266 of the official minutes.

5-I (1) Revised BOR Policy 2.2.2.1 – Seamless Transfer of Credit (Formerly Policy 2:5) and BOR Policy 2.2.2.5 – Prior Learning and Validated Transfer of Credit (Formerly Policy 2:5:4) (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2.2.2.1 and BOR Policy 2.2.2.5, as presented.

A copy of the Revised BOR Policy 2.2.2.1 – Seamless Transfer of Credit (Formerly Policy 2:5) and BOR Policy 2.2.2.5 – Prior Learning and Validated Transfer of Credit (Formerly Policy 2:5:4) (Second Reading) can be found on pages 267 to 278 of the official minutes.

5-I (2) Revised BOR Policy 3.3.1 – Confidentiality of Student Records (Formerly Policy 3:5) (Second Reading)

Approve the second and final reading of the proposed new draft of BOR Policy 3.3.1, as presented

A copy of the Revised BOR Policy 3.3.1 – Confidentiality of Student Records (Formerly Policy 3:5) (Second Reading) can be found on pages **279** to **286** of the official minutes.

5-J Graduation Lists

Approve the Fall 2023 graduation lists for BHSU, DSU, NSU, SDSMT, SDSU, and USD contingent upon the students' completion of all degree requirements.

A copy of the Graduation Lists can be found on pages **287** to **316** of the official minutes.

Budget and Finance – Consent

5-K Maintenance & Repair (M&R) Projects (Greater than \$250,000)

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

A copy of the Maintenance & Repair (M&R) Projects (Greater than \$250,000) can be found on pages **317** to **318** of the official minutes.

5-L FY25 HEFF M&R Projects

Approve the FY25 HEFF M&R projects as presented in Attachment II.

A copy of the FY25 HEFF M&R Projects can be found on pages **319** to **324** of the official minutes.

5-M FY25 Auxiliary System M&R Projects

Approve the FY25 Auxiliary System M&R projects as presented in Attachment I.

A copy of the FY25 Auxiliary System M&R Projects can be found on pages **325** to **327** of the official minutes.

5-N FY25 AES M&R Projects

Approve the AES M&R projects for FY25 as requested.

A copy of the FY25 AES M&R Projects can be found on pages **328** to **329** of the official minutes.

5-O (1) Capital Asset Purchase Greater than \$500,000 – SDSMT – X-Ray Photoelectron Spectrometer

Approve SDSMT's request to purchase an X-ray Photoelectron Spectroscopy (XPS) for research and development using \$1,097,251 of research funds.

A copy of the Capital Asset Purchase Greater than \$500,000 – SDSMT – X-Ray Photoelectron Spectrometer can be found on page 330 of the official minutes.

5-O (2) Capital Asset Purchase Greater than \$500,000 – SDSU – FBT Arena Daktronics Video and Audio

Approve SDSU’s request to purchase the FBT Arena Daktronics Video and Audio digital displays using a total of \$5,136,930 of Foundation funding.

A copy of the Capital Asset Purchase Greater than \$500,000 – SDSU – FBT Arena Daktronics Video and Audio can be found on pages 331 to 334 of the official minutes.

5-P Repeal BOR Policy 1.3.9 – Regental Civil Service Advisory Council (Formerly Policy 1:7:5) (First and Final Reading)

Approve the first and final reading of the proposed repeal of BOR Policy 1:3:9 – Regental Civil Service Advisory Council.

A copy of the Repeal BOR Policy 1.3.9 – Regental Civil Service Advisory Council (Formerly Policy 1:7:5) (First and Final Reading) can be found on page 335 of the official minutes.

5-Q BHSU-Crazy Horse Memorial Foundation MOU

Approve the Agreement between Black Hills State University and the Crazy Horse Memorial Foundation in substantially similar form to that set forth in Attachment I.

A copy of the BHSU-Crazy Horse Memorial Foundation MOU can be found on pages 336 to 349 of the official minutes.

5-R SDLTAP Joint Powers Agreement – SDSU & SD Department of Transportation

Approve proceeding with the Joint Powers Agreement in substantially similar form to that set forth in Attachment I.

A copy of the SDLTAP Joint Powers Agreement – SDSU & SD Department of Transportation can be found on pages 350 to 380 of the official minutes.

Routine Informational Items – No Board Action Necessary

5-S Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages 381 to 383 of the official minutes.

5-T Building Committee Report

A copy of the Building Committee Report can be found on page 384 of the official minutes.

5-U Capital Projects List

A copy of the Capital Projects List can be found on pages **385** to **389** of the official minutes.

5-V SDSU Football Stadium FY23 Financials

A copy of the SDSU Football Stadium FY23 Financials can be found on pages **390** to **392** of the official minutes.

5-W Reduced Tuition Annual Report

A copy of the Reduced Tuition Annual Report can be found on pages **393** to **397** of the official minutes.

5-X Student Accounts Receivable Report

A copy of the Student Accounts Receivable Report can be found on pages **398** to **402** of the official minutes.

5-Y General Education Assessment Report

A copy of the General Education Assessment Report can be found on pages **403** to **449** of the official minutes.

5-Z Intent to Plan Requests

A copy of the Intent to Plan Requests can be found on pages **450** to **451** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

6-A Revised BOR Policy 3.6.1 – Scholarships, Grants, and Loans (Formerly Policy 3:15) (Second Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, joined by Heather Forney, System Vice President for Finance & Administration, stated that BOR academic staff have been evaluating BOR Policy 3.6.1 (formerly Policy 3:15). This policy requires substantial modifications due to historical and current changes in the management of the scholarships; therefore, the new draft presented in Attachment I will replace the old version. This is the second reading of the proposed new draft of this policy. A revision has been made since the first reading at the October 2023 BOR meeting and is highlighted yellow within Attachment I.

Regent Roberts noted that she is not in favor of this policy change. It is a hidden cost and when we are focusing as a Board on affordability, this seems to be counterproductive to that. Regent Partridge was also not in favor of the policy change.

Regent Brown suggested that, should this policy revision be approved, it would be beneficial for the Board to put together a report and review the number of housing scholarships have been

awarded at the end of the year to determine if additional conversations on these scholarships is warranted.

IT WAS MOVED by Regent Brown, seconded by Regent Frederick, to approve the second and final reading of the proposed new draft of BOR Policy 3.6.1, as presented. Motion passed.

A copy of the Revised BOR Policy 3.6.1 – Scholarships, Grants, and Loans (Formerly Policy 3:15) (Second Reading) can be found on pages 452 to 460 of the official minutes.

6-B 2022 Academic Degree Program Productivity Report

Dr. Janice Minder, System Vice President for Academic Policy and Planning, joined by Dr. Pamela Carriveau, System Associate Vice President for Academic Programming, stated the Board of Regents approved BOR Policy 2.3.4 (Academic Program Evaluation and Review Policy) at their March and May meeting in 2021. The program evaluation requires campuses to evaluate their portfolio of programs and if the program is flagged, then that program must be evaluated, and an action plan developed.

As outlined in BOR Policy 2.3.4, a program will be flagged if the program does not meet the degree conferral and both the student enrollment and financial formula evaluation.

The campuses have been working on the evaluation of these program reviews since March of 2023. Working with academic leadership and board academic staff has been an iterative process. Academic leadership worked directly with their campuses per internal institutional processes. As policy and guidelines are new, the work developed during this initial cycle will help continue to enhance the procedures for the next cycle. Attachment I is the annual report that has been developed for the Regents which provides supportive documentation and history of the discontinued and approved programs since 2010.

It is recommended that the Board approve the action recommendations as presented in Tables 1 and 2.

IT WAS MOVED by Regent Brown, seconded by Regent Partridge, to approve the recommendations as outlined in this item. Motion passed.

A copy of the 2022 Academic Degree Program Productivity Report can be found on pages 461 to 474 of the official minutes.

6-C Civics Initiative (Placeholder)

This item was pulled from the agenda.

BUDGET AND FINANCE

7-A FY25 Governor's Recommended Budget

Heather Forney, System Vice President for Finance & Administration, stated that on the first Tuesday of every December, the Governor presents the recommended budget for the next fiscal year to the State Legislature and the public. Her FY25 recommended budget includes an additional

\$115.6 million in on-going revenues, while the FY24 revenues have been revised to include an additional \$79.4 million in one-time revenues. The Governor is recommending a 4% market adjustment for state employees and a small increase for state employee health insurance for FY25. Additional details are outlined with in the item presented.

Regents Brown and Partridge expressed their thanks to the Governor in including these requests in her recommended budget.

A copy of the FY25 Governor's Recommended Budget can be found on pages **476** to **478** of the official minutes.

7-B 2024 Board Sponsored Legislation

Liza Clark, BOR Chief of Staff, and Holly Farris, System General Counsel, stated that they have three items for legislation that they would like to get the Board's approval on. The first two are provided in attachments. The third item regarding Quantum Computing is still being drafted with legislative staff so we do not have the draft for review at this time but ask that the Board allow any modifications or amendments be made by the Executive Director as needed.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, to authorize the Executive Director to (1) submit the proposed bills and make such modifications or amendments to the bills as are necessary and appropriate, provided such modifications or amendments do not change the fundamental purpose of the legislation, and (2) submit such additional legislation as may be necessary and appropriate, upon concurrence of a majority of the legislative committee. Motion passed.

A copy of the 2024 Board Sponsored Legislation can be found on pages **479** to **483** of the official minutes.

7-C FY25 Tuition Rate Proposals

Heather Forney, System VP of Finance and Administration, stated that while the system traditionally addresses any tuition rate approvals be approved at the March/April Board meeting, we are introducing this edit a little early to make revisions for Dakota Advantage.

Regent Morrison stated as a personal testimony that he grew up in California and had a lot of choices when he graduated high school. He wound up at the University of South Dakota's business school, which created a stickiness which allowed him to stay in this state. He was able to overcome that issue of out-of-state tuition costs, but not every kid can. If we are going to expand the workforce in South Dakota, he believes this is a great way to get students to come to school here. He is in full support of this as a former student who could have benefited from this had it been available when he was still in school.

Executive Director Lukkes urged any students/individuals listening to this meeting to not be misled by other states' marketing of "free tuition". If you really look into those you will see that is not really the case, and for many this Dakota Advantage rates with South Dakota institutions is often the better deal.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, to approve an expansion of the South Dakota Advantage tuition program offering new incoming and new transfer students from

Minnesota, Kansas, and Missouri a tuition rate equivalent to the resident tuition rate set for each university starting summer 2024. For new graduate students, this expansion will apply only to non-capped graduate programs. Minnesota students currently enrolled in Regental institutions will continue to receive the equivalent of the Minnesota reciprocity rate until their graduation. Motion passed.

A copy of the FY25 Tuition Rate Proposals can be found on pages **484** to **488** of the official minutes.

7-D Revised BOR Policy 5.4 – Purchasing (First and Final Reading)

Heather Forney, System VP of Finance and Administration, stated that this policy has been updated to include changes related to SDCL § 5-18A-11, which raised the threshold for RFPs on supplies to \$50,000. Attachment I shows the proposed changes. This is a first and final reading of what is essentially a cleanup of BOR Policy 5.4.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 5.4 – Purchasing with the revisions as shown in Attachment I. Motion passed.

A copy of the Revised BOR Policy 5.4 – Purchasing (First and Final Reading) can be found on pages **489** to **494** of the official minutes.

7-E SDSU Transient Animal Preliminary Facility Statement (PFS)

Heather Forney, System VP of Finance and Administration, joined by Barry Meilke, SDSU Associate Vice President for Facilities, stated that South Dakota State University requests approval of this Preliminary Facility Statement to engage a design-build team to complete planning and construction of a new Transient Animal Facility. The Transient Animal Facility will be used for teaching and extension/outreach purposes. Numerous Animal Science courses utilize livestock for their labs, and while some of this need can be met using the university's livestock units, it also requires outside sources to provide an adequate quantity and variety of animal stock for instruction. This maximizes teaching opportunities, especially for terminal livestock. Due to the transient use of external livestock, it is not feasible to house them in the university's permanent units. Even if adequate space were available at permanent livestock units, transient animals present biosecurity risks that could compromise the university's herds.

IT WAS MOVED by Regent Frederick, seconded by Regent Brown, to approve SDSU's Preliminary Facility Statement to complete planning and construction of a new Transient Animal Facility using insurance proceeds and other funds, and to exempt the project from the remainder of the Board's Capital Improvements Policy. Motion passed.

A copy of the SDSU Transient Animal Preliminary Facility Statement (PFS) can be found on pages **495** to **498** of the official minutes.

7-F SDSU Cottonwood Range and Livestock Field Station Facility Design Plan (FDP)

This item was pulled from the agenda.

7-G SDSU Soccer Competition Venue Preliminary Facility Statement

Heather Forney, System VP of Finance and Administration, joined by Barry Meilke, SDSU Associate Vice President for Facilities, stated that South Dakota State University requests approval of this Preliminary Facility Statement for planning of a new Soccer Competition Venue on the Main Campus of South Dakota State University. A new facility would provide the University and the women's soccer team with a more connected, inviting, and active place for hosting competitive events. Furthermore, the new facility would enhance opportunities for student-athletes by giving them access to a dedicated locker room and team room. Events hosted at the baseball and softball fields would be enhanced through the shared use of locker rooms, restrooms, officials' changing room, and concessions. The facility would improve access to outdoor programming for intramural events by improving the overall condition of the outdoor athletic fields available for intramural activities and provide storage space for athletic training and maintenance equipment.

IT WAS MOVED by Regent Frederick, seconded by Regent Brown, to approve SDSU's Preliminary Facility Statement for the planning of a new Soccer Competition Venue utilizing private donations. A building committee representative should be appointed to oversee this project. Motion passed.

A copy of the SDSU Soccer Completion Venue Preliminary Facility Statement can be found on pages **500** to **504** of the official minutes.

7-H DSU ARL Building in Sioux Falls Facility Design Plan (FDP)

Heather Forney, System VP of Finance and Administration, joined by Stacy Krusemark, DSU Vice President for Business & Administrative Services, stated Dakota State University (DSU) requests the Board of Regents' approval of the Facility Design Plan (FDP) for the construction of a new Applied Research Lab located in Sioux Falls. This project will provide expanded Applied Research Lab facilities for Dakota State University located in Sioux Falls. The 3-story, 100,000 square foot facility will focus on creating a high-quality work environment by providing natural daylight, fostering indoor and outdoor relationships and views, and planning for a strong sense of campus between potential future structures.

IT WAS MOVED by Regent Frederick, seconded by Regent Brown, to approve DSU's Facility Design Plan for the Applied Research Facility at an amount not to exceed \$62,500,000 utilizing private funds. Motion passed.

A copy of the DSU ARL Building in Sioux Falls Facility Design Plan (FDP) can be found on pages **505** to **509** of the official minutes.

7-I BHSU West River Nursing Addition & Renovation Facility Design Plan (FDP)

Heather Forney, System VP of Finance and Administration, joined by Kathy Johnson (BHSU Vice President for Finance & Administration) and Randy Culver (BHSU Associate VP of Facilities & Sustainability) stated Black Hills State University (BHSU) and South Dakota State University (SDSU) jointly request approval of the Facility Design Plan for a renovation and addition to BHSU–Rapid City (BHSU-RC) for the West River Health Sciences Center (WRHSC). This project will consolidate all west river nursing education at a single site, providing efficiencies and improvement in space utilization; will replace outdated and program limiting leased facilities in four different locations in Rapid City with one fully appointed modern educational facility; and

will provide the space necessary to increase the number of nursing graduates in Rapid City to address the severe nursing shortage in the region.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, to approve the Facility Design Plan for BHSU-Rapid City & SDSU West River Health Science Center Addition & Renovation at a cost not to exceed \$16,614,644 to be funded by the sources identified in this item. Motion passed.

A copy of the BHSU West River Nursing Addition & Renovation Facility Design Plan (FDP) can be found on pages 510 to 565 of the official minutes.

7-J NSU Business & Health Innovation Center/Lincoln Hall Facility Design Plan (FDP)

Heather Forney, System VP of Finance and Administration, joined by Veronica Paulson, NSU Vice President for Finance, provided a brief PowerPoint presentation providing an update on the project.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, to approve NSU's Facility Design Plan for the Business and Health Innovation Center Facility at an amount not to exceed \$31,450,000, using the funding sources identified in the item. Motion passed.

A copy of the NSU Business & Health Innovation Center/Lincoln Hall Facility Design Plan (FDP) can be found on pages 566 to 580 of the official minutes.

7-K Removal of Briscoe Hall at NSU from Auxiliary Facilities System

Heather Forney, System VP of Finance and Administration, joined by Veronica Paulson, NSU Vice President for Finance, stated that NSU requests authority to remove Briscoe Hall from its Auxiliary Facilities System as it is structurally unfit for use as a residence hall. They further request authority to demolish Briscoe Hall prior to its removal from the Auxiliary Facilities System, utilizing funds available in its Institutional System.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, to approve the recommendation as set forth in detail in Attachment I. Motion passed.

ROLL CALL:

Brown – AYE
Dittman – AYE
Frederick – AYE
Lochner – AYE
Rasmussen – AYE
Roberts – AYE
Morrison – AYE
Partridge – AYE
Rave – AYE

Motion passed.

A copy of the Removal of Briscoe Hall at NSU from Auxiliary Facilities System can be found on pages 581 to 585 of the official minutes.

7-L Revised BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition, and BOR Policy 5.5.2 – Tuition and Fees: Off-Campus Tuition (First and Final Reading)

Kayla Bastian, System Chief Human Resource Officer, joined by Heather Forney, System VP of Finance and Administration, stated that one of the main points she heard throughout the HR Transformation process was this was one of the things employees really looked as an added benefit. And so, as we look at being an employer of choice, this will be a great tool for the system from a retention and recruitment perspective.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, 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 5.5.1 and 5.5.2 as outlined in Attachments I and II. Motion passed.

A copy of the Revised BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition, and BOR Policy 5.5.2 – Tuition and Fees: Off-Campus Tuition (First and Final Reading) can be found on pages **586** to **598** of the official minutes.

7-M New BOR Policy 1.7.6 – Communications and Branding, and Repeal of BOR Policy 5.16 – Trademarks (First and Final Reading)

Holly Farris, System General Counsel, stated that this is a first and final reading of a new proposed BOR Policy for communications and branding, and subsequent repeal of Policy 5.16.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, to (1) waive the two-reading requirement of By-Laws Section 5.5.1.; (2) approve the first and final reading of the proposed revisions to BOR Policy 1.7.6, as presented, and (3) repeal BOR Policy 5.16. Motion passed.

A copy of the New BOR Policy 1.7.6 – Communications and Branding, and Repeal of BOR Policy 5.16 – Trademarks (First and Final Reading) can be found on pages **599** to **605** of the official minutes.

8 Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, that the Board reconvene in executive session at 11:10 a.m. to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies of a board of a business owned by the state when public discussion may be harmful to the competitive position of the business.

9-A Report and Actions of Executive Session

Regent Morrison reported the Board dissolved into Executive Session at 10:15 a.m. on Wednesday, December 13th, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before rising from executive session at 5:15 p.m.

The Board then reconvened in executive session at 11:10 a.m. on Thursday, December 14th for additional discussion of the matters just discussed before rising from executive session at 12:10 p.m. The discussion of matters in executive session included certain recommended actions 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 pages 17 to 19 of the official minutes.

ADJOURNMENT

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

The meeting adjourned at 12:00 p.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Wednesday, December 13th, and Thursday, December 14th, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session on December 14th, the Board met 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 was proposed at that time.

Recommended Actions:

- 2-M. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.*
- 2-N. Approve the organizational structure change, and the compensation adjustments and appointments as outlined in Attachment I.*
- 2-O. Award an honorary Doctor of Public Service to Dana J. Dykhouse (BHSU); the five (5) Board of Directors of the Great Plains Foundation including Harvey Jewett, Tim Kessler (posthumously), Jack Thompson, Michael Evans, and Eldon Swingler (NSU); and Tim and Barbara Johnson (USD).*
- 2-P. Approve the request to grant tenure as Professor to Dr. John Jaeger, Dr. John Blanton, and Dr. Evan Ortlieb (SDSU).*
- 2-Q. Accept the System Scholarship Committee's recommended recipients and alternates for the 2023-24 Fowler, Bjugstad, and Scarborough scholarships, as presented.*

2023-24 Fowler Recipient Recommendation

Recipient 1: Kiara Bokinskie – NSU

Recipient 2: Ethan Clites – DSU

Alternate 1: Brenna Dann – USD

Alternate 2: Cambell Fischer – USD

2023-24 Bjugstad Recipient Recommendation

Recipient 1: Kashlin Bettelyoun – BHSU

Recipient 2: Taylor Even – SDSU

2023-24 Scarborough Recipient Recommendation

Recipient 1: Roger Garrett – SDSMT

Alternate 1: Miriam Pickard – SDSU

SOUTH DAKOTA STATE UNIVERSITY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Matt Halvorsen	Video Services Coordinator	11/22/2023	Additional Duties/Reclass	\$60,021.00	\$51,300.00	17.0%
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Christopher Schlenker	Director of Horticulture and Grounds	11/22/2023	Additional Duties/Reclass	\$73,150.00	\$66,500.00	10.0%
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Andrew Sogn	Asst. Director of Marketing & Communications	11/22/2023	Reclassification	\$69,576.00	\$63,251.00	10.0%

APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR				
NAME	TITLE	EFFECTIVE DATE	SALARY	INSTITUTION
Carly Johnson	Director of Audiology	12/22/2023	\$108,000.00	SDSD
Laurie Anderson	Vice President for Research	12/22/2023	\$240,000.00	SDSMT

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – B
DATE: December 13-14, 2023

SUBJECT

Resolution of Recognition

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Laurie Nichols served the people of the state of South Dakota in leadership roles at South Dakota State University, Northern State University, and, most recently, as the president of Black Hills State University.

IMPACT AND RECOMMENDATION

The South Dakota Board of Regents wishes to recognize Black Hills State University President Laurie Nichols for her outstanding service to the higher education system in South Dakota.

ATTACHMENTS

Attachment I – Resolution of Recognition – Laurie Nichols

DRAFT MOTION 20231213_3-B:

I move to recognize Black Hills State University President Laurie Nichols for her service to South Dakota’s system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Laurie Nichols served the people of the state of South Dakota in leadership roles at South Dakota State University, Northern State University, and, most recently, as the president of Black Hills State University, before her retirement from the South Dakota Board of Regents; and

WHEREAS, President Nichols worked in secondary and post-secondary positions in South Dakota, Wyoming, Colorado, Nebraska, Ohio, Idaho, and Iowa; and

WHEREAS, during her four years with Black Hills State University, Nichols' list of accomplishments is long, including the creation of the West River Health Science Center in Rapid City and the expansion of Black Hills State University – Rapid City; and

WHEREAS, President Nichols helped solidify partnerships with Ellsworth Air Force Base, bringing degree programs to active military and their families, and strengthened the academic **relationship** with Crazy Horse and American Indian University of North America.; and

WHEREAS, as president, Nichols prioritized a strong leadership team who valued ambitious goals. Their efforts aided in the creation of a comprehensive strategic plan for the university and a specific plan for enrollment, 10-year Higher Learning Commission accreditation, record fundraising, and nationally competitive athletics.

NOW, THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize Black Hills State University President Laurie Nichols for her service; and

BE IT FURTHER RESOLVED, that President Nichols be thanked for her contributions and dedication to the betterment of students' higher education, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to President Nichols.

Adopted this 14th day of December 2023.

SOUTH DAKOTA BOARD OF REGENTS

Tim Rave, President

Jeffrey D. Partridge, Vice President

Douglas Morrison, Secretary

Special Resolution Number 06-2023

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – D
DATE: December 13-14, 2023

SUBJECT

Student Organization Awards – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March 2023 Board of Regents meeting, the Board approved recommendations offered by each institution for the 2022 student organization award winners. The winners of these awards are announced at Board meetings throughout 2023. South Dakota State University (SDSU) Student Organization Awards will be presented at the December BOR meeting in Brookings.

2022 SDSU Award for Academic Excellence: Sigma Phi Epsilon Fraternity INC

At SigEp, through brotherhood, they provide the resources, teachings, and opportunities that build balanced men. Their academic excellence is second to none and have maintained the highest GPA of any SDSU student organization, surpassing the all campus men’s and women’s average for twelve consecutive semesters. In order to maintain their title, they employ semesterly grade checks, weekly study nights, graduate level assistance, & brother mentors. Their “SLC” is one of 64 nationally accredited learning communities across the nation's 200+ SigEp chapters.

2022 SDSU Award for Community Service: Exercise Science Club

The Exercise Science Club promotes wellness and healthy lifestyles not only on campus, but in the Brookings community. The goal is to generate and encourage exercise to as many individuals as they can reach. The Club partners with Pro-PT to help lead Healthy Movement, which is a thirty-minute exercise class that occurs three times a week and is targeted towards helping the elderly population stay active. In addition, the Club has collaborated with the Exercise Science Program, SDSU Miller Wellness Center, and SDSU Student Health to bring Exercise is Medicine® On Campus (EIM-OC) to South Dakota State University. EIM-OC is a nonprofit organization that stems from the American College of Sports Medicine (ACSM) and the American Medical Association (AMA).

(Continued)

INFORMATIONAL ITEM

2022 SDSU Award for Organizational Leadership: Student Nurses' Association (SNA)

Through Student Nurses' Association, they offer nursing students numerous opportunities to serve as leaders on campus and in the community. They know the importance of leadership experiences and the impact it can have on their future careers. The organization is frequently asked by the College of Nursing to provide leadership at events hosted on campus. Some of the events SNA has conducted throughout the year included NCLEX review, Crumbl Cookie Sale, Student engagement expo, Ice cream Social, Peer Mentor/Mentee Program, and many more.

IMPACT AND RECOMMENDATIONS

The Board recognizes the important role that student organizations play in the Regental system. Student organizations provide students the opportunity to connect with others who have similar interests as well as experience a sense of community, all of which increases the likelihood of successful college completion. They also provide students with opportunities for professional development by offering practical opportunities to hone skills, including those in leadership and communication.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A
DATE: December 13-14, 2023

SUBJECT

Joint Powers Agreement – SDDOE & SDBOR – High School Dual Credit Program

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 2.2.1.6.A](#) – Dual / Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

Every two years, a Joint Powers Agreement (JPA) is signed between SDBOR and the South Dakota Department of Education (SDDOE) to facilitate the administration of the high school dual credit program.

IMPACT AND RECOMMENDATION

The JPA (Attachment I) runs through July 1, 2023 and ends on June 30, 2025, and outlines the exchange of both data and tuition dollars as required to make the HSDC program function. The agreement would be signed by the Executive Director upon approval by the Board.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Joint Powers Agreement – SDDOE & SDBOR

DRAFT MOTION 20231213_5-A:

I move to approve the Joint Powers Agreement between the South Dakota Department of Education and the South Dakota Board of Regents, as presented.

**JOINT POWERS AGREEMENT BETWEEN
THE SOUTH DAKOTA DEPARTMENT OF EDUCATION
AND
THE SOUTH DAKOTA BOARD OF REGENTS**

This Joint Powers Agreement (JPA) is entered into between the South Dakota Department of Education (DOE), 800 Governors Drive, Pierre, SD 57501, and the South Dakota Board of Regents (BOR), 306 East Capitol Avenue, Suite 200, Pierre, SD 57501, pursuant to the authority provided in SDCL Chapter 1-24.

1. TERM AND TERMINATION

- A. The term of this JPA shall commence upon July 1, 2023 and shall end on June 30, 2025 unless otherwise extended or terminated as provided in this JPA.
- B. This Agreement may be terminated by either party upon thirty (30) days written notice to the other agency.
- C. Upon termination, each agency shall retain control of the agency's property as provided in this JPA.

2. PURPOSE

The purpose of this JPA is to provide for joint action between the agencies to provide dual credit opportunities to high school and homeschool students across the State of South Dakota who wish to take dual credit courses from public postsecondary institutions under the control of the BOR ("BOR Institution"). Both agencies concur that it is a more efficient use of state resources to enter into this joint undertaking.

3. FINANCING

- A. Except as specifically provided in this JPA, each agency shall be responsible for the costs of the equipment, personnel, and services it provides in the course of joint action under this agreement. The agencies shall also be responsible for the costs of their officers, employees, and agents participating in the coordination and management of joint actions under this agreement.
- B. Payment under this agreement will be made from state funds. BOR is responsible for compliance with all state requirements imposed on these funds and accepts full financial responsibility for any requirements imposed by BOR's failure to comply with state requirements incorporated into this Agreement as Attachment A.
- C. DOE will make payment to BOR in the amount of per credit hour as dictated by SDCL § 13-28-37.1 for each student enrolled in a dual credit course at a BOR Institution on BOR's last academic Census Date. If current appropriations may be inadequate to fund all participants, DOE will cover student credit hour costs, as permitted under SDCL § 4-8-4, and will request such additional appropriations or other funds as may be necessary.

- D. BOR will submit itemized invoices three times yearly to the DOE Director of Career & Technical Education.

4. FUNDING REQUIREMENT

This JPA depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for the purposes contemplated herein. DOE intends to include, within its budget for all the fiscal years this JPA is in effect, an amount sufficient to cover the services required by this JPA. If sufficient funds or expenditure authority are not available, whether through the lack of appropriations by the State Legislature or otherwise, DOE may immediately terminate this JPA. Termination pursuant to this paragraph is not a default by DOE nor does it give rise to a claim against DOE.

5. CONTROL OF PROPERTY AND PERSONNEL

Personnel and property utilized in joint action under this JPA shall be controlled by the agencies in the following manner:

- A. Each agency shall retain title, ownership, and control of all property deployed in joint action under this agreement. Each party shall also remain responsible for any loss or damage of its property deployed in joint action under this JPA.
- B. Any officer, employee, or agent deployed on joint action under this agreement shall remain an employee with their agency during participation in joint action under this agreement. Each agency shall retain exclusive responsibility for its officers, employees, and agents while they are deployed in joint action under this agreement, including but not limited to regular and overtime wages and salaries, unemployment benefits, worker's compensation coverage, health insurance or other benefits, and liability coverage and indemnity except as otherwise specifically provided in this agreement.
- C. Each agency shall retain authority to recall property or personnel previously deployed in joint action if the agency deems it reasonably necessary to meet their own service provision requirements.

6. OWNERSHIP OF REPORTS

Reports and supporting materials submitted by the BOR to DOE pursuant to this JPA will be the property of the DOE. Original records and related materials used by the BOR to generate such reports and supporting materials will remain the property of BOR.

7. CONFIDENTIAL INFORMATION AND DATA PROTECTION

- A. Upon request, BOR will disclose the following information to DOE for dual credit program participants: student name, course enrollment data, and grade received.
- B. For purposes of this JPA, BOR designates DOE as an authorized representative in connection with the audit or evaluation of state or federal supported educational programs.
- C. DOE will use the information for the sole purposes of fulfilling its responsibilities in administering the dual credit program and evaluating the effectiveness of the dual credit program.

- D. The parties shall comply with all state and federal laws protecting the privacy of the data. Nothing in this JPA may be construed to allow any party to maintain, use, disclose or share data in a manner not allowed by state or federal law.
- E. Each party shall be responsible for designating an individual or individuals who shall be responsible for processing and responding to data requests from the other party.
- F. Transmission of all data must be by secure electronic systems/networks. DOE agrees that all data processed, stored, and/or transmitted under the provisions of this JPA shall be maintained in a secure manner that prevents further disclosure. DOE agrees to restrict access of data to DOE personnel who are authorized to have access for the purposes of administering the dual credit program and evaluating the effectiveness of this program.
- G. If either party learns that the confidentiality of any student data is breached or potentially breached, the party shall report this information in detail to the other party immediately upon discovery.
- H. The ability to access or maintain data under this JPA shall not under any circumstances transfer from or be assigned to any other individual, institution, organization, government or entity unless otherwise provided by this JPA.
- I. DOE will protect the data from further disclosure. DOE may redisclose the data only if all identifying information has been removed in accordance with 34 C.F.R. § 99.31(b).

8. GENERAL OBLIGATIONS

- A. **As part of the services to be performed pursuant to this JPA, BOR agrees to:**
 - i. Provide dual credit courses listed in Board Policy 2:7, Undergraduate General Education Curriculum Requirements and those agreed to by BOR policy and in consultation with the DOE, to high school students or homeschool students, who meet admissions standards in accordance with the BOR Institution's policies and processes for admissions, registration, billing and grade reporting.
 - ii. Provide the courses referenced in paragraph 8.A.i at the rate per hour established by SDCL § 13-28-37.1 and charge each 11th or 12th grade South Dakota resident at the rate per credit hour established by SDCL § 13-28-37.1, payment for which shall be the responsibility of the student.
 - iii. Bill DOE for the remaining of the agreed upon per credit hour rate in accordance with paragraph 3 of this JPA.
 - iv. Provide postsecondary credit for each student who obtains the minimum grade necessary for course credit according to BOR policy.
 - v. Identify a single point of contact to coordinate student registrations, grade reports, and student/school district inquiries related to the dual credit program.
 - vi. Work with the point of contact at each high school participating in the dual credit program and provide technical assistance as needed to enroll students in the program.
 - vii. Identify courses which qualify for the reduced rate dual credit program. Post courses to the DOE online storefront.

- viii. Provide the information referenced in paragraph 7.A. to DOE as required within two weeks after the BOR Institution's deadline for submitting final semester grades.
- ix. Provide information about course offerings and reports of enrollments to the DOE as required within two weeks after the completion of each semester. Data will be provided according to the specifications outlined by the DOE. If provided data does not meet the identified data specifications, payment will be withheld until data is provided to match specifications.
- x. Provide grade reports for each student enrolled in the dual credit course to the local school district within two weeks after the completion of each semester.
- xi. In accordance with SDCL 13-28-37.1, If a student receives a failing grade in any course or withdraws from a course after the deadline and does not receive credit for the course, the student may no longer participate in the program. BOR or Board of Technical Education may reinstate a student who is prohibited from participating in the dual credit program if the student demonstrates good cause for failing a course or withdrawing from a course, or if at the student's expense the student retakes and passes the course that the student withdrew from or failed. The dual credit program may not be used for remedial courses.

B. As part of the services to be performed pursuant to this JPA, DOE agrees to:

- i. Provide an online storefront that lists all reduced dual credit opportunities and related institutional registration information.
- ii. Provide dual credit program support materials to school districts.
- iii. Provide data specifications for course offering and student enrollment reports.
- iv. Provide an online list of schools that have submitted a MOU to DOE, agreeing to the requirements of the dual credit program.
- v. Upon completion of grading for those students enrolled as of Census Date, BOR will submit a roster to DOE, and DOE will make payment to BOR upon receipt.

9. ADMINISTRATION

Any joint activity conducted under this JPA shall be administered by the official in command of the joint activity as designated by the requesting agency. Property deployed in joint actions under this agreement shall be held and disposed in the manner described in paragraph 5 above.

10. GENERAL PROVISIONS

- A. This JPA, or any part thereof, or benefits to be received hereunder, shall not be assigned, transferred or otherwise disposed of to any person, firm, corporation or other entity. This JPA may not be modified or amended except in writing, which writing shall be expressly identified as part of this JPA, and which writing shall be signed by the official who executed this JPA or their authorized designees.

- B. This JPA shall be governed and construed in accordance with SDCL Chapter 1-24 and other applicable South Dakota law.
- C. The participating agencies declare that no specific entity as contemplated in SDCL 1-24-4(2) is being created to implement this JPA, and that the cooperative undertaking herein described shall be administered by DOE, through the Director of Career and Technical Education, and BOR, through the Authorized Representative signing below, or authorized designees as contemplated in SDCL 1-24-5.
- D. Any notice or other communication required under this JPA shall be in writing. Notices shall be given by and to Tracia Rentsch on behalf of DOE, and Janice Minder on behalf of BOR, or such authorized designees as either party may from time to time designate in writing.
- E. This JPA and the covenants herein contained shall inure to the benefit of and be obligatory upon the legal representatives, agents, employees, successors in interests and assigns to the respective parties hereto.
- F. In the event that any provision of this JPA shall be held unenforceable or invalid by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision herein.
- G. All other prior discussions, communications and representations concerning the subject matter of this JPA are superseded by the terms of this JPA, and except as specifically provided herein, this JPA constitutes the entire agreement with respect to the subject matter hereof. This JPA is intended to supersede and replace any existing agreement between the parties.
- H. This JPA is intended only to govern the rights and interest of the parties named herein. It is not intended to, does not and may not be relied upon to create any rights, substantial or procedural, enforceable at law by any third party in any matters, civil or criminal.
- I. This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.
- J. The participating agencies acknowledge that a true and correct copy of this JPA will be filed by DOE with the Office of Attorney General and the Legislative Research Council within 14 days of its final execution pursuant to SDCL 1-24-6.1.
- K. By the signature of their representative below, each agency certifies that approval of this JPA by ordinance, resolution or other appropriate means has been obtained by that agency's governing body or officer pursuant to SDCL 1-24-3 and 1-24-6 and that the representative is authorized to sign on the agency's behalf.

In witness hereto the parties signify their agreement by signature affixed below:

Program Staff Signature (Date)

Authorized Representative (Date)
South Dakota Board of Regents

Authorized State Representative (Date)
Department of Education

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B
DATE: December 13-14, 2023

SUBJECT

New Program Request – NSU – Minor in Marketing and Digital Design

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a minor in Marketing and Digital Design. The proposed minor connects the marketing and digital media curriculum between the School of Business and the School of Fine Arts, with deeper exploration and application of marketing and visual design concepts. The minor is intended for students who desire career positions in business that require marketing and graphic design strategy, development, and implementation.

IMPACT AND RECOMMENDATION

NSU plans to offer the minor in Marketing and Digital Design on campus and online. NSU does not request new state resources. No new courses will be required. NSU estimates 25 students enrolled and 15 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: NSU – Minor in Marketing and Digital Design

DRAFT MOTION 20231213_5-B:

I move to authorize NSU to offer a minor in Marketing and Digital Design, as presented.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. 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 Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Marketing and Digital Design
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Bachelor's
EXISTING RELATED MAJORS OR MINORS:	BS Marketing and BFA Digital Design
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	52.1404
UNIVERSITY DEPARTMENT:	School of Business and School of Fine Arts
BANNER DEPARTMENT CODE:	5B
UNIVERSITY DIVISION:	Management, Marketing, and MIS Department
BANNER DIVISION CODE:	NMAM

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 (or Designee) of the University

11/7/2023

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)?

No, Northern does not offer a Marketing and Digital Design major. Northern does offer two related degrees: BS in Marketing and BFA in Digital Media. 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:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1

[Board of Regents Strategic Plan 2014-2020](#)

Northern State University (Northern) offers a BS in Marketing and a BFA in Digital Media. The Marketing and Digital Design minor bridges the marketing and digital media curriculum between the School of Business and School of Fine Arts. It prepares graduates for careers that combine the visual elements of design and the business strategy of marketing, filling the gap between planning and implementation of an integrated marketing communications plan. It is intended for students who desire to be entrepreneurs, freelancers, work in small businesses, and those who are required to wear multiple hats in their organization.

The Marketing and Digital Design minor supports Northern's strategic priority of distinctive learning, specifically experiential learning. The curriculum in Northern's Marketing and Digital Design certificate is experiential, innovative, interdisciplinary, and relevant. Courses invite students to create, circulate, and apply scholarly work both on the campus, in the Aberdeen community, and beyond.

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

- The Marketing and Digital Design minor connects the marketing and digital media curriculum between the School of Business and School of Fine Arts with deeper exploration and application of marketing and visual design concepts. It is intended for students who desire career positions in business that require marketing and graphic design strategy, development, and implementation.

4. How will the proposed minor benefit students?

The minor prepares graduates for careers in the ever-changing fields of design and marketing and how when combined, they work together for greater impact, effectiveness, and efficiency.

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.*

- In industry, particularly in small business, applicants in marketing are also required to have graphic design skills. According to the Bureau of Labor Statistics (BLS), marketers monitor market trends, create advertising campaigns, develop pricing strategies and targeting strategies based on demographic data, and work with the company to develop more awareness of what they offer. In order to create advertising campaigns, marketers need basic graphic design skills. <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-2>
Recent job postings for marketing positions require graphic design skills, and graphic design positions are requiring business/marketing strategic planning.
- According to the South Dakota Department of Labor Statewide South Dakota Employment Projections by Occupation (2020-2030), Market Research Analysts and Marketing Specialists positions are expected to increase by 25.74% and Marketing Manager positions by 12.35%. https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 24	FY 25	FY 26	FY 27
Students enrolled in the minor (fall)	10	15	20	25
Completions by graduates	0	5	10	15

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The required courses in the curriculum provide the foundation necessary to perform marketing and digital design functions. The additional digital design course reflects the modes and formats of design in web, video, and brand development. The additional marketing elective courses provide students a deeper exploration of consumer behavior and digital marketing.

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

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	12	66%
Electives in minor	6	33%
Total	18	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)
ARTD	113	Introduction to Digital Media		3	No
ARTD	231	Graphic Design I	ARTD113	3	No
BADM	370	Marketing		3	No
BADM	403	Integrated Marketing Communications	BADM370	3	No
					Choose an item.
Subtotal				12	

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 Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
ART DESIGN ELECTIVE (CHOOSE 1)					
ARTD	331	Graphic Design II	ARTD113 and ARTD231	3	No
ARTD	333	Game, App, & Web Design I	ARTD113	3	No
ARTD	337	Podcasting & Sound Design I	ARTD113	3	No
ARTD	338	Video Streaming & Digital Filmmaking I	ARTD113	3	No
MARKETING ELECTIVE (CHOOSE 1)					
BADM	475	Consumer Behavior	BADM370	3	No
BADM	378	Marketing for eCommerce	BADM370	3	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)	Program Courses that Address the Outcomes					
	ARTD 113	ARTD 231	BADM 370	BADM 403	ARTD 331 ARTD 333 ARTD 337 ARTD 338	BADM 475 BADM 378
SLO 1: Demonstrate a capacity to synthesize existing ideas, images, or expertise in original ways and react in an imaginative way characterized by a high degree of innovation.			X	X		X
SLO2: Demonstrate an understanding of 1) visual thinking strategies, and 2) concepts related to digital technology and principles for their use in the creation and application of digital media-based work.	X	X			X	
SLO 3: Recognize the connections among ideas and experiences to synthesize and transfer learning to new and complex situations.		X		X		

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

The instructional approach used in digital design course is project-based. Supplemental design exercises encourage collaboration in visual thinking practices. Upper-level digital media courses incorporate student-driven projects with more design autonomy. Critiques and evaluations are used to strengthen design knowledge and communication skills. The instructional approach used in the introductory marketing course is application focused where students apply marketing principles to a company/product of their choice. In upper-level marketing courses, students plan and create integrated marketing communications through an experiential client-based project.

11. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2024

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	HyFlex	Fall 2024
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

None

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Address off-campus or distance delivery separately.*

There is little identifiable cost, budget, or resources needed to offer this minor. The courses in this minor are already offered in consistent course rotations. All courses are taught by existing faculty.

No new faculty are needed to offer this minor with the projected enrollments. If the minor grows in popularity beyond projections, faculty workload may be impacted, and chairs will adjust workloads and may hire adjuncts to support certain courses (though not necessarily those in this program) accordingly.

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.*

The minor in Marketing and Digital Design is open to all students and is designed to attract undergraduates majoring in Communications, Sports Marketing and Administration, Music, Management, Business Administration, English, International Business, and Psychology who desire a marketing and digital design foundation. It will also complement the Entrepreneurship minor and the Arts Administration certificate.

The minor is also a good fit for students earning the BFA in Digital Media. Northern's BFA in Digital Media requires no courses with the BADM prefix; so, 9 credits built into the minor do not overlap with the BFA in Digital Media major. Each of the emphases in the BFA in Digital Media have options that enable students to earn both the BFA in Digital Media and the minor in Marketing and Digital Design while not overlapping more than 6 credits between the major and the minor.

Northern's BS in Marketing has 4 different emphases available. Two of emphases for the BS in Marketing (Marketing Management and Public Relations) do not require any courses with the ARTD prefix, and they have several courses available in each emphasis. Students in the BS in Marketing with the Marketing Management or Public Relations emphasis who want to earn the minor in Marketing and Digital Design will need to take and apply BADM 378 toward their minor, not their major/emphasis. They will need to take 3 other courses to fulfill their emphasis requirements without overlapping more than 6 credits between the major and the minor. Faculty will revise the BS Marketing – Digital Marketing Emphasis to add another

course not in the minor to enable students in that emphasis to earn the minor while not overlapping more than 6 credits between the major and the minor.

Students earning the BS in Marketing with an emphasis in Digital Media requires up to 9 ARTD credits to complete. As such, BS in Marketing students who are pursuing the Digital Media emphasis are not eligible to minor in the Marketing and Digital Design due to significant overlap of required courses. Students earning the BS in Marketing with an emphasis in Digital Media will be advised that emphases are not shown on their transcript. If transcription is important to the student, BS in Marketing students will be advised to choose another emphasis and minor in Marketing and Digital Design.

APPENDIX A: SAMPLE JOB POSTINGS/DESCRIPTIONS

[All Jobs](#) > Marketing Designer & Communications Coordinator

Persona Signs, LLC

Marketing Designer & Communications Coordinator

Watertown, SD • Marketing



Apply

Job Type

Full-time

Description

Job Summary

Perform a variety of specialized and administrative functions to increase Persona's visibility through development and distribution of information and materials.

Job Responsibilities

- Create and implement a comprehensive marketing and communications program that enhances Persona's image and position within the marketplace and general public.
- Plan and execute internal and external communications including brochures, product sheets, collateral, web content, trade advertising, newsletters, booth graphics, signage, and other support tools.
- Ensure consistent adherence to brand guidelines and trademarks in all marketing materials and activities.
- Coordinate media interest in the agency and its various services, and ensure regular contact with target media and appropriate response to media requests.
- Maintain content of all agency websites.
- Provide counsel to program staff on marketing, communications and public relations.
- Contribute to a climate that attracts, retains and motivates top-quality personnel.
- Ensure effective coordination within the marketing, communications and public relations functions.
- Analyze and report departmental stats, ensuring this data is communicated to the President.
- Develop short-term and long-term plans and budgets for the marketing/communications/public relations program and its activities, monitor progress, assure adherence and evaluate performance.
- Drive continual process improvements and implement best practices to manage projects efficiently.

Position Type and Expected Hours of Work

This is a full-time position. Typical days and hours worked are Monday- Friday, 8:00 a.m. to 5:00 p.m.

Physical Demands

This position will require an employee to be able to be sedentary for long periods of time in an environment with the noise level of an average office.

Requirements

Education and Experience

- Bachelor's Degree in Marketing or related field preferred

Knowledge, Skills, and Abilities

- Excellent Communication Skills
- Ability to work under pressure and meet deadlines
- Graphic Design experience required
- Work effectively as a team and independently
- Meticulous attention to detail

Graphic Design and Media Specialist ×

EmBe Avera Sioux Falls

Sioux Falls, SD

Full-time

[Apply now](#)



Job details

Job Type

Full-time

EmBe is seeking a highly motivated, confident Graphic Design and Digital Marketing Specialist who is a responsible team player with self-driven abilities – possess strong, detailed skills in developing creative ideas and work in a fast – paced, fun and exciting work environment and industry. An ideal candidate will create and inspire new concepts and work closely with program leaders and the development team, supporting the organization’s strategic plans and tactical needs.

QUALIFICATIONS

- A Bachelor’s degree in Graphic Design, Digital Media, Marketing, advertising, or related field. Applicants must be prepared to provide recent graphic design samples and demonstrate effective strategic planning.
- Demonstrated knowledge of digital communication management, SEO, Adobe Creative Suite, Canva, and related web applications, and social media sites such as Facebook, Instagram, and others.
- Strong organizational skills including planning, delegating, program development and ability to manage multiple projects simultaneously.
- Video and photography skills is an advantage.
- Contribution to an atmosphere of team building and mutual respect.
- Demonstrated strong written and verbal communication skills.
- Ability to understand, manage and utilize a contact database.
- Ability to work with a Marketing Committee and utilize committee members’ strengths and abilities to further the brand.
- Proven project and budget management.
- Broad understanding of targeting and channels, applying knowledge to inform, inspire and engage the wide range of EmBe audiences.
- Dedication to continual learning, staying informed of community trends and functional advances in marketing and digital media.
- Knowledge of website design and maintenance.
- Ability to appeal to and communicate with diverse individuals and organizations.
- Skills in editing and providing creative direction.
- Ability to work independently and as a member of a team.
- No substantiated history of child abuse or neglect.
- No staff member or volunteer will have a felony conviction on record within the past five years.
- No staff members name will appear on the sex offenders’ registry.

For a full job description and to apply online please visit www.embe.org/careers

#hc71250

If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer’s application process.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (1)
DATE: December 13-14, 2023

SUBJECT

New Undergraduate and Graduate Certificate Request – SDSMT – Quantum Communications

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota School of Mines and Technology (SDSMT) requests authorization to offer both an undergraduate and graduate certificate in Quantum Communications. The proposed certificates will provide foundational knowledge to undergraduate and graduate engineering and science students to prepare them to work in the quantum computing and communications industry. SDSMT is partnering with academic and industrial partners in quantum information and telecommunications research and industry partners to prepare engineering to enter this growing industry.

IMPACT AND RECOMMENDATION

SDSMT plans to offer the proposed certificate on campus. SDSMT does not request new state resources. Two new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSMT – Quantum Communications

DRAFT MOTION_20231213_5-C(1):

I move to authorize SDSMT to offer undergraduate and graduate certificates in Quantum Communications, as presented.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. 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. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). 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 Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED CERTIFICATE:	Quantum Communications
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	15.1601
UNIVERSITY DEPARTMENT:	Nanoscience & Biomedical Engineering
BANNER DEPARTMENT CODE:	MNNS
UNIVERSITY DIVISION:	Science & Letters
BANNER DIVISION CODE:	4L

Please check this box to confirm that:

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

University Approval

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

<p style="margin: 0;">Institutional Approval Signature <i>President or Chief Academic Officer of the University</i></p>	<p style="margin: 0; font-size: small;">Click here to enter a date.</p> <p style="margin: 0;">Date</p>
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Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

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

Undergraduate Certificate Graduate Certificate

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

The certificates will provide foundational knowledge to engineering and science BS and MS students to prepare them to work in the quantum computing and communications industry. We are partnering with academic and industrial partners in quantum information and telecommunications research and industry partners to prepare engineers to enter this growing industry.

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

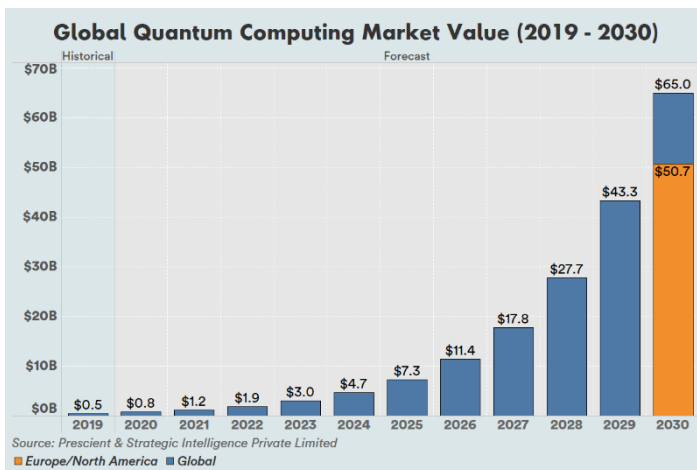
Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1
	Board of Regents Strategic Plan 2014-2020	

We have an MS in Nanoscience and Nanoengineering, which is a broader field that encompasses the proposed certificate area.

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

The market for quantum computing is predicted to grow 20-fold by 2030¹. We will provide qualified students to work in this burgeoning industry. The National Quantum initiative supports workforce development through multiple programs including NSF’s Q-AMASE-i program which funds the MonArk Quantum Foundry in which Nanoscience and Nanoengineering faculty are partners², and the Regional Innovation Engine “Northern Plains Applied Quantum CORE” which has been recommended for funding³.



workforce development through multiple programs including NSF’s Q-AMASE-i program which funds the MonArk Quantum Foundry in which Nanoscience and Nanoengineering faculty are partners², and the Regional Innovation Engine “Northern Plains Applied Quantum CORE” which has been recommended for funding³. These activities present new opportunities for South Dakota School of Mines and Technology students to

¹ Qubitekk quantum cryptography industry leader, <https://qubitekk.com>
² <https://www.monarkfoundry.org>
³ <https://beta.nsf.gov/funding/initiatives/regional-innovation-engines>

enter an NSF defined “Industry of the Future”.

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

We expect students primarily from nanoscience, electrical engineering and physics at both the undergraduate and graduate levels.

6. Certificate Design

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

No. This certificate would prepare students to enter the workforce based on the BS or MS level engineering skills obtained and qualify them to enter the quantum information industry.

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

Yes, BS and MS students in Nanoscience and Nanoengineering, Electrical Engineering and Physics would have the additional knowledge and credentials to enter this industry.

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

Yes, all credits would apply to the MS in Nanoscience and Nanoengineering, and the BS and MS degrees in electrical engineering and physics.

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

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

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
NANO	404/504	Nanophotonics	None	3	No
NANO	405/405L 505/505L	Quantum Photonics and Communications	NANO 404/504	(3-1) 4	Yes
NANO	406/406L 506/506L	Introduction to Quantum Computing and Applications	None	(3-1) 4	Yes
Subtotal				11	

Explanation: The courses for the certificate program are an extension of existing areas present within or adjacent to the current NANO MS/PhD curriculum. However, new courses 405/505 and 406/506 are required to implement the focus area of the certificate program at both the BS and MS levels. NANO 404/504 is a pre-requisite for NANO 405/505 but required for the certificate so total credits required is 11.

8. Student Outcome and Demonstration of Individual Achievement.

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

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

Students would gain a broad understanding of quantum computing and communications. They would gain industry relevant technical knowledge of photonics and telecommunications systems.

B. 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)	Program Courses that Address the Outcomes		
	NANO 404/504	NANO 405/505(L)	NANO 406/506(L)
Demonstrate knowledge of principles of photonics	X		
Demonstrate knowledge of quantum encrypted communication networks and their components		X	
Demonstrate knowledge of quantum algorithms and principles of quantum computation			X
Demonstrate knowledge of fiber optics	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.

Students obtaining the certificate would demonstrate knowledge of photonics and optoelectronics used in quantum encrypted networks, including a detailed understanding of single photon sources and detectors, electro-optic modulators and fiber optic communications networks used for quantum encrypted networks. Students will obtain a broad understanding of the principles behind the nascent quantum computing field and obtain practical knowledge to utilize state of the art cloud accessible quantum computers.

9. Delivery Location.

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

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

etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	Fall 2024

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

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

Nanoscience and Nanoengineering faculty are actively involved in an NSF funded quantum information science and engineering center focused on quantum materials and technologies, and a participant in the recently recommended NSF funded Regional Innovation Engines “Northern Plains Applied Quantum CORE”. Nanoscience and Nanoengineering faculty are partnering with quantum communication industry leader Qubitekk to roll out this new program, in support of a growing quantum and photonics industry and in concert with the National Quantum Initiative, which aims to support the Nation’s leadership in the development of quantum computing and quantum encryption technologies.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (2)
DATE: December 13-14, 2023

SUBJECT

New Graduate Certificate Request – USD – Artificial Intelligence for Business Analytics

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a graduate certificate in Artificial Intelligence for Business Analytics. The proposed certificate aims to equip students to understand and apply artificial intelligence and cognitive technologies to business problems. The developing field of artificial intelligence seeks to create systems and solutions to problems through computer processes that mimic the reasoning capabilities of the human mind. AI technologies are increasingly incorporated into the business world.

IMPACT AND RECOMMENDATION

USD plans to offer the proposed certificate on campus, online, and via hybrid delivery. USD does not request new state resources. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: USD – Artificial Intelligence for Business Analytics

DRAFT MOTION 20231213_5-C(2):

I move to authorize USD to offer a graduate certificate in Artificial Intelligence for Business Analytics, as presented.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Certificate

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED CERTIFICATE:	Artificial Intelligence for Business Analytics
INTENDED DATE OF IMPLEMENTATION:	August 26, 2024
PROPOSED CIP CODE:	52.1399
UNIVERSITY DEPARTMENT:	Economics and Decision Sciences
BANNER DEPARTMENT CODE:	UEDS
UNIVERSITY DIVISION:	The Beacom School of Business
BANNER DIVISION CODE:	2B

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2.7, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review by the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
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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.

<p><i>Elizabeth M. Freeburg</i></p>	<p>10/19/2023</p>
<p>Institutional Approval Signature <i>President or Chief Academic Officer of the University</i></p>	<p>Date</p>

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

1. Is this a graduate-level certificate or undergraduate-level certificate? (place an “X” before the graduate type)

Undergraduate Certificate	X	Graduate Certificate
---------------------------	---	----------------------

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

The developing field of artificial intelligence seeks to create systems and solutions to problems through computer processes that mimic the reasoning capabilities of the human mind. AI technologies are increasingly incorporated into the business world. The proposed Artificial

Intelligence for Business Analytics graduate certificate aims to equip students to understand and apply artificial intelligence and cognitive technologies to business problems.

3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan and 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:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1

[Board of Regents Strategic Plan 2014-2020](#)

The Artificial Intelligence for Business Analytics Certificate conforms to the SDCL 13-57 directive to provide professional education in business. It fits within BOR Policies 1:10:1:C:1, 1:10:1:D, and 1:10:1:E by offering business education and supporting small- and medium-sized businesses. The certificate conforms to The South Dakota Board of Regents' mission and vision for public higher education by contributing an excellent, efficient, accessible, equitable, and affordable business-oriented artificial intelligence certificate. The certificate will improve South Dakota's overall educational attainment and research productivity while enriching the intellectual and economic life of the state.

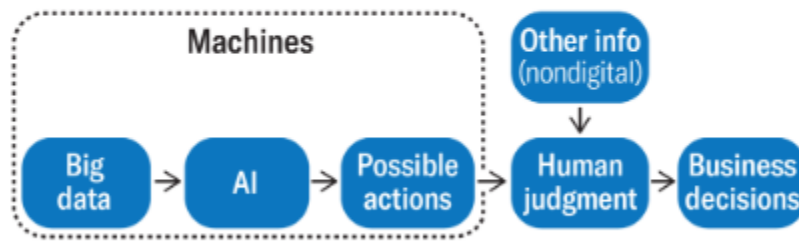
4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota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

The Artificial Intelligence for Business Analytics Certificate (AIBAC) in the School of Business provides a path to business artificial intelligence expertise, such as improving patient care coordination in healthcare, improving financial performance in fiscal matters, and correcting supply chain interruptions in production operations. AI expertise lends itself to the application of cognitive technology to enhance competencies when computing decisions. Artificial intelligence capabilities will be attained through the AIBAC. We propose to follow the South Dakota legislature's directives, the BOR policies, and strategic plans, as well as USD's strategic plans, to use the AIBAC to meet the needs of employers who seek professionals with cutting-edge software and data-savvy expertise.

The South Dakota legislature has established the University of South Dakota's mission, which includes that it is *to provide professional education in business*. The BOR has recognized USD as *the comprehensive university of the South Dakota System of Higher Education*. The BOR's strategic plan for 2014-2020 seeks *to expand educational access as one of the action steps for student success goals*. USD's strategic theme six, which seeks *to provide access to a first-class education efficiently and effectively*, is a focus of this proposed certificate.

The demand for artificial intelligence talent has never been greater; AI has become essential for moving decisions from experience-based to information-plus-experience-based. An article from the Harvard Business Review¹ shows the structure of the shift.

A Decision-Making Model That Combines the Power of AI and Human Judgment



Source: Eric Colson

HBR

That transition has improved organizational efficiency, breadth of decision support, and, most importantly, effectiveness. Innovative organizations recognize data as an asset and are finding ways to distill insights from data more rapidly than ever before. Oberlo² demonstrates the potential with the following details:

- The global artificial intelligence market is expected to reach \$1.59 trillion by 2023.
- More than 9 in 10 leading businesses have ongoing investments in artificial intelligence.
- 61% of employees say AI helps to improve their productivity.
- 62% of consumers are willing to submit data to AI to have better experiences with businesses.
- 15% of all customer service interactions globally were estimated to have been fully powered by AI in 2021.
- Nearly 1 in 4 sales teams currently use AI in their day-to-day work.
- 54% of organizations have reported cost savings and efficiencies due to AI implementation.
- The number of AI-powered voice assistants is forecast to reach 8 billion by 2023- a 146% increase from 2019's 3.25 billion.
- More than 3 in 4 businesses say it is important for them to be able to trust AI's analysis, results, and recommendations.

¹ [What AI-Driven Decision Making Looks Like \(hbr.org\)](https://hbr.org/2019/01/what-ai-driven-decision-making-looks-like)

² <https://www.oberlo.com/blog/artificial-intelligence-statistics>

The South Dakota Department of Labor defines three broad divisions of industry types: non-agricultural, agricultural, and nonfarm. Each division, as well as state and local government, has increasing amounts of data available for analysis. Oberlo's recent report describes how industries can benefit from individuals who combine business and AI to derive optimal actions from data with more informed decision-making and checks for impartiality, transparency, responsibility, and accountability.

Projection data from the South Dakota Department of Labor and Regulation's (DLR) Occupational Employment Projections forecasted to 2030 indicates that expertise in the application of AI-driven technologies for informed decision-making will be an expectation for a variety of business industry positions from finance to marketing to overall management. An abbreviated table of the South Dakota Department of Labor's Occupational Employment Projections for 2020-2030 indicates that data science and analyst occupations include four of the top sixteen percent change slots and two of the top twenty in numeric change positions.³

South Dakota Occupational Employment Projections 2020-2030 (partial listing)									
SOC Code	SOC Title	2020 Employment	2030 Employment	Numeric Change	Percent Change	Average Annual Openings			
						Due to Exits	Due to Transfers	Due to Annual Change	Total Openings
13-1111	Management Analysts	3,289	3,739	450	13.68%	113	202	45	360
13-1161	Market Research Analysts and Marketing Specialists	1,084	1,363	279	25.74%	29	89	28	146
13-2031	Budget Analysts	123	128	5	4.07%	3	6	0	9
13-2041	Credit Analysts	415	421	6	1.45%	7	28	1	36
13-2098	Financial and Investment Analysts, Financial Risk Specialists, and	867	965	98	11.30%	16	52	10	78
15-1211	Computer Systems Analysts	896	1,018	122	13.62%	19	47	12	78
15-1212	Information Security Analysts	431	613	182	42.23%	8	29	18	55
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	2,649	3,440	791	29.86%	71	149	79	299
15-2098	Data Scientists and Mathematical Science	57	78	21	36.84%	1	3	2	6

Note that the occupations include four of the top sixteen Percent Change slots, and two of the top twenty Numeric Change positions.

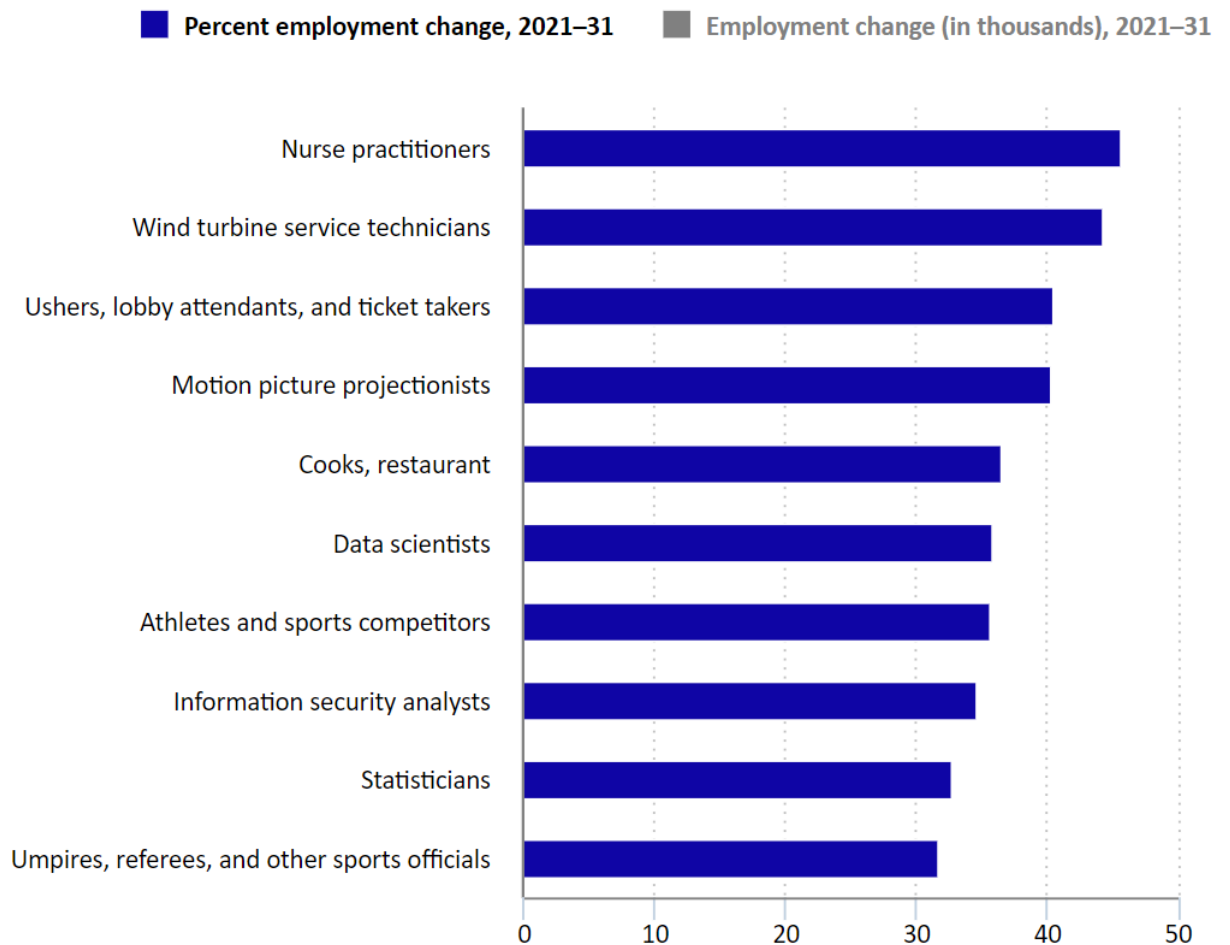
³ South Dakota Department of Labor and Regulation – Statewide South Dakota Employment Projections by Occupation, Retrieved from https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx

The statistics surrounding these roles demonstrate a need for these occupations and a level of expertise is required for those who will hold these occupations as they will need to be able to apply AI that will potentially increase performance and outputs, and enhance functions across business capabilities. Additionally, occupations requiring the application of AI-informed technologies need specific knowledge, and this program offers an opportunity to gain that knowledge.

All who work as analysts perform their work using analytics. Analytics is the systematic process of discovering knowledge from data, and invariably entails the use of the constituent components of artificial intelligence, including automated reasoning, machine learning, natural language processing, and artificial neural networks for deep and reinforcement learning. Without artificial intelligence tools, analysts would be unable to make predictions based on data. They would no longer be analysts; they would be speculators. See Agrawal, A., Gans, J., & Goldfarb, A. (2017) 1486511104226. What to expect from artificial intelligence, and Kim, M. Y., Atakishiyev, S., Babiker, H. K. B., Farruque, N., Goebel, R., Zaïane, O. R., ... & Chun, P. (2021). A multi-component framework for the analysis and design of explainable artificial intelligence. *Machine Learning and Knowledge Extraction*, 3(4), 900-921.

The U.S. Bureau of Labor Statistics identifies AI-related occupations are among the fastest growing in America.⁴ Each category (data scientists, information security analysts, statisticians) identified qualifies as an area that overlaps with this proposed certificate. Graduates who will manage members of those disciplines (which the MBA prepares them for) often begin their careers doing the same analytical work as members trained in those three disciplines before ascending to a supervision role. Business students create models that predict outcomes, prescribe optimal use of constrained resources, and operationalize optimal prescriptions; they apply theory to business problems. We are committed to developing a current and relevant curriculum to meet industry needs, and this certificate aligns with the education and expertise needed for AI-related occupations.

Chart 15. Ten fastest growing occupations, projected 2021–31



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

⁴ U.S. Bureau of Labor Statistics, November 2022, Projections overview and highlights, 2021–31
<https://www.bls.gov/opub/mlr/2022/article/projections-overview-and-highlights-2021-31.htm>

AIBAC will allow students who want to focus on the managerial aspects of the application and interpretation of artificial intelligence in business instead of software development aspects of AI to do so.

6. Certificate Design

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

The certificate is primarily a standalone education credential. The prerequisites should have been completed as part of the applicant's baccalaureate. If an applicant did not complete the prerequisites, that applicant must finish them prior to beginning the certificate coursework. However, some students may use the same coursework in one of the other graduate degrees offered in the School of Business. As shown above, the workforce demand for artificial intelligence knowledge is great. Applying the skills learned through the certificate coursework will enable certificate-holders to create the products and services that realize the benefits of AI.

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

The certificate is a value-added credential for certain students. Those who complete the AI certificate will have additional competencies in AI application in business that are not covered in the current MBA or MAcc programs. Students enrolled in the MBA or MAcc would benefit from this certificate.

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

Students completing the Artificial Intelligence for Business Analytics Certificate may use those credits to pursue an MSBA, an MBA with the Business Analytics Specialization, or the MAcc with the Accounting Analytics Specialization in The Beacom School of Business.

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

Prefix	Num	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
DSCI	505	Business Analytics Fundamentals		3	No
DSCI	724	Data Mining for Managers	BADM 220 or BADM 501	3	No
DSCI	725	Data Mining for Competitive Advantage	DSCI 724	3	No
DSCI	729	Business Artificial Intelligence Applications	(BADM 501 or (BADM 321 and MATH 121 or MATH 123)) and DSCI 505 *	3	Yes

Prefix	Num	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
*Admission will review these requirements. Since the certificate is a graduate certificate, students enrolling in the program must have completed the undergraduate courses to be able to complete the certificate program.			Subtotal	12	

8. Student Outcome and Demonstration of Individual Achievement.

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

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

The proposed certificate is designed to combine a business perspective with the tools of artificial intelligence through a curriculum that prepares graduates to succeed as digital innovation practitioners, applied artificial intelligence specialists, and data-driven business professionals. The students in the courses will demonstrate professional communication skills using artificial intelligence deliverables, demonstrate critical thinking and experimentation skills using artificial intelligence methods as applied to business problems, demonstrate knowledge of the basic principles of artificial intelligence in a business context, and demonstrate an understanding of ethical decision-making when applying business artificial intelligence techniques.

B. 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	DSCI 505	DSCI 724	DSCI 725	DSCI 729
Demonstrate professional communication skills using artificial intelligence deliverables		X	X	X
Demonstrate critical thinking and experimentation skills using artificial intelligence methods as applied to business problems	X	X	X	X
Demonstrate knowledge of the basic principles of artificial intelligence in a business context	X	X	X	X
Demonstrate an understanding of ethical decision-making when applying business artificial intelligence techniques		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.

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	August 26, 2024

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	U15 U18	August 26, 2024
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	U01 U15, U18	August 26, 2024

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (1)
DATE: December 13-14, 2023

SUBJECT

New Specialization Request – USD – Specialization in Artificial Intelligence for Business Analytics – Master of Business Education (MBA)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Artificial Intelligence for Business Analytics within the Master of Business Administration (MBA) program. The proposed specialization will equip students with the knowledge to understand and apply artificial intelligence and cognitive technologies to business problems. The developing field of artificial intelligence seeks to create systems and solutions to problems through computer processes that mimic the reasoning capabilities of the human mind.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on campus, online, and using hybrid delivery. USD is not requesting additional state resources to offer the program. One new course will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: USD – Artificial Intelligence for Business Analytics – Master of Business Administration (MBA)

DRAFT MOTION 20231213_5-D(1):

I move to authorize USD to offer a specialization in Artificial Intelligence for Business Analytics within the Master of Business Administration program, as presented.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Specialization

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED SPECIALIZATION:	Artificial Intelligence for Business Analytics
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Master of Business Administration (MBA)
INTENDED DATE OF IMPLEMENTATION:	August 26, 2024
PROPOSED CIP CODE:	52.1399
UNIVERSITY DEPARTMENT:	Economics and Decision Sciences
BANNER DEPARTMENT CODE:	UEDS
UNIVERSITY DIVISION:	The Beacom School of Business
BANNER DIVISION CODE:	2B

X	<p>Please check this box to confirm that (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2.6, which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review by the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
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University Approval

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

<i>Elizabeth M. Freeburg</i>	10/19/2023
Institutional Approval Signature	Date
<i>President or Chief Academic Officer of the University</i>	

1. Level of the Specialization (place an “X” before the specialization):

<input type="checkbox"/> Baccalaureate	<input checked="" type="checkbox"/> Master’s	<input type="checkbox"/> Doctoral
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2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.

The purpose of the proposed specialization is to equip students to understand and apply artificial intelligence and cognitive technologies to business problems. The developing field of artificial intelligence seeks to create systems and solutions to problems through computer processes that mimic the reasoning capabilities of the human mind.

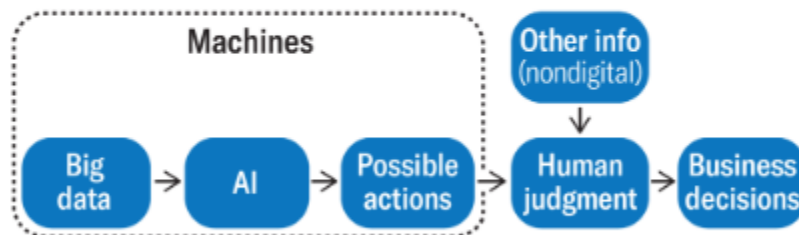
3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.

The Artificial Intelligence for Business Analytics Specialization (AIBAS) in the School of Business provides a path to business artificial intelligence expertise, such as improving patient care coordination in healthcare, improving financial performance in fiscal matters, and correcting supply chain interruptions in production operations. AI expertise lends itself to the application of cognitive technology to enhance competencies when computing decisions. Artificial intelligence capabilities will be attained through the AIBAS. We propose to follow the South Dakota legislature’s directives, the BOR policies, and strategic plans, as well as USD’s strategic plans, to use the AIBAS to meet the needs of employers who seek professionals with cutting-edge software and data-savvy expertise.

The South Dakota legislature has established the University of South Dakota’s mission, which includes that it is *to provide professional education in business*. The BOR has recognized USD as *the comprehensive university of the South Dakota System of Higher Education*. The BOR’s strategic plan for 2014-2020 seeks *to expand educational access as one of the action steps for student success goals*. USD’s strategic theme six, which seeks *to provide access to a first-class education efficiently and effectively*, is a focus of this proposed specialization.

The demand for artificial intelligence talent has never been greater; AI has become an essential component for moving decisions from experience-based to information-plus-experience-based. An article from the Harvard Business Review¹ shows the structure of the shift.

A Decision-Making Model That Combines the Power of AI and Human Judgment



Source: Eric Colson

HBR

That transition has improved organizational efficiency, breadth of decision support, and, most importantly, effectiveness. Innovative organizations recognize data as an asset and are finding ways to distill insights from data more rapidly than ever before. The information below from Oberlo² demonstrates the potential with the following details:

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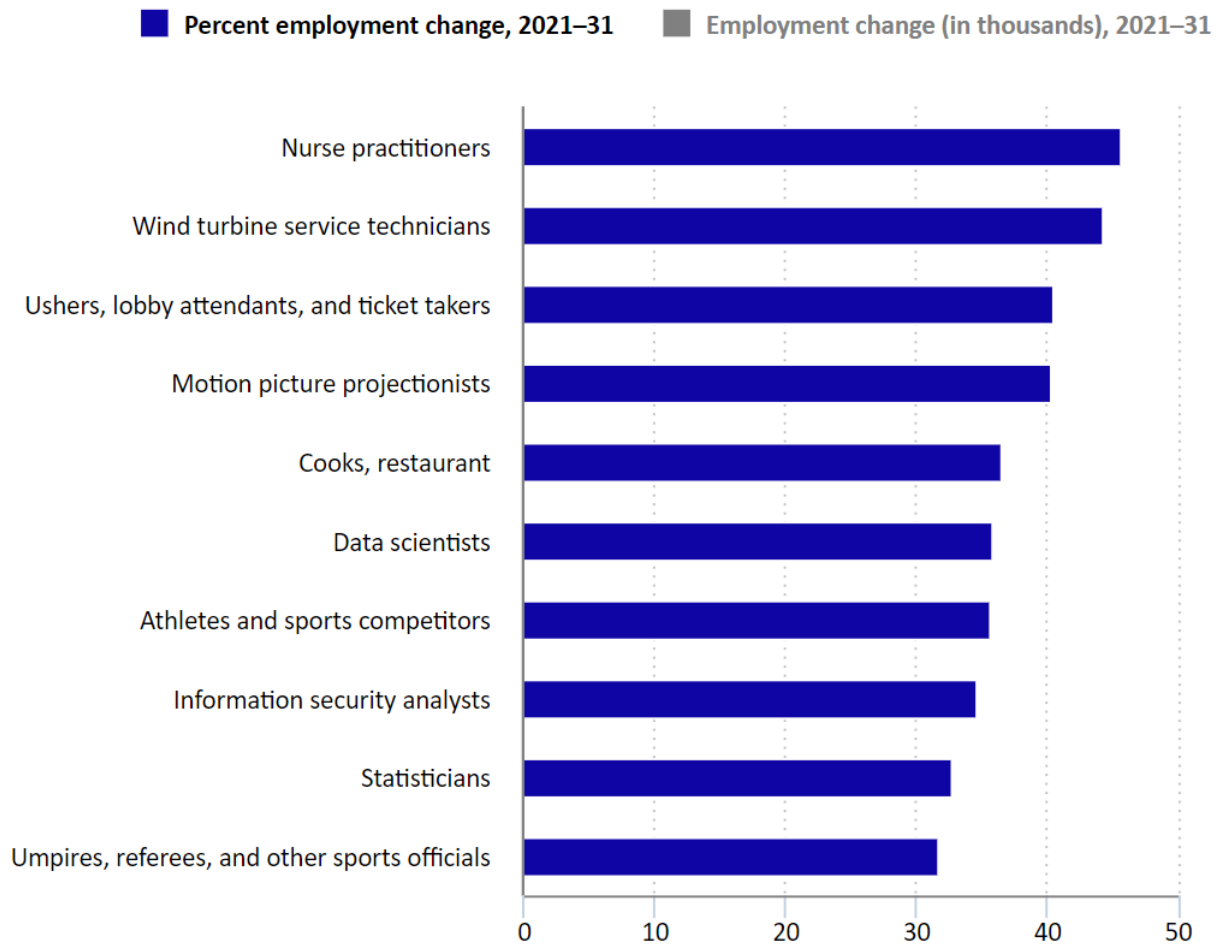
³ South Dakota Department of Labor and Regulation – Statewide South Dakota Employment Projections by Occupation, Retrieved from https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx

South Dakota Occupational Employment Projections 2020-2030 (partial listing)									
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The U.S. Bureau of Labor Statistics identifies AI-related occupations are among the fastest growing in America.⁴ Each category (data scientists, information security analysts, statisticians) identified qualifies as an area that overlaps with this proposed specialization. Graduates who will manage members of those disciplines (which the MBA prepares them for) often begin their careers doing the same analytical work as members trained in those three disciplines before ascending to a supervision role. Business students create models that predict outcomes, prescribe optimal use of constrained resources, and operationalize optimal prescriptions; they apply theory to business problems. We are committed to developing a curriculum that is current and relevant to meet the needs of industry, and this certificate aligns with the education and expertise needed for AI-related occupations.

⁴ U.S. Bureau of Labor Statistics, November 2022, Projections overview and highlights, 2021–31 <https://www.bls.gov/opub/mlr/2022/article/projections-overview-and-highlights-2021-31.htm>

Chart 15. Ten fastest growing occupations, projected 2021–31



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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Supportive Coursework: Required only for students with non-business baccalaureates				
BADM	501	Business Essentials I	3	No
BADM	502	Business Essentials II	3	No
Coursework for the Major				
ACCT	781	Managerial Accounting	3	No
BADM	710	Managerial Finance	3	No
BADM	720	Quantitative Analysis	3	No
BADM	760	Operations Management	3	No
BADM	761	Leadership Development	3	No
BADM	762	Business and its Environment	3	No
BADM	770	Managerial Marketing	3	No
BADM	780	Strategic Management	3	No
ECON	782	Managerial Economics	3	No
Coursework for the Specialization				
DSCI	505	Business Analytics Fundamentals	3	No
DSCI	724	Data Mining for Managers	3	No
DSCI	725	Data Mining for Competitive Advantage	3	No
DSCI	729	Business Artificial Intelligence Applications	3	Yes

Total number of hours required for completion of specialization	12
Total number of hours required for completion of major	33
Total number of hours required for completion of degree	39-45

5. Delivery Location

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

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

	Yes/No	Intended Start Date	
On campus	Yes	August 26, 2024	
	Yes/No	If Yes, list location(s)	Intended Start Date
Off-campus	No		
	Yes/No	If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5 .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	U15 U18	August 26, 2024

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

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)	Yes	U01 U15, U18	August 26, 2024

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (2)
DATE: December 13-14, 2023

SUBJECT

New Specialization Request – USD – Specialization in Reading Specialist/Literacy Coach – MA in Secondary Education

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Reading Specialist/Literacy Coach within the MA in Secondary Education program. The purpose of the proposed specialization is to provide students with the necessary coursework needed in the State of South Dakota to add the Reading endorsement to their teaching license. Completers of this program will be highly qualified to serve in K-12 schools as a Reading Specialist and Literacy Coach. This specialization will duplicate and be cross-listed with the current Reading Specialist/Literacy Coach specialization in the MA in Elementary Education. The new specialization will allow middle and high school teachers with an interest in becoming an Reading Specialist or Literacy Coach to enroll in the specialization while remaining in the MA in Secondary Education.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on campus, online, and using hybrid delivery. USD is not requesting additional state resources to offer the program. One new course will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: USD – Reading Specialist/Literacy Coach – MA in Secondary Education

DRAFT MOTION 2023-1213_5-D(2):

I move to authorize USD to offer a specialization in Reading Specialist/Literacy Coach within the MA in Secondary Education, as presented.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Reading Specialist/Literacy Coach
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Secondary Education, M.A.
INTENDED DATE OF IMPLEMENTATION:	May 2024
PROPOSED CIP CODE:	13.1315
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UCIN
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2.6, which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
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University Approval

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

<i>Elizabeth M. Freeburg</i>	10/19/2023
Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	Date

1. Level of the Specialization (place an “X” before the specialization):

<input type="checkbox"/> Baccalaureate	<input checked="" type="checkbox"/> Master’s	<input type="checkbox"/> Doctoral
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2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.

The purpose of this specialization is to provide students with the necessary coursework needed in the State of South Dakota to add the Reading endorsement to their teaching license. Completers of this program will be highly qualified to serve in K12 schools as a Reading Specialist and Literacy Coach. This specialization will duplicate and be cross listed with the current Reading Specialist/Literacy Coach specialization in the ELED MA program. The current specialization in the ELED MA program is already focused on K12 Literacy. This specialization should have been created in both the ELED and SEED MA programs as many prospective teachers are current middle and high school teachers that do not identify as an Elementary teacher but have a strong interest in becoming a Literacy Coach or Reading Specialist in their schools.

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

There is currently a teacher shortage in South Dakota and throughout the nation. According to the Associated School Boards of South Dakota, there were at least 180 open teaching positions at the start of the 2023-24 school year¹. As schools have had to cope with teacher shortages, in some schools, educators in specialist roles, such as Literacy Coaches, are re-entering the classroom to meet staffing needs. This is increasing the demand for more teachers prepared as Literacy experts in schools to ensure students' needs are met. The addition of this specialization in the Secondary Education MA program will create a pathway for those educators that identify as a secondary teacher to gain advanced knowledge of Literacy and how to support students with reading difficulties.

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

Prefix	Number	Course Title	CrHrs	New (yes, no)
Master of Arts Secondary Education, Reading Specialist/Literacy Coach Specialization: 30 Credit Hours				
Specialization Requirements 18 Credit Hours				
SEED	752	Reading/Literacy Program Leadership and Change	3	No*
SEED	755	Research & Practices in Reading Instruction	3	No*
SEED	757	Assessment and Interventions for Struggling and Dyslexic Readers	3	No*
SEED	781	Theoretical Foundations of Literacy and Dyslexia	3	No*
ELED/SEED	794	Internship	3	No
ELED/SEED	795	Practicum/Practicum in Secondary Education	3	No
Supporting Area Coursework 12 Credit Hours				
EDER	761	Graduate Research & Design	3	No
Students who have not taken MLED 460 or SEED 450 or an equivalent course, must take one of the following:				
MLED	560	Middle Level Reading Methods	0-3**	No
SEED	550	7-12 Reading and Content Literacy		
Electives approved by advisor (6-9 credit hours required)				
<ul style="list-style-type: none"> Students may also take Thesis SEED 798 Thesis (4 credits). 				

* Course currently offered under ELED prefix (minor mods to cross-list/equate to SEED prefix processing).

**Students who have not completed middle level reading methods (MLED 460) or secondary reading and content literacy (SEED 450) course or equivalent secondary reading methods courses, will be required to complete one of the courses at the 500-level. Students who have completed this content, will enroll in an elective approved by the advisor.

Total number of hours required for completion of specialization	18
Total number of hours required for completion of major	30
Total number of hours required for completion of degree	30

¹ <https://www.dakotanewsnow.com/2023/08/07/over-180-open-teaching-positions-statewide-down-last-year/>

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	No	

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	U15 Online Asynchronous U18 Online Synchronous	May 2024

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

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

6. Additional Information:

Although this specialization will require the creation of new courses, all these courses will be cross-listed with their ELED equivalent that is already taught. The course content also already focus on K12 Literacy Education content. This creates a pathway to complete this program for those students that identify as a secondary teacher.



Michael Amolins, Ed.D.
Director of Instruction and Federal Programs
Harrisburg School District 41-2
 1300 W. Willow St., Harrisburg, South Dakota 57032
 (605) 743-2567 ext. 6180
 Michael.Amolins@k12.sd.us

To Whom It May Concern:

As an educator in South Dakota, it has become increasingly apparent over the past two decades that literacy intervention does not start and stop in elementary school. Having spent the majority of my career focusing on learners in grades 6-12, I have seen first-hand how persistent gaps in a child's reading ability can wreak havoc on growth in all academic areas, while also hindering their social and emotional development. A child who is unable to read at grade level or above faces limitations that span far beyond the pages of a book. As such, it is our responsibility as educators to recognize the significance of this need and provide supports and instructional programming designed to meet these individuals where they are in their educational journey. Continuing to fostering their development as readers of content and curiosity is an essential part of what we do in our schools.

With all of this in mind, I am writing this letter of support for a Masters in Literacy or Literacy Coach program focused on the secondary level. A Master's Degree of this nature would support teachers in grades 6-12 who often need to focus on reading to learn rather than learning to read, allowing for integration of pedagogical literacy strategies across content areas in both general classroom and intervention settings. Secondary teachers in all disciplines would benefit from literacy training, opening the doors endless opportunities – particularly for students falling into gap groups where the need for Tier 1, 2, and 3 supports tends to be more prevalent.

Teacher leaders across the state and nation are hungry for growth opportunities. As you are aware, the vast majority of Master's Degree programs available to them lead to positions outside of the classroom. Offering a degree program that fosters growth in the area of specialized instruction not only creates an additional pathway for leadership and growth but does so with an end goal of retaining the classroom teachers that we so desperately need. As the Board of Regents considers whether or not to approve a Reading Specialist/Literacy Coach Program for secondary educators, please know that I give such consideration my full endorsement, and would be happy to answer any additional questions you may have pertaining to this topic.

Sincerely,

Dr. Michael Amolins
 Director of Instruction and Federal Programs
 Harrisburg School District



Dr. Tanya Rasmussen
Director of Education Services
HARRISBURG SCHOOL DISTRICT 41-2
 200 Willow St. P.O. Box 187
 Harrisburg, South Dakota 57032
 605-743-2567x3023
 Tanya.Rasmussen@k12.sd.us

SD Board of Regents:

I am writing to provide support for a Masters in Literacy or Literacy Coach program to be offered for teachers at the Secondary Level. We know foundational skills of reading are built in our youngest learners, however many of our learners in secondary grades show gaps in these foundation skills that significantly impact their learning and success. Secondary Teachers typically don't have the pedagogy or knowledge of how children learn to learn during their undergraduate programs, therefore if they have struggling readers and writers in their classrooms, they don't know how to support them or even understand how to recognize skill deficiencies.

A Masters in Literacy would equip Secondary teachers with advanced knowledge and skills in literacy instruction to incorporate strategies to differentiate instruction effectively, ensuring that all students, regardless of their literacy abilities, receive appropriate support. Some secondary students may still struggle with basic literacy skills. A teacher with a Masters in Literacy can provide targeted interventions, preventing further academic challenges.

Secondary teachers would also benefit from a Masters in Literacy to learn about assessment techniques and data analysis to identify students' strengths and weaknesses. They can use this data to tailor instruction, implement interventions, and monitor learner progress.

In addition, in secondary education, students are expected to read and write across various subjects. A literacy specialist can help students build the reading and writing skills necessary for success in science, history, mathematics, and other content areas.

Our schools need Teacher Leaders at every level. A Masters in Literacy opens up opportunities for leadership roles within the school, such as a literacy coach, department head, or curriculum specialist. These roles can have a significant impact on school-wide literacy initiatives and student success. Being a Teacher Leader with an advanced degree would also open up the opportunity for a teacher to deliver professional development to their colleagues. A Masters in Literacy can empower teachers to share best practices in literacy instruction and help their peers improve their teaching methods.

At a time in our state and nation when we are struggling to retain teachers in the profession, I believe providing an opportunity for Secondary teachers to obtain a Masters in Literacy will allow teachers to deepen their knowledge and expertise, leading to increased job satisfaction. Teachers often find it personally fulfilling to continually grow professionally, especially when their new learning leads to being able to make a meaningful impact on their students' success.

In summary, a Masters in Literacy at the Secondary level is valuable for teachers who want to become experts in literacy instruction, better support their students, and advance in their careers. It equips educators with the knowledge and skills needed to address the unique literacy challenges that older students may face and promotes improved learning outcomes in various subject areas.

I support, and would highly encourage, the Board of Regents to approve a Reading Specialist/Literacy Coach Program for Secondary educators.

Educationally Yours,

Dr. Tanya Rasmussen

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E
DATE: December 13-14, 2023

SUBJECT

New Site Request – SDSU – MS in Counseling and Human Resource Development – Specializations in College Counseling, Marriage and Family Counseling, and Rehabilitation Counseling (Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, Curricular Requests and Inactivation/Termination
[BOR Policy 2.3.8](#) – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval to offer the specializations in College Counseling, Marriage and Family Counseling, and Rehabilitation Counseling online. SDSU is the only regental university offering these specific specializations, and adding an online site will help expand the reach of these degrees.

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: SDSU – MS in Counseling and Human Resource Development – College Counseling Specialization
- Attachment II – New Site Request: SDSU – MS in Counseling and Human Resource Development – Marriage and Family Counseling Specialization
- Attachment III – New Site Request: SDSU – MS in Counseling and Human Resource Development – Rehabilitation Counseling Specialization

DRAFT MOTION 20231213_5-E:

I move to approve SDSU’s new site proposal to offer the specializations in College Counseling, Marriage and Family Counseling, and Rehabilitation Counseling within the MS in Counseling and Human Resource Development online, as presented.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Site Request

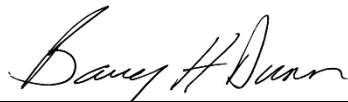
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Counseling and Human Resource Development (M.S.) – College Counseling Specialization
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
CIP CODE:	42.2803 – Major CIP 13.1102 – Specialization CIP
UNIVERSITY DEPARTMENT:	School of Education, Counseling & Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	Education & Human Sciences
BANNER DIVISION CODE:	3H

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 of the University

10/10/2023

Date

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

South Dakota State University (SDSU) requests authorization to offer the Counseling and Human Resource Development (M.S.) - College Counseling Specialization through online delivery. This request is due in part to the growing demand for counselors across South Dakota and beyond in all specialty areas. The SDSU Counseling and Human Resource Development (CHRD) program prepares students to work as Clinical Mental Health Counselors, College Counselors, Marriage & Family Counselors, Rehabilitation Counselors, and/or School Counselors. The College Counseling program is designed for students who are interested in working as professional counselors in institutions of higher education in the various aspects of student life that take place largely outside of the classroom. These include, but are not limited to, student affairs administration, general college student counseling, career counseling,

academic advising, institutional admissions, student activities, multicultural affairs, and residence hall settings. The program emphasizes preventative, remediation, and developmental counseling skills. Students preparing to specialize as college counselors will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings.

The US Bureau of Labor Statistics projects a 10% employment growth rate of school and career counselors by 2031 in the US.¹ This is well above the 5% average growth rate for all professions. Through online delivery non-traditional, place-bound, and isolated students would be able to complete this degree. The CHRD program has received an increasing number of student requests for online delivery options to meet their needs for advanced degree completion while also working, meeting family demands, and living in a geographic location far from SDSU's campus locations.

SDSU's *Pathway to Premier 2030* strategic plan² has identified numerous goals and strategies that support delivery of an online degree in Counseling and Human Resource Development. This includes **Achieve Excellence through Transformative Education:**

- Creatively adapt teaching strategies in new and evidence-based ways to engage learners, expand access, enhance student success, and inspire current and future students.
- Develop and invest in innovative undergraduate, graduate, and professional academic programs and continuing education opportunities with an emphasis on workforce and economic development.
- Maintain student success as a foundational university priority through advancement of innovative strategies and initiatives that meet the needs of all students, enhance student belonging and wellbeing, and support expanded access to higher education.

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

No. SDSU is the only regental university that offers an accredited counseling degree with a college counseling specialization. Northern State University (NSU) offers master's degree level CACREP accredited programs in Clinical Mental Health and School Counseling.³ NSU received institutional and SDBOR approval to offer these counseling programs online (hyflex format) at the June 2023 SDBOR meeting.⁴ The University of South Dakota (USD) offers master's degree level CACREP accredited programs in Clinical Mental Health and School Counseling and a Ph.D. level program in Counselor Education and Supervision in face to face and hybrid course formats with some online courses.⁵ USD also offers an online Addiction and Counseling Prevention (M.A.) which is not a CACREP accredited program but is accredited by

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, School and Career Counselors and Advisors, at <https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm> (visited July 03, 2023).

² SD Board of Regents; Agenda Item 7-O, June 21-22, 2023. SDSU Strategic Plan: Pathway to Premier – 2030. https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2023-Agenda-Items/2023-06-21-BOR/7_O_BOR0623.pdf (Last visited July 26, 2023)

³Northern State University. Counseling Master's Degree. <https://northern.edu/degrees/counseling-masters-degree> (Last visited July 25, 2023)

⁴ SD Board of Regents Board Meeting, June 2023: https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2023-Agenda-Items/2023-06-21-BOR/7_G_BOR0623.pdf

⁵ University of South Dakota. Counseling Graduate Degrees. <https://www.usd.edu/Academics/Graduate-Programs/Counseling> (Last visited July 26, 2023).

the National Addiction Studies Accreditation Commission (NASAC).

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.

SDSU’s College Counseling Specialization over the last 3 years has added 1-2 new students each year and the majority have requested online courses if available. The degrees awarded over the past 3 years (AY’s 2020, 2021, 2022) is 5.⁶ It is anticipated that this number will gradually increase with an available online delivery format. The program plans to evaluate the feasibility and viability of continuing with face-to-face courses for the specialization in AY 2025-2026, pending approval of an online rehabilitation program starting in AY 2024-2025.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY25	FY26	FY27	FY28
Students new to the university	1	2	3	6
Students from other university programs	0	0	0	0
=Total students in the program at the site	1	3	4	8
Program credit hours (major courses)**	30 ⁷	90	120	240
Graduates	0	2	3	5

*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?

The School of Education, Counseling and Human Development anticipates little to no impact on existing programs in the Regental system. The CHRD program at SDSU has gradually been increasing the number of online/distance delivery classes both through hybrid, asynchronous and synchronous means to meet student needs, especially for remote students. This proposal provides a commitment to offer required program courses through a regular rotation schedule. Because this online degree is intended to reach non-traditional, place-bound, and isolated students, any negative impact on existing programs should be negligible.

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.

Counseling and Human Resource Development (M.S.) – College Counseling Specialization	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Major Requirements	54-59	38	0	38	21

⁶ SD Board of Regents. Edify. (Last visited June 23, 2023).

⁷ The CHRD college specialization degree requirements are a minimum of 60 credits, typically completed over 2 years (including summers). The course credit estimates are based on 30 graduate credits/year.

Counseling and Human Resource Development (M.S.) – College Counseling Specialization	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Electives	1-6	6	0	6	0
<i>Total, Degree with Proposed Major</i>	60	44	0	44	21

Requirements for the Counseling and Human Resource Development (M.S.) - College Counseling Specialization

- CHRD 601 - Introduction to Professional Issues and Ethics Credits: 1
- CHRD 602 - Research and Evaluation in Counseling and Human Development Credits: 3 or EDER 610 - Introduction to Research Credits: 3
- CHRD 610 - Developmental Issues in Counseling Credits: 3
- CHRD 661 - Theories of Counseling Credits: 3
- CHRD 701 - Professional Issues and Ethics II Credits: 1
- CHRD 731 - Multicultural Counseling and Human Relations Credits: 3
- CHRD 736 - Appraisal of the Individual Credits: 3
- CHRD 741 - Crisis Counseling Credits: 3
- CHRD 742 - Career Counseling and Planning Credits: 3
- CHRD 755 - Clinical Diagnosis and Treatment Planning Credits: 4
- CHRD 766 - Group Counseling Credits: 3
- CHRD 770 - Student Development: Theory and Practice Credits: 3
- CHRD 771 - Student Personnel Services Credits: 3
- CHRD 772 - Administration and Leadership in Student Affairs Credits: 3
- CHRD 773 - Current Issues in Academic Advising and Student Affairs Credits: 3
- CHRD 785 - Pre-Practicum Credits: 3
- CHRD 786 - Counseling Practicum Credits: 3-5 (3 credits required)
- CHRD 794 - Internship (COM) Credits: 1-6 (6 credits required)
- Select one of the following options:
 - Option A - Thesis
 - CHRD 798 - Thesis (COM) Credits: 1-6 (5 credits required)
 - Electives Credits: 1
 - Option B - Research/Design Paper
 - CHRD 788 - Research Problems/Projects (COM) Credits: 1-3 (2 credits required)
 - Electives Credits: 4
 - Option C - Coursework Only
 - Electives Credits: 6

Total Credits Required: 60 (Option A, B, & C)

Table A. CHRD Core Requirements & Current Delivery Method below identifies current courses that are already offered by an online method of delivery. The online courses offered are via the SDSU Brookings campus. There are 7 courses not already provided in an online format for the College Counseling specialization that would require addition of an online component (shaded in gray). Courses for the specialization will be offered through online asynchronous and online synchronous delivery methods.

Table A. CHR D Core Requirements & Current Delivery MethodREHAB: [CHR D \(MS\) – Rehabilitation Counseling Specialization](#)COLL: [CHR D \(MS\) – College Counseling Specialization](#)MF: [CHR D \(MS\) – Marriage and Family Counseling Specialization](#)CMH: [CHR D \(MS\) – Clinical Mental Health Counseling Specialization](#)SCH: [CHR D \(MS\) – School Counseling Specialization](#)

CHR D Course #	Course Title	Credits	Current Delivery Method	Required by Specialization		
				REHAB	COLL	MF
601	Introduction to Professional Issues and Ethics	1	F2F, OS	X	X	X
602	Research and Evaluation in Counseling and Human Development Credits	3	F2F	X	X	X
610	Developmental Issues in Counseling	3	F2F, OS	X	X	X
661	Theories of Counseling	3	F2F, OS	X	X	X
690	Seminar: Ethics	1	F2F, OS	X		
692	Topics: Psychopharmacology	3	OS			
701	Professional Issues and Ethics II	1	F2F, OS	X	X	X
702	Advanced Human Sexuality	3	F2F, OS			X OR 756
706	Introduction to Play Therapy: Theory and Techniques	2	OS			X OR 728 OR 710
707	Advanced Play Therapy and Techniques	2	OS			
708	Play Therapy: Filial & Family	1	F2F			
709	Applications of Play Therapy	2	OS			
710	Clinical Experiences in Play Therapy I	1	F2F			X OR 728 OR 706
711	Clinical Experiences in Play Therapy II	2	F2F			
713	Administration and Management of Mental Health Organizations	3	F2F			
721	School Counseling	3	F2F			
722	Administration and Management of School Counseling Programs	3	F2F			
723	Counseling the Family	3	F2F			X
725	Couples and Advanced Family Counseling	3	F2F			X
728	Child and Adolescent Counseling	3	OS			X OR 706 OR 710
731	Multicultural Counseling and Human Relations	3	F2F	X	X	X
736	Appraisal of the Individual	3	F2F	X	X	X
741	Crisis Counseling	3	OS	X	X	X
742	Career Counseling and Planning	3	F2F	X	X	X
751	Overview of Rehabilitation and Mental Health Counseling	3	F2F, OS	X		
752	Medical and Psychological Aspects of Disability	3	F2F, OS	X		
753	Case Management Principles and Plan Development	3	F2F, OS	X		
755	Clinical Diagnosis and Treatment Planning	4	F2F, DDN, OS	X	X	X
756	Counseling the Addictive Client	3	OA	X		X OR 702
757	Case Consultation and Supervision	3	F2F, OS			
766	Group Counseling	3	F2F	X	X	X
770	Student Development: Theory and Practice	3	F2F, OS		X	
771	Student Personnel Services	3	F2F, OS		X	
772	Administration and Leadership in Student Affairs	3	F2F		X	
773	Current Issues in Academic Advising and Student Affairs	3	OA		X	
785	Pre-Practicum	3	F2F	X	X	X
786	Counseling Practicum	3	F2F	X	X	X
794	Internship	6	F2F, OA	X	X	X

6. How will the university provide student services comparable to those available for students on the main campus?

A faculty advisor will be assigned to distance students accepted into the program. Advisors will connect with students using e-mail, phone, Zoom, and numerous other technologies as they communicate. SDSU's Continuing and Distance Education office employs enrollment and student success coordinators who are available to assist online and distance students in connecting to necessary resources online and on campus. SDSU has also launched within the learning management system a virtual student union in which all online and distance students have access providing them with easy connections to various academic success and student support resources. These include, but are not limited to, online tutoring support through Tutor.com, student success videos, disability services accommodations (upon student request), career services, and online library services.

The South Dakota State University Hilton M. Briggs library has long served students engaged in coursework away from campus. This includes students enrolled online. Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The Librarian provides online research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have on-line access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

Students will also have access to technical support provided by SDSU's Information Technology Services.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

The Counseling and Human Resource Development (M.S.) - College Counseling Specialization is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).⁸ If online program delivery is approved by the SDBOR, a digital delivery substantive change template will be completed and submitted to CACREP for approval to offer the College Counseling Specialization as a CACREP accredited online program. As noted on the substantive change template, institutional approval of program delivery is requested prior to completing the substantive change with CACREP. The substantive change request is a comprehensive review process designed to assure high program quality in meeting CACREP's 2016 standards for digital delivery.⁹ The CHRD program is well positioned to meet online delivery needs of students with the same attention to student outcomes and quality as classes offered on campus. Current classrooms are outfitted with state-of-the-art technology to support online learning in a variety of online formats. An increased investment in pedagogical strategies for effective online learning occurred during COVID with an increasing number of current CHRD

⁸ Council for Accreditation of Counseling and Related Educational Programs (CACREP). Find a Program. <https://www.cacrep.org/directory/>. (Last visited July 26, 2023)

⁹ CACREP Digital Delivery Substantive Change Standards. <https://www.cacrep.org/wp-content/uploads/2023/03/Substantive-Change-Standards-doc-for-DD-page.pdf> (Last visited July 25, 2023)

courses remaining online to meet the needs of a diverse student body. The CHRD program plans to seek additional professional development for faculty in offering courses in a hyflex and/or online format.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

None

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.

No new courses are planned, and current faculty will continue to be utilized to provide instruction in an online format. Faculty are currently utilizing digital delivery to provide several courses as previously indicated. Tuition revenue generated from a structured delivery of the courses will adequately fund the program and any additional professional development for online delivery. Because many of the courses have already been adjusted and delivered online, a budget is not provided.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Site Request


UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Counseling and Human Resource Development (M.S.) – Marriage and Family Counseling Specialization
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
CIP CODE:	42.2803 – Major CIP 51.1505 – Specialization CIP
UNIVERSITY DEPARTMENT:	School of Education, Counseling & Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	Education & Human Sciences
BANNER DIVISION CODE:	3H

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 of the University

10/10/2023

Date

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

South Dakota State University (SDSU) requests authorization to offer the Counseling and Human Resource Development (M.S.) - Marriage and Family Counseling Specialization through online delivery. This request is due in part to the growing demand for rural marriage and family counselors across South Dakota and beyond in all specialty areas. Marriage and Family therapists help people manage and overcome problems with family and other relationships. The Counseling and Human Resource Development (CHRD) program prepares students to work as Clinical Mental Health Counselors, College Counselors, Marriage and Family Counselors, Rehabilitation Counselors, and School Counselors. Many marriage and family counselors work in private practice. Others may work in hospitals and clinics, social service agencies, community-based organizations, and faith-based organizations.

The US Bureau of Labor Statistics projects a 14% employment growth rate of marriage and family therapists by 2031 in the US. This is well above the 5% average growth rate for all professions.¹ The CHRD program has received an increasing number of student requests for online delivery options to meet their needs for advanced degree completion while also working, meeting family demands, and living in a geographic location far from SDSU's campus locations.

SDSU's *Pathway to Premier 2030* strategic plan² has identified numerous goals and strategies that support delivery of an online degree in Counseling and Human Resource Development.

This includes **Achieve Excellence through Transformative Education:**

- Creatively adapt teaching strategies in new and evidence-based ways to engage learners, expand access, enhance student success, and inspire current and future students.
- Develop and invest in innovative undergraduate, graduate, and professional academic programs and continuing education opportunities with an emphasis on workforce and economic development.
- Maintain student success as a foundational university priority through advancement of innovative strategies and initiatives that meet the needs of all students, enhance student belonging and wellbeing, and support expanded access to higher education.

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

No other regental university offers a program in Marriage and Family Counseling. Northern State University (NSU) offers master's degree level CACREP accredited programs in Clinical Mental Health and School Counseling.³ NSU received institutional and SDBOR approval to offer these counseling programs online (hyflex format) at the June 2023 SDBOR meeting.⁴ The University of South Dakota (USD) offers master's degree level CACREP accredited programs in Clinical Mental Health and School Counseling and a Ph.D. level program in Counselor Education and Supervision in face to face and hybrid course formats with some online courses.⁵ USD also offers an online Addiction and Counseling Prevention (M.A.) which is not a CACREP accredited program but is accredited by the National Addiction Studies Accreditation Commission (NASAC).

In addition, SDSU is one of two Association of Play Therapy approved training centers in the Upper Midwest and one of 31 recognized nationally.⁶ The courses required to become a registered Play Therapist are closely connected to the Marriage and Family Counseling

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Marriage and Family Therapists, at <https://www.bls.gov/ooh/community-and-social-service/marriage-and-family-therapists.htm> (visited July 20, 2023).

² SD Board of Regents; Agenda Item 7-O, June 21-22, 2023. SDSU Strategic Plan: Pathway to Premier – 2030. https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2023-Agenda-Items/2023-06-21-BOR/7_O_BOR0623.pdf (visited July 26, 2023)

³Northern State University. Counseling Master's Degree. <https://northern.edu/degrees/counseling-masters-degree> (Last visited July 25, 2023)

⁴ SD Board of Regents Board Meeting, June 2023: https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2023-Agenda-Items/2023-06-21-BOR/7_G_BOR0623.pdf

⁵ University of South Dakota. Counseling Graduate Degrees. <https://www.usd.edu/Academics/Graduate-Programs/Counseling> (Last visited July 26, 2023).

⁶ Institute for Play Therapy Education. South Dakota State University. <https://www.sdstate.edu/counseling-and-human-development/institute-play-therapy-education> (Last visited July 26, 2023).

New Site Request: Counseling and Human Resource Development (M.S.) - Marriage & Family Counseling Specialization - Online program.

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.

SDSU’s Marriage and Family Counseling Specialization over the last 3 years has added 2-3 new students each year and the majority have requested online courses if available. The degrees awarded over the past 3 years (AY’s 2020, 2021, 2022) is 7.⁷ It is anticipated that this number will gradually increase with an available online delivery format. The program plans to evaluate the feasibility and viability of continuing with face-to-face courses for the Marriage and Family Counseling Specialization in AY 2025-2026, pending approval of an online program starting in AY 2024-2025.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY25	FY26	FY27	FY28
Students new to the university	2	2	4	7
Students from other university programs	1	1	2	2
=Total students in the program at the site	3	6	9	14
Program credit hours (major courses)**	150 ⁸	180	270	420
Graduates	0	3	4	6

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

4. What is the perceived impact of this request on existing programs in the Regental system?

The School of Education, Counseling and Human Development anticipates little to no impact on existing programs in the Regental system. The CHRD program at SDSU has gradually been increasing the number of online/distance delivery classes both through hybrid, asynchronous and synchronous means to meet student needs, especially for remote students. This proposal provides a commitment to offer required program courses through a regular rotation schedule. Because this online degree is intended to reach non-traditional, place-bound, and isolated students, any negative impact on existing programs should be negligible.

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.

Counseling and Human Resource Development (M.S.) – Marriage and Family Counseling Specialization	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Major Requirements	54-59	37	0	37	28

⁷ SD Board of Regents. Edify. (Last visited June 23, 2023).

⁸ The CHRD marriage and family specialization degree requirements are a minimum of 60 credits, typically completed over 2 years (including summers). The course credit estimates are based on 30 graduate credits/year.

Counseling and Human Resource Development (M.S.) – Marriage and Family Counseling Specialization	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Electives	1-6	6	0	6	0
<i>Total, Degree with Proposed Major</i>	60	43	0	43	28

Requirements for the Counseling and Human Resource Development (M.S.) - Marriage & Family Specialization

- CHRD 601 - Introduction to Professional Issues and Ethics Credits: 1
- CHRD 602 - Research and Evaluation in Counseling and Human Development Credits: 3
or EDER 610 - Introduction to Research Credits: 3
- CHRD 610 - Developmental Issues in Counseling Credits: 3
- CHRD 661 - Theories of Counseling Credits: 3
- CHRD 701 - Professional Issues and Ethics II Credits: 1
- CHRD 702 - Advanced Human Sexuality Credits: 3
or CHRD 756 - Counseling the Addictive Client Credits: 3
- CHRD 723 - Counseling the Family Credits: 3
- CHRD 725 - Couples and Advanced Family Counseling Credits: 3
- CHRD 728 - Child and Adolescent Counseling Credits: 3
or CHRD 706 - Introduction to Play Therapy: Theory and Techniques Credits: 2 and CHRD 710 - Clinical Experiences in Play Therapy I Credits: 1
- CHRD 731 - Multicultural Counseling and Human Relations Credits: 3
- CHRD 736 - Appraisal of the Individual Credits: 3
- CHRD 741 - Crisis Counseling Credits: 3
- CHRD 742 - Career Counseling and Planning Credits: 3
- CHRD 755 - Clinical Diagnosis and Treatment Planning Credits: 4
- CHRD 766 - Group Counseling Credits: 3
- CHRD 785 - Pre-Practicum Credits: 3
- CHRD 786 - Counseling Practicum Credits: 3-5 (3 credits required)
- CHRD 794 - Internship (COM) Credits: 1-6 (6 credits required)
- Select one of the following options:
 - Option A - Thesis
 - CHRD 798 - Thesis (COM) Credits: 1-6 (5 credits required)
 - Electives Credits: 1
 - Option B - Research/Design Paper
 - CHRD 788 - Research Problems/Projects (COM) Credits: 1-3 (4 credits required)
 - Electives Credits: 2
 - Option C - Coursework Only
 - Electives (Any prefix and course should be related to counseling) Credits: 6
 - Select from the following. The following is a list of potential electives, though it is not comprehensive. Note: *Prerequisites or permission of instructor may be required.
 - CHRD 706 - Introduction to Play Therapy: Theory and Techniques Credits: 2
 - CHRD 707 - Advanced Play Therapy and Techniques Credits: 2
 - CHRD 708 - Play Therapy: Filial and Family Credits: 1
 - CHRD 709 - Applications of Play Therapy Credits: 2
 - CHRD 710 - Clinical Experiences in Play Therapy I Credits: 1
 - CHRD 711 - Clinical Experiences in Play Therapy II Credits: 2

- CHRD 713 - Administration and Management of Mental Health Organizations Credits: 3
- CHRD 756 - Counseling the Addictive Client Credits: 3

Total Required Credits: 60 (Option A, B, & C)

Table A. CHRD Core Requirements & Current Delivery Method below identifies current courses that are already offered by an online method of delivery. The online courses offered are via the SDSU Brookings campus. There are 10 courses not already provided in an online format for the Marriage and Family Counseling Specialization that would require addition of an online component (shaded in gray). Courses for the specialization will be offered through online asynchronous and online synchronous delivery methods.

Table A. CHRD Core Requirements & Current Delivery Method

REHAB: [CHRD \(MS\) – Rehabilitation Counseling Specialization](#)
 COLL: [CHRD \(MS\) – College Counseling Specialization](#)
 MF: [CHRD \(MS\) – Marriage and Family Counseling Specialization](#)
 CMH: [CHRD \(MS\) – Clinical Mental Health Counseling Specialization](#)
 SCH: [CHRD \(MS\) – School Counseling Specialization](#)

F2F = Face to Face, OS = Online Synchronous, OA = Online Asynchronous, DDN

CHRD Course #	Course Title	Credits	Current Delivery Method	Required by Specialization		
				REHAB	COLL	MF
601	Introduction to Professional Issues and Ethics	1	F2F, OS	X	X	X
602	Research and Evaluation in Counseling and Human Development Credits	3	F2F	X	X	X
610	Developmental Issues in Counseling	3	F2F, OS	X	X	X
661	Theories of Counseling	3	F2F, OS	X	X	X
690	Seminar: Ethics	1	F2F, OS	X		
692	Topics (COM) Psychopharmacology	3	OS			
701	Professional Issues and Ethics II	1	F2F, OS	X	X	X
702	Advanced Human Sexuality	3	F2F, OS			X OR 756
706	Introduction to Play Therapy: Theory and Techniques	2	OS			X OR 728 OR 710
707	Advanced Play Therapy and Techniques	2	OS			
708	Play Therapy: Filial & Family	1	F2F			
709	Applications of Play Therapy	2	OS			
710	Clinical Experiences in Play Therapy I	1	F2F			X OR 728 OR 706
711	Clinical Experiences in Play Therapy II	2	F2F			
713	Administration and Management of Mental Health Organizations	3	F2F			
721	School Counseling	3	F2F			
722	Administration and Management of School Counseling Programs	3	F2F			
723	Counseling the Family	3	F2F			X
725	Couples and Advanced Family Counseling	3	F2F			X
728	Child and Adolescent Counseling	3	OS			X OR 706 OR 710
731	Multicultural Counseling and Human Relations	3	F2F	X	X	X
736	Appraisal of the Individual	3	F2F	X	X	X
741	Crisis Counseling	3	OS	X	X	X
742	Career Counseling and Planning	3	F2F	X	X	X
751	Overview of Rehabilitation and Mental Health Counseling	3	F2F, OS	X		

F2F = Face to Face, OS = Online Synchronous, OA = Online Asynchronous, DDN

CHRD Course #	Course Title	Credits	Current Delivery Method	Required by Specialization		
				REHAB	COLL	MF
752	Medical and Psychological Aspects of Disability	3	F2F, OS	X		
753	Case Management Principles and Plan Development	3	F2F, OS	X		
755	Clinical Diagnosis and Treatment Planning	4	F2F, DDN, OS	X	X	X
756	Counseling the Addictive Client	3	OA	X		X OR 702
757	Case Consultation and Supervision	3	F2F, OS			
766	Group Counseling	3	F2F	X	X	X
770	Student Development: Theory and Practice	3	F2F, OS		X	
771	Student Personnel Services	3	F2F, OS		X	
772	Administration and Leadership in Student Affairs	3	F2F		X	
773	Current Issues in Academic Advising and Student Affairs	3	OA		X	
785	Pre-Practicum	3	F2F	X	X	X
786	Counseling Practicum	3	F2F	X	X	X
794	Internship	6	F2F, OA	X	X	X

6. How will the university provide student services comparable to those available for students on the main campus?

A faculty advisor will be assigned to distance students accepted into the program. Advisors will connect with students using e-mail, phone, Zoom, and numerous other technologies as they communicate. SDSU's Continuing and Distance Education office employs enrollment and student success coordinators who are available to assist online and distance students in connecting to necessary resources online and on campus. SDSU has also launched within the learning management system a virtual student union in which all online and distance students have access providing them with easy connections to various academic success and student support resources. These include, but are not limited to, online tutoring support through Tutor.com, student success videos, disability services accommodations (upon student request), career services, and online library services.

The South Dakota State University Hilton M. Briggs library has long served students engaged in coursework away from campus. This includes students enrolled online. Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The Librarian provides online research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have on-line access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

Students will also have access to technical support provided by SDSU's Information Technology Services.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

The Counseling and Human Resource Development (M.S.) - Marriage & Family Counseling Specialization is not currently accredited by the Council for Accreditation of

Counseling and Related Educational Programs (CACREP)⁹ but is scheduled for an accreditation review with the other already accredited counseling programs in AY 2023-2024. If online program delivery is approved by the SDBOR, a digital delivery substantive change template will be completed and submitted to CACREP for approval to offer the Marriage & Family Counseling Specialization as a CACREP accredited online program. As noted on the substantive change template, institutional approval of program delivery is requested prior to completing the substantive change with CACREP. The substantive change request is a comprehensive review process designed to assure high program quality in meeting CACREP's 2016 standards for digital delivery.¹⁰ The CHRD program is well positioned to meet online delivery needs of students with the same attention to student outcomes and quality as classes offered on campus. Current classrooms are outfitted with state-of-the-art technology to support online learning in a variety of online formats. An increased investment in pedagogical strategies for effective online learning occurred during COVID with an increasing number of current CHRD courses remaining online to meet the needs of a diverse student body. The CHRD program plans to seek additional professional development for faculty in offering courses in a hyflex and/or online format.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

None

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.

No new courses are planned, and current faculty will continue to be utilized to provide instruction in an online format. Faculty are currently utilizing digital delivery to provide several courses as previously indicated. Tuition revenue generated from a structured delivery of the courses will adequately fund the program and any additional professional development for online delivery. Because many of the courses have already been adjusted and delivered online, a budget is not provided.

⁹ Council for Accreditation of Counseling and Related Educational Programs (CACREP). Find a Program. <https://www.cacrep.org/directory/>. (Last visited July 26, 2023)

¹⁰ CACREP Digital Delivery Substantive Change Standards. <https://www.cacrep.org/wp-content/uploads/2023/03/Substantive-Change-Standards-doc-for-DD-page.pdf> (Last visited July 25, 2023)



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Site Request

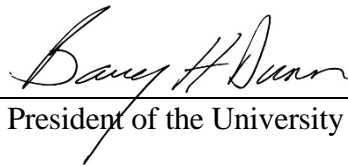
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Counseling and Human Resource Development (M.S.) – Rehabilitation Counseling Specialization
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
CIP CODE:	42.2803 – Major CIP 51.2310 – Specialization CIP
UNIVERSITY DEPARTMENT:	School of Education, Counseling & Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	Education & Human Sciences
BANNER DIVISION CODE:	3H

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 of the University

10/10/2023

Date

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

South Dakota State University (SDSU) requests authorization to offer the Counseling and Human Resource Development (M.S.) – Rehabilitation Counseling Specialization through online delivery. This request is due in part to the growing demand for rehabilitation counselors across South Dakota and beyond in all specialty areas. The SDSU Counseling and Human Resource Development (CHRD) program prepares students to work as Clinical Mental Health Counselors, College Counselors, Marriage & Family Counselors, Rehabilitation Counselors, and/or School Counselors. The Rehabilitation Counseling Specialization is dedicated to enhancing the effectiveness of counselors and programs of service to people with disabilities. The program prepares qualified rehabilitation counselors, increases knowledge in the field of rehabilitation, and applies knowledge to the growing effectiveness of rehabilitation

professionals and service delivery systems. In alliance with students, agencies, consumers, and professional organizations, the specialty area will promote the independence, acceptance, and dignity of all people with significant disabilities.

The US Bureau of Labor Statistics projects an 11% employment growth rate of rehabilitation counselors by 2031 in the US.¹ This is well above the 5% average growth rate for all professions. Through online delivery non-traditional, place-bound, and isolated students would be able to complete this degree. The CHRD program has received an increasing number of student requests for online delivery options to meet their needs for advanced degree completion while also working, meeting family demands, and living in a geographic location far from SDSU's campus locations.

SDSU's *Pathway to Premier 2030* strategic plan² has identified numerous goals and strategies that support delivery of an online degree in Counseling and Human Resource Development. This includes **Achieve Excellence through Transformative Education:**

- Creatively adapt teaching strategies in new and evidence-based ways to engage learners, expand access, enhance student success, and inspire current and future students.
- Develop and invest in innovative undergraduate, graduate, and professional academic programs and continuing education opportunities with an emphasis on workforce and economic development.
- Maintain student success as a foundational university priority through advancement of innovative strategies and initiatives that meet the needs of all students, enhance student belonging and wellbeing, and support expanded access to higher education.

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

No. SDSU is the only regental university that offers a counseling degree in rehabilitation. In fact, the Rehabilitation Counseling program offered at South Dakota State University is the only Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited Rehabilitation Counseling program in a four-state area (SD, ND, NE, WY).³

Northern State University (NSU) offers master's degree level CACREP accredited programs in Clinical Mental Health and School Counseling.⁴ NSU received institutional and SDBOR approval to offer these counseling programs online (hyflex format) at the June 2023 SDBOR meeting.⁵ The University of South Dakota (USD) offers master's degree level CACREP accredited programs in Clinical Mental Health and School Counseling and a Ph.D. level program in Counselor Education and Supervision in face to face and hybrid course formats

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Rehabilitation Counselors, at <https://www.bls.gov/ooh/community-and-social-service/rehabilitation-counselors.htm> (visited July 03, 2023).

² SD Board of Regents; Agenda Item 7-O, June 21-22, 2023. SDSU Strategic Plan: Pathway to Premier – 2030. https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2023-Agenda-Items/2023-06-21-BOR/7_O_BOR0623.pdf (Last visited July 26, 2023)

³ Council for Accreditation of Counseling and Related Educational Programs (CACREP). Find a Program. <https://www.cacrep.org/directory/>. (Last visited July 26, 2023)

⁴Northern State University. Counseling Master's Degree. <https://northern.edu/degrees/counseling-masters-degree> (Last visited July 25, 2023)

⁵ SD Board of Regents Board Meeting, June 2023: https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2023-Agenda-Items/2023-06-21-BOR/7_G_BOR0623.pdf

with some online courses.⁶ USD also offers an online Addiction and Counseling Prevention (M.A.) which is not a CACREP accredited program but is accredited by the National Addiction Studies Accreditation Commission (NASAC).

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.

SDSU’s Rehabilitation Counseling Specialization over the last 3 years has added 2-3 new students each year and the majority have requested online courses if available. The degrees awarded over the past 3 years (AY’s 2020, 2021, 2022) is 10.⁷ It is anticipated that this number will gradually increase with an available online delivery format. The program plans to evaluate the feasibility and viability of continuing with face-to-face courses for the rehabilitation specialization in AY 2025-2026, pending approval of an online rehabilitation program starting in AY 2024-2025. Approximately 1-2 students/academic year graduating with a CHRD – Clinical Mental Health Specialization have also pursued the Rehabilitation Counseling specialization.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY25	FY26	FY27	FY28
Students new to the university	2	2	4	7
Students from other university programs	1	1	2	2
=Total students in the program at the site	3	6	9	14
Program credit hours (major courses)	150 ⁸	180	270	420
Graduates	0	3	4	6

**Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

4. What is the perceived impact of this request on existing programs in the Regental system?

The School of Education, Counseling and Human Development anticipates little to no impact on existing programs in the Regental system. The CHRD program at SDSU has gradually been increasing the number of online/distance delivery classes both through hybrid, asynchronous and synchronous means to meet student needs, especially for remote students. This proposal provides a commitment to offer required program courses through a regular rotation schedule. Because this online degree is intended to reach non-traditional, place-bound, and isolated students, any negative impact on existing programs should be negligible.

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.

⁶ University of South Dakota. Counseling Graduate Degrees. <https://www.usd.edu/Academics/Graduate-Programs/Counseling> (Last visited July 26, 2023).

⁷ SD Board of Regents. Edify. (Last visited June 23, 2023).

⁸ The CHRD Rehabilitation specialization degree requirements are a minimum of 60 credits, typically completed over 2 years (including summers). The course credit estimates are based on 30 graduate credits/year.

Counseling and Human Resource Development (M.S.) – Rehabilitation Counseling Specialization	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Major Requirements	58-63	45	0	45	21
Electives	0-2	2	0	2	0
<i>Total, Degree with Proposed Major</i>	60-63	47	0	47	21

Requirements for the Counseling and Human Resource Development (M.S.) - Rehabilitation Counseling Specialization

- CHRD 601 - Introduction to Professional Issues and Ethics Credits: 1
- CHRD 602 - Research and Evaluation in Counseling and Human Development Credits: 3 or EDER 610 - Introduction to Research Credits: 3
- CHRD 610 - Developmental Issues in Counseling Credits: 3
- CHRD 661 - Theories of Counseling Credits: 3
- CHRD 690 - Seminar (COM) Credits: 1-3 (1 credit required) (Ethics)
- CHRD 701 - Professional Issues and Ethics II Credits: 1
- CHRD 731 - Multicultural Counseling and Human Relations Credits: 3
- CHRD 736 - Appraisal of the Individual Credits: 3
- CHRD 741 - Crisis Counseling Credits: 3
- CHRD 742 - Career Counseling and Planning Credits: 3
- CHRD 751 - Overview of Rehabilitation and Mental Health Counseling Credits: 3
- CHRD 752 - Medical and Psychological Aspects of Disability Credits: 3
- CHRD 753 - Case Management Principles and Plan Development Credits: 3
- CHRD 755 - Clinical Diagnosis and Treatment Planning Credits: 4
- CHRD 756 - Counseling the Addictive Client Credits: 3
- CHRD 757 - Case Consultation and Supervision Credits: 3
- CHRD 766 - Group Counseling Credits: 3
- CHRD 785 - Pre-Practicum Credits: 3
- CHRD 786 - Counseling Practicum Credits: 3-5 (3 credits required)
- CHRD 794 - Internship (COM) Credits: 1-6 (6 credits required)
- Select one of the following options:
 - Option A – Thesis
 - CHRD 798 - Thesis (COM) Credits: 1-6 (5 credits required)
 - Option B - Research/Design Paper
 - CHRD 788 - Research Problems/Projects (COM) Credits: 1-3 (2 credits required)
 - Option C - Coursework Only
 - Electives Credits: 2

Total Required Credits: 63 (Option A), 60 (Option B & C)

Table A. CHRD Core Requirements & Current Delivery Method below identifies current courses that are already offered by an online method of delivery. The online courses offered are via the SDSU Brookings campus. There are 7 courses not already provided in an online format for the Rehabilitation Counseling specialization that would require addition of an online component (shaded in gray). Courses for the specialization will be offered through online asynchronous and online synchronous delivery methods.

Table A. CHR D Core Requirements & Current Delivery MethodREHAB: [CHR D \(M.S.\) – Rehabilitation Counseling Specialization](#)COLL: [CHR D \(M.S.\) – College Counseling Specialization](#)MF: [CHR D \(M.S.\) – Marriage and Family Counseling Specialization](#)CMH: [CHR D \(M.S.\) – Clinical Mental Health Counseling Specialization](#)SCH: [CHR D \(M.S.\) – School Counseling Specialization](#)

F2F = Face to Face, OS = Online Synchronous, OA = Online Asynchronous, DDN

CHR D Course #	Course Title	Credits	Current Delivery Method	Required by Specialization		
				REHAB	COLL	MF
601	Introduction to Professional Issues and Ethics	1	F2F, OS	X	X	X
602	Research and Evaluation in Counseling and Human Development Credits	3	F2F	X	X	X
610	Developmental Issues in Counseling	3	F2F, OS	X	X	X
661	Theories of Counseling	3	F2F, OS	X	X	X
690	Seminar: Ethics	1	F2F, OS	X		
692	Topics: Psychopharmacology	3	OS			
701	Professional Issues and Ethics II	1	F2F, OS	X	X	X
702	Advanced Human Sexuality	3	F2F, OS			X OR 756
706	Introduction to Play Therapy: Theory and Techniques	2	OS			X OR 728 OR 710
707	Advanced Play Therapy and Techniques	2	OS			
708	Play Therapy: Filial & Family	1	F2F			
709	Applications of Play Therapy	2	OS			
710	Clinical Experiences in Play Therapy I	1	F2F			X OR 728 OR 706
711	Clinical Experiences in Play Therapy II	2	F2F			
713	Administration and Management of Mental Health Organizations	3	F2F			
721	School Counseling	3	F2F			
722	Administration and Management of School Counseling Programs	3	F2F			
723	Counseling the Family	3	F2F			X
725	Couples and Advanced Family Counseling	3	F2F			X
728	Child and Adolescent Counseling	3	OS			X OR 706 OR 710
731	Multicultural Counseling and Human Relations	3	F2F	X	X	X
736	Appraisal of the Individual	3	F2F	X	X	X
741	Crisis Counseling	3	OS	X	X	X
742	Career Counseling and Planning	3	F2F	X	X	X
751	Overview of Rehabilitation and Mental Health Counseling	3	F2F, OS	X		
752	Medical and Psychological Aspects of Disability	3	F2F, OS	X		
753	Case Management Principles and Plan Development	3	F2F, OS	X		
755	Clinical Diagnosis and Treatment Planning	4	F2F, DDN, OS	X	X	X
756	Counseling the Addictive Client	3	OA	X		X OR 702
757	Case Consultation and Supervision	3	F2F, OS			
766	Group Counseling	3	F2F	X	X	X
770	Student Development: Theory and Practice	3	F2F, OS		X	
771	Student Personnel Services	3	F2F, OS		X	
772	Administration and Leadership in Student Affairs	3	F2F		X	
773	Current Issues in Academic Advising and Student Affairs	3	OA		X	
785	Pre-Practicum	3	F2F	X	X	X
786	Counseling Practicum	3	F2F	X	X	X
794	Internship	6	F2F, OA	X	X	X

6. How will the university provide student services comparable to those available for students on the main campus?

A faculty advisor will be assigned to distance students accepted into the program. Advisors will connect with students using e-mail, phone, Zoom, and numerous other technologies as they communicate. SDSU's Continuing and Distance Education office employs enrollment and student success coordinators who are available to assist online and distance students in connecting to necessary resources online and on campus. SDSU has also launched within the learning management system a virtual student union in which all online and distance students have access providing them with easy connections to various academic success and student support resources. These include, but are not limited to, online tutoring support through Tutor.com, student success videos, disability services accommodations (upon student request), career services, and online library services.

The South Dakota State University Hilton M. Briggs library has long served students engaged in coursework away from campus. This includes students enrolled online. Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The Librarian provides online research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have on-line access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

Students will also have access to technical support provided by SDSU's Information Technology Services.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

The Counseling and Human Resource Development (M.S.) - Rehabilitation Counseling Specialization is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).⁹ If online program delivery is approved by the SDBOR, a digital delivery substantive change template will be completed and submitted to CACREP for approval to offer the Rehabilitation Counseling specialization as a CACREP accredited online program. As noted on the substantive change template, institutional approval of program delivery is requested prior to completing the substantive change with CACREP. The substantive change request is a comprehensive review process designed to assure high program quality in meeting CACREP's 2016 standards for digital delivery.¹⁰ The Counseling and Human Resource Development (CHRD) program is well positioned to meet online delivery needs of students with the same attention to student outcomes and quality as classes offered on campus. Current classrooms are outfitted with state-of-the-art technology to support online learning in a variety of online formats. An increased investment in pedagogical strategies for effective online learning occurred during COVID with an increasing number of current CHRD courses remaining online to meet the needs of a diverse student body. The CHRD program plans to seek additional professional

⁹ Council for Accreditation of Counseling and Related Educational Programs (CACREP). Find a Program. <https://www.cacrep.org/directory/>. (Last visited July 26, 2023)

¹⁰ CACREP Digital Delivery Substantive Change Standards. <https://www.cacrep.org/wp-content/uploads/2023/03/Substantive-Change-Standards-doc-for-DD-page.pdf> (Last visited July 25, 2023)

development for faculty in offering courses in a hyflex and/or online format.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

None

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.

No new courses are planned, and current faculty will continue to be utilized to provide instruction in an online format. Faculty are currently utilizing digital delivery to provide several courses as previously indicated. Tuition revenue generated from a structured delivery of the courses will adequately fund the program and any additional professional development for online delivery. Because many of the courses have already been adjusted and delivered online, a budget is not provided.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F
DATE: December 13-14, 2023

SUBJECT

Inactive Status and Program Termination Requests – DSU, NSU, SDSMT, SDSU, and USD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications and Inactivation/Termination
[AAC Guideline 2.3.2.5.A](#) – Programs on Inactive Status
[AAC Guideline 2.3.2.5.B](#) – Program Termination

BACKGROUND / DISCUSSION

Dakota State University has submitted a request asking that the following programs be terminated (see Attachment I).

- Degree Program: English for New Media Certificate
Justification: The certificate does not have any students enrolled. DSU is also eliminating the English for New Media specialization within the BS in English.
- Degree Program: English for New Media Specialization – BS in English
Justification: Removing the English for New Media specialization will result in a streamlined BS in English degree that has enough general electives to be a double major, with the option of a specialization in English Education.
- Degree Program: Online Teaching and Learning Certificate
Justification: Currently, no students are enrolled in the certificate. One of the reasons DSU offered this certificate was to upskill current K-12 teachers to learn how to move courses online during the pandemic.
- Degree Program: Professional and Technical Communication Certificate
Justification: The certificate does not have any students enrolled. DSU eliminated the BS in Professional and Technical Communications program several years ago.
- Degree Program: Professional and Technical Communication Minor
Justification: The minor does not have any students enrolled. DSU eliminated the BS in Professional and Technical Communications program several years ago.

(Continued)

DRAFT MOTION 20231213_5-F:

I move to approve the program termination and inactivation requests from DSU, NSU, SDSMT, SDSU & USD, as presented.

Northern State University has submitted a request asking that the following programs be inactivated (see Attachment II).

- Degree Program: Theatre (BA)
Justification: Despite general improvements in the number of majors and degree completers over the past three years, these have not occurred quickly enough to satisfy SDBOR's threshold for programmatic sustainability. The current Program Productivity Review has revealed that this major is no longer financially viable in any form. The university will maintain the Theatre minor and continue offering theatre productions on campus, possibly utilizing support from community partners.
- Degree Program: Government (BA)
Justification: The Government program has experienced a steady drop in student numbers over the past ten years. Currently, the program only has four majors. There have been multiple and varied efforts to increase student enrollment that have not succeeded.

Northern State University has submitted a request asking that the following programs be terminated (see Attachment II).

- Degree Program: German Minor
Justification: Courses contributing to the German minor above GLAN 102 are not meeting the minimum enrollment requirements.
- Degree Program: International Studies Minor
Justification: Courses within the International Studies minor are no longer taught due to faculty leaving the department or university. Only one student is currently enrolled.

South Dakota School of Mines and Technology has submitted a request asking that the following programs be terminated (see Attachment IV).

- Degree Program: Computer Science (BS) – Visual and Interactive Computing Specialization
Justification: Mines no longer has the staff to support the program, and therefore cannot offer the required courses. Additionally, there has not been sufficient enrollment in this specialization to meet minimum requirements.
- Degree Program: Electronics Engineering and Technology Minor
Justification: There have not been any students enrolled in the minor for three years.

South Dakota State University has submitted a request asking that the following program be terminated (see Attachment V).

- Degree Program: Early Education and Care (BS)
Justification: The Early Education and Care major is an online undergraduate program offered at SDSU through a collaboration with the Great Plains Interactive Distance Education Alliance (GPIDEA). The request for termination of the EEC major is based on low program enrollment and the availability of related majors at SDSU

that meet student demand. Currently enrolled students will have until Spring 2025 to complete the program, and those students not on track to graduate by that date will be advised and moved into comparable programs.

The University of South Dakota has submitted a request asking that the following programs be inactivated (see Attachment V).

- Degree Program: American Indian Education Undergraduate Certificate
Justification: This program has struggled to gain interest from students enrolled in US undergraduate programs since its inception. USD is seeking to inactivate the program so that faculty have time to examine and revise the program to improve student enrollment.
- Degree Program: Laboratory Science Undergraduate Certificate
Justification: Multiple ISCI courses required for this certificate are not being offered at USD. The curriculum may be adjusted in the future to reflect current course offerings, but the certificate will be inactivated while the curriculum is being considered.
- Degree Program: Regulatory Affairs Undergraduate Certificate
Justification: Multiple ISCI courses required for this certificate are not being offered at USD. The curriculum may be adjusted in the future to reflect current course offerings, but the certificate will be inactivated while the curriculum is being considered.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

- Attachment I – DSU Program Termination Requests
- Attachment II – NSU Program Inactivation/Termination Requests
- Attachment III – SDSMT Program Termination Requests
- Attachment IV – SDSU Program Termination Requests
- Attachment V – USD Program Inactivation Requests



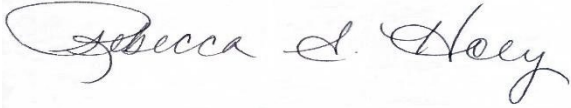
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	English for New Media Certificate
CIP CODE:	239999
UNIVERSITY DEPARTMENT:	College of Arts and Sciences
BANNER DEPARTMENT CODE:	DAS – 8A
UNIVERSITY DIVISION:	Language
BANNER DIVISION CODE:	DLANG

University Approval

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



 President of the University

11/7/2023

 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):¹

Certificate Specialization Minor Major

¹ 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*):²

Inactive Status

Termination

See question 4

See questions 5 and 6

4. **TERMINATION WITHOUT ENROLLED STUDENTS**

A. Provide a justification for terminating the program:

The certificate does not have any students. We are eliminating the specialization in the English program in addition to this certificate.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

Fall 2024

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

DSU does not anticipate any cost savings by eliminating this certificate.

D. What are the resulting employee terminations and other possible implications including impact on other programs?

DSU does not anticipate any employee terminations because of the termination.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.



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UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	BS English, English for New Media Specialization
CIP CODE:	239999
UNIVERSITY DEPARTMENT:	College of Arts and Science
BANNER DEPARTMENT CODE:	DAS – 8A
UNIVERSITY DIVISION:	Language
BANNER DIVISION CODE:	DLANG

University Approval

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

Rebecca L. Hoey

 Provost/Senior Vice President for Academic and Student Affairs

11/7/2023

 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):¹

Certificate Specialization Minor Major

¹ 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*):²

Inactive Status Termination
See question 4 *See questions 5 and 6*

4. **TERMINATION WITH ENROLLED STUDENTS**

A. Provide a justification for terminating the program:

Removing the English for New Language specialization will result in a streamlined BS in English degree that has enough general electives to be a double major, with the option of a specialization in English Education.

B. What is the plan for completion of the program by current students?

There are 8 students in this major for Fall 23. Two are Freshman, two Juniors and four seniors who are scheduled to graduate this academic year. The faculty will work with those four students in a teach out plan. The freshman may choose to move into the proposed BS in Digital Content Creation major which shares similarities with the specialization.

C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? Spring 2027

D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? Spring 2024

E. What is the last term or date (day/month/year) by which a student can graduate from the program? Spring 2028

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

DSU does not anticipate any cost savings associated with this termination.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

DSU does not anticipate any employee termination because of eliminating this specialization.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

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UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Online Teaching and Learning Certificate
CIP CODE:	13.0501
UNIVERSITY DEPARTMENT:	College of Education
BANNER DEPARTMENT CODE:	DCOE 8E
UNIVERSITY DIVISION:	Education
BANNER DIVISION CODE:	DEDU

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.

Provost or President of the University

9/28/2023

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):¹

Certificate Specialization Minor Major

¹ 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*):²

Inactive Status
See question 4

Termination
See questions 5 and 6

4. **TERMINATION WITHOUT ENROLLED STUDENTS**

A. Provide a justification for terminating the program:

The university is asking to terminate this certificate. Currently, zero students are enrolled in this certificate. One of the reasons DSU offered this certificate was to upskill current K-12 teachers to learn how to move courses online during the pandemic.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

Fall 2024

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

DSU does not anticipate any cost savings by eliminating this certificate.

D. What are the resulting employee terminations and other possible implications including impact on other programs?

DSU does not anticipate any employee terminations because of the termination.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.



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UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Professional and Technical Communication Certificate
CIP CODE:	231303
UNIVERSITY DEPARTMENT:	Arts and Sciences
BANNER DEPARTMENT CODE:	DAS – 8A
UNIVERSITY DIVISION:	Language
BANNER DIVISION CODE:	DLAN

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.

Rebecca L. Hoey

Provost or President of the University

11/7/2023

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):¹

Certificate Specialization Minor Major

¹ 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*):²

Inactive Status Termination
See question 4 *See questions 5 and 6*

4. **TERMINATION WITHOUT ENROLLED STUDENTS**

A. Provide a justification for terminating the program:

The certificate does not have any students. We eliminated the BS Professional and Technical Communications degree program several years ago.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

Fall 2024

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

DSU does not anticipate any cost savings by eliminating this certificate.

D. What are the resulting employee terminations and other possible implications including impact on other programs?

DSU does not anticipate any employee terminations because of the termination.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.



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UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Professional and Technical Communication Minor
CIP CODE:	231303
UNIVERSITY DEPARTMENT:	College of Arts and Sciences
BANNER DEPARTMENT CODE:	DAS – 8A
UNIVERSITY DIVISION:	Language
BANNER DIVISION CODE:	DLAN

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.

Rebecca A. Hoey

Provost or President of the University

11/7/2023

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):¹

Certificate Specialization Minor Major

¹ 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*):²

Inactive Status Termination
See question 4 *See questions 5 and 6*

4. **TERMINATION WITHOUT ENROLLED STUDENTS**

A. Provide a justification for terminating the program:

The specialization does not have any students. We eliminated the BS Professional and Technical Communications degree program several years ago.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

Fall 2024

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

DSU does not anticipate any cost savings by eliminating this certificate.

D. What are the resulting employee terminations and other possible implications including impact on other programs?

DSU does not anticipate any employee terminations because of the termination.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.



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UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	BA in Theatre
CIP CODE:	500501
UNIVERSITY DEPARTMENT:	Music and Theatre
BANNER DEPARTMENT CODE:	NMUT
UNIVERSITY DIVISION:	School of Fine Arts
BANNER DIVISION CODE:	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.

Michael Weros

 President (or Designee) of the University

10/17/2023

 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):¹

Certificate Specialization Minor Major

3. The program action proposed is (place an "X" in the appropriate box):²

Inactive Status Termination
See question 4 *See questions 5 and 6*

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Despite general improvements in the number of majors and degree completers over the past three years, these have not occurred quickly or vigorously enough to satisfy the SDBOR required threshold for programmatic sustainability. The current Program Productivity Review for the BA in Theatre has revealed that this academic major is no longer financially viable in any form. The plan going forward is that the University will maintain the Theatre minor and continue offering Theatre productions on campus, possibly utilizing support from community partners.

B. If there are current students in the program, what are the implications of placing the program on inactive status?

There are few, if any, significant obstacles to degree completion by students currently pursuing this program. Several are due to graduate in the current academic year, while others have already progressed to upper-division status. There are presently adequate course and staff resources to support these students. Those newer to the program will be presented with curricular options to either maintain their chosen course of study or change to a different, yet compatible degree, possibly involving a Theatre minor.

C. What is the last date (day/month/year) by which a student can graduate in the program?

May 9, 2026

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)?

August 1, 2023

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?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

- A. Provide a justification for terminating the program:**
- B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?**
- C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- D. What are the resulting employee terminations and other possible implications including impact on other programs?**



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	BA Government
CIP CODE:	45.1001
UNIVERSITY DEPARTMENT:	History and Social Sciences
BANNER DEPARTMENT CODE:	NHSS
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

University Approval

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

Michael Wenous

 President (or Designee) of the University

9/18/2023

 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):¹

Certificate Specialization Minor Major

3. The program action proposed is (place an "X" in the appropriate box):²

Inactive Status Termination
See question 4 *See questions 5 and 6*

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

The Government Program has experienced a steady drop in student numbers over the past ten years. At present, the program has only four majors. There have been multiple and quite varied efforts to increase student enrollment; they have failed.

The program will be losing one faculty line after this coming academic year: spring 2024. It will be impossible to recruit more students, to retain existing students, or to adequately teach the required courses for the BA in a timely manner with one faculty member.

B. If there are current students in the program, what are the implications of placing the program on inactive status?

Four students are currently enrolled in the major. All four majors will be allowed to graduate with a government degree. They will be able to complete either the required courses or given close course equivalents.

C. What is the last date (day/month/year) by which a student can graduate in the program?

May 9, 2026.

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)?

August 1, 2023.

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?**

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

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UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	Minor German
CIP CODE:	16.0501
UNIVERSITY DEPARTMENT:	English, Communication and Global Languages
BANNER DEPARTMENT CODE:	NECL
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

University Approval

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

Michael Wenous

 President (or Designee) of the University

9/18/2023

 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):¹

Certificate Specialization Minor Major

3. The program action proposed is (place an "X" in the appropriate box):²

Inactive Status Termination
See question 4 *See questions 5 and 6*

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

4. INACTIVE STATUS

- A. **Provide a justification for inactivating the program:**

- B. **If there are current students in the program, what are the implications of placing the program on inactive status?**

- C. **What is the last date (day/month/year) by which a student can graduate in the program?**

- D. **What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?**

5. TERMINATION WITH ENROLLED STUDENTS

- A. **Provide a justification for terminating the program:**
Courses contributing to the German minor above GLAN 102 are not meeting the minimum enrollment per Northern State University Academic Policy 2.13.1.

- B. **What is the plan for completion of the program by current students?**
Current students will be notified and courses at other regental universities will be suggested, should this be the only option.

- C. **What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?**
08/01/2023

- D. **What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
08/01/2023

- E. **What is the last term or date (day/month/year) by which a student can graduate from the program?**
Spring 2025, which allows ample time for students currently enrolled in the minor to complete either the required courses or given close course equivalents.

- F. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
Courses that were offered will no longer be available, which reduces costs and minimizes inefficiencies in course offerings.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

There is minimal impact to other programs with the exception of the BA in Global Language and Culture, which encourages a language minor. However, no students currently enrolled in the BA in Global Language and Culture have selected a German minor. It is expected that there will be one less faculty line dedicated to languages in the future once the current German faculty member retires (anticipated summer 2025).

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
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UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	Minor International Studies
CIP CODE:	45.1001
UNIVERSITY DEPARTMENT:	History and Social Sciences
BANNER DEPARTMENT CODE:	NHSS
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

University Approval

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

Michael Waroux

 President (or Designee) of the University

10/17/2023

 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):¹

Certificate Specialization Minor Major

3. The program action proposed is (place an "X" in the appropriate box):²

Inactive Status Termination
See question 4 *See questions 5 and 6*

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

4. INACTIVE STATUS

- A. **Provide a justification for inactivating the program:**
- B. **If there are current students in the program, what are the implications of placing the program on inactive status?**
- C. **What is the last date (day/month/year) by which a student can graduate in the program?**
- D. **What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?**

5. TERMINATION WITH ENROLLED STUDENTS

- A. **Provide a justification for terminating the program:**
Courses contributing to the International Studies minor are no longer taught due to the two faculty either taking another academic position or leaving the profession.
- B. **What is the plan for completion of the program by current students?**
There is only one student enrolled in the International Studies minor. The current student will be notified and courses at other regental universities will be suggested, should this be the only option.
- 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)?**
09/01/2023
- 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*)?**
09/01/2023
- E. **What is the last term or date (day/month/year) by which a student can graduate from the program?**
Spring 2025, which allows ample time for the student currently enrolled in the minor to complete either the required courses or given close course equivalents.
- F. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
Courses that were offered will no longer be available, which reduces costs and minimizes inefficiencies in course offerings.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

There is minimal impact to other programs, as one student is enrolled in the minor due to lack of course availability.

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

D. What are the resulting employee terminations and other possible implications including impact on other programs?



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status**

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
DEGREE(S) AND PROGRAM:	Computer Science: Visual and Interactive Computing Specialization
CIP CODE:	110101
UNIVERSITY DEPARTMENT:	Electrical Engineering and Computer Science
BANNER DEPARTMENT CODE:	MECS
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	4L

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	Click here to enter a date. 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):¹

Certificate Specialization Minor Major

3. The program action proposed is (place an "X" in the appropriate box):²

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program.

Inactive Status *See question 4*Termination *See questions 5 and 6***4. INACTIVE STATUS**

- A. Provide a justification for inactivating the program:**
- B. If there are current students in the program, what are the implications of placing the program on inactive status?**
- C. What is the last date (day/month/year) by which a student can graduate in the program?**
- D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?**

5. TERMINATION WITH ENROLLED STUDENTS

- A. Provide a justification for terminating the program:**
- 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?**

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.

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020)

G. What are the resulting employee terminations and other possible implications including impact on other programs?

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

We no longer have the staff to support this program (cannot offer the required courses). In addition, there has not been sufficient enrollment in this program to meet minimum requirements.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

5/1/2024

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

No savings.

D. What are the resulting employee terminations and other possible implications including impact on other programs?

No impact on staff.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

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UNIVERSITY:	SDSM&T
DEGREE(S) AND PROGRAM:	Electronics Engineering and Technology Minor
CIP CODE:	141001
UNIVERSITY DEPARTMENT:	Electrical Engineering and Computer Science
BANNER DEPARTMENT CODE:	MECS
UNIVERSITY DIVISION:	Engineering
BANNER DIVISION CODE:	4E

University Approval

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

[Click here to enter a date.](#)

 President of the University

 Date

1. 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):¹

Certificate Specialization Minor Major

3. The program action proposed is (place an "X" in the appropriate box):²

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

Inactive Status *See question 4*Termination *See questions 5 and 6***4. INACTIVE STATUS**

- A. Provide a justification for inactivating the program:**
- B. If there are current students in the program, what are the implications of placing the program on inactive status?**
- C. What is the last date (day/month/year) by which a student can graduate in the program?**
- D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?**

5. TERMINATION WITH ENROLLED STUDENTS

- A. Provide a justification for terminating the program:**
- 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?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

- A. Provide a justification for terminating the program:**

No students enrolled for the last 3 years.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

5/1/2024

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

No savings.

D. What are the resulting employee terminations and other possible implications including impact on other programs?

No impact on other programs or staff.

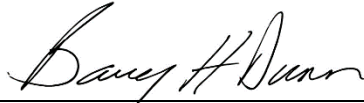


SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Early Education & Care (B.S.)
CIP CODE:	13.1210
UNIVERSITY DEPARTMENT:	School of Education, Counseling & Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	Education & Human Sciences
BANNER DIVISION CODE:	3H

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

10/27/2023

Date

1. **Program Degree Level:** Associate Bachelor's Master's Doctoral
2. **Category:**¹ Certificate Specialization Minor Major
3. **The program action proposed is:**² Inactive Status Termination

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Education and Human Sciences requests to terminate the B.S. in Early Education and Care. The Early Education and Care (EEC) major is an online undergraduate program offered at SDSU through a collaboration with the Great Plains Interactive Distance Education Alliance (GPIDEA). GPIDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture.

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

The request for termination of the EEC major is based on low program enrollment and the availability of related majors at SDSU that meet student demand.

As of fall 2023, there are six students enrolled in the B.S. in Early Education and Care. Since 2017, nine students completed the EEC major out of thirty-one students enrolled in the program. Currently, the program has a graduation rate of less than one student a year. Student retention rates for the program across the consortium are low. Based on FY22 data, 217 students had a first term between FY18 and FY22. This figure includes all enrollments, including non-program students and those who dropped. Of the 217, 63 were active students. Academic advisors and faculty dedicate a significant amount of workload to the program which has not translated to a positive return on the number of enrolled students.

SDSU offers B.S. degrees and minors in Early Childhood Education and Human Development and Family Studies. These two programs have steady enrollments and course offerings that mirror the EEC curriculum. Student demand for educational offerings in these areas can be met by the existing programs.

b. What is the plan for completion of the program by current students?

SDSU currently has six students enrolled in the Early Education and Care program. Of the students currently enrolled in Early Education and Care classes, two are expected to graduate in Spring 2024 and the other two are expected to graduate in Spring 2025. Academic advising conversations will be held with the remaining students to discuss options available at SDSU, such as a degree in Human Development and Family Studies, Early Childhood Education – Birth to Age 8, an Early Childhood Education minor, or other programs of interest to the student. Students can also transfer to another institution in the GPIDEA consortium.

Per the GPIDEA policy handbook, when a program announces termination, they are obligated to teach courses in the program for up to one year after the GPIDEA board approves the termination. SDSU would teach early education and care courses for GPIDEA through Spring 2025. (1 course in Spring 2024, 1 course in Summer 2024, 1 course in Fall 2024, and 2 courses in Spring 2025). The academic advisor will explain to enrolled students that support coursework will be available through Spring 2025.

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)?

Fall 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*)?

Fall 2023

e. What is the last term or date (day/month/year) by which a student can graduate from the program?

Spring 2025

f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

With termination of the B.S. in Early Education and Care, two faculty members will have additional workload units available to dedicate to SDSU program classes (approximately two per year). The potential cost savings for SDSU is over \$9,000 in adjunct cost to cover SDSU program classes these two faculty members will now be able to teach.

Additionally, the termination of the EEC program will allow the academic advisor to focus time and effort to recruit prospective students and support current SDSU students. No additional costs will be incurred.

g. What are the resulting employee terminations and other possible implications including impact on other programs?

No employee terminations are necessary. Workload will be redirected to other programs in the college. SDSU may have an increase in enrollment in the Human Development and Family Studies B.S. program, the Early Childhood Education B.S. program, and the Early Childhood Education minor.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	American Indian Education Certificate
CIP CODE:	13.0203
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UCIN
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

 President of the University

 Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral	<input type="checkbox"/>
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2. Category (place an "X" in the appropriate box before the category):¹

<input checked="" type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):²

Inactive Status	<input checked="" type="checkbox"/>
-----------------	-------------------------------------

4. INACTIVE STATUS

- A. Provide a justification for inactivating the program:** This program has struggled to gain interest from students enrolled in USD undergraduate programs since its inception. We are seeking to inactivate the program so that faculty have time to examine and revise the program to improve student enrollment.
- B. If there are current students in the program, what are the implications of placing the program on inactive status?** No students are currently enrolled in the program.
- C. What is the last date (day/month/year) by which a student can graduate in the program?** May 30, 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 3, 2024

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.




SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Laboratory Science Certificate
CIP CODE:	41.0301
UNIVERSITY DEPARTMENT:	Biomedical Engineering
BANNER DEPARTMENT CODE:	BME
UNIVERSITY DIVISION:	Arts & Sciences
BANNER DIVISION CODE:	UBME

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

9/19/2023

 Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input 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):¹

<input checked="" type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):²

Inactive Status Termination

See question 4 *See question 5 and 6*

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Multiple ISCI courses required for this certificate are not being offered at USD. The curriculum may be adjusted in the future to reflect current course offerings, but the certificate will be inactivated while the curriculum is being considered.

If there are current students in the program, what are the implications of placing the program on inactive status? No students are currently enrolled.

B. What is the last date (day/month/year) by which a student can graduate in the program? No students are currently enrolled.

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)? Immediately

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Regulatory Affairs Certificate
CIP CODE:	41.0301
UNIVERSITY DEPARTMENT:	Biomedical Engineering
BANNER DEPARTMENT CODE:	BME
UNIVERSITY DIVISION:	Arts & Sciences
BANNER DIVISION CODE:	UBME

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

9/19/2023

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input 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):¹

<input checked="" type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input type="checkbox"/>	Minor	<input type="checkbox"/>	Major
-------------------------------------	-------------	--------------------------	----------------	--------------------------	-------	--------------------------	-------

3. The program action proposed is (place an "X" in the appropriate box following the action):²

Inactive Status Termination

See question 4 See question 5 and 6

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Multiple ISCI courses required for this certificate are not being offered currently at USD. The curriculum may be adjusted to reflect current course offerings, but the certificate will be inactivated while this is being considered.

If there are current students in the program, what are the implications of placing the program on inactive status? No students are currently enrolled.

B. What is the last date (day/month/year) by which a student can graduate in the program? No students are currently enrolled.

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)? Immediately

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – G (1)
DATE: December 13-14, 2023

SUBJECT

Articulation Agreements – SDSMT

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.2.2.1](#) – Seamless Transfer of Credit

[BOR Policy 2.2.2.3](#) – External (Non-Regental System) Accredited University/College
Transfer of Credit

BACKGROUND / DISCUSSION

BOR Policy 2.2.2.1 – 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 2.2.2.1, South Dakota School of Mines & Technology requests approval for the following articulation agreements:

- Students who have completed the AAS degree program in Civil Engineering Technology from Southeast Technical College (STC) may apply up to 40 credits toward the BS in Civil Engineering program at SDSMT.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSMT Articulation Agreement

DRAFT MOTION d20231213_5-G(1):

I move to approve the articulation agreement from South Dakota School of Mines & Technology with Southeast Technical College (STC), as presented in Attachment I.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
SOUTHEAST TECHNICAL COLLEGE
 and
SOUTH DAKOTA MINES

Agreement with Respect to Applying the
Associate of Applied Science Degree - Civil Engineering Technology
 Towards the
Bachelor of Science Degree - Civil Engineering

I. Parties

Parties to this agreement are Southeast Technical College (STC) and South Dakota Mines (SDSMT)

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 STC graduates of the Associate of Applied Science - Civil Engineering Technology degree an opportunity to earn the Bachelor of Science - Civil Engineering degree at SDSMT.

III. Academic Program

- A. Upon successful completion of the Associate of Applied Science - Civil Engineering Technology degree prescribed curriculum at STC exactly as it is identified in Appendix A of this agreement, SDSMT will accept 40 credits from the associate degree coursework toward the Bachelor of Science - Civil Engineering degree requirements.

Degree Requirement:	STC Credits	SDSMT Credits	TOTAL CREDITS
General Education	9 cr	23 cr	32 credits
Required Major and Electives	31 cr	67 cr	98 credits
TOTAL CREDITS	40 cr	90 cr	130 credits

IV. Additional Requirements

- A. Students transferring from STC must have a cumulative grade point average (GPA) of 2.75 or higher.
- B. Students must earn a grade of "C-" or higher in each STC course.
- C. Students must pass all 15 SDSMT (or other South Dakota Board of Regents institution) credits documented in Appendix A while jointly enrolled at STC.
- D. Students must meet all admission and application requirements at SDSMT, including the submission of all required documentation by stated deadlines.

Students are advised to contact the Office of Admissions at SDSMT early in their transfer planning.

- E. Students must meet all pre-requisite requirements.
- F. Students must meet all SDBOR and SDSMT policies and graduation requirements to earn the specified BS degree.

V. Guarantees

Students who meet all requirements of this agreement are guaranteed:

- A. Admission to SDSMT
- B. Admission to the Bachelor of Science - Civil Engineering degree
- C. No more than 75 remaining credits at SDSMT to meet the graduation requirements for the Bachelor of Science - Civil Engineering degree

VI. Limitations

- A. This agreement is between the Associate of Applied Science - Civil Engineering Technology degree at STC and the Bachelor of Science – Civil Engineering degree at SDSMT only.
- B. The credit and course transfer guarantees described in this agreement apply to the Associate of Applied Science - Civil Engineering Technology degree at STC and the Bachelor of Science – Civil Engineering degree at SDSMT. If the student changes majors at STC or at SDSMT, the student is no longer covered by this Agreement and none of the Guarantees of the Agreement apply.
- C. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit) to satisfy any associate degree requirements at STC will have those credits evaluated by SDSMT. Should SDSMT not accept the transfer credits accepted by STC, the student will be required to make up the credit deficiency at SDSMT.
- D. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at STC.

VII. Effective Date of Agreement

This agreement shall be in effect upon approval of all parties.

VIII. Renewal, Revision, Modification, and Termination

- A. Following initial approval of all parties, this Agreement shall be in effect July 1 – June 30 each year and will automatically renew annually unless action is taken by SDSMT or STC to terminate or modify it.
- B. The SDSMT Civil and Environmental Engineering Department Head and the STC Civil Engineering/Land Surveying Technology Instructor will collaborate to review the content of the associate and bachelor degrees on a three-year cycle to ensure the Agreement is still appropriate.
- C. SDSMT and STC each reserve the right to seek revision of this agreement at any time.
- D. Modifications of this Agreement will be approved by each institution and result

- in a new Agreement being signed, with copies retained by each institution.
- E. Modifications shall 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.
 - F. SDSMT and STC each reserve the right to seek termination of this Agreement at any time.
 - G. Should the Agreement be terminated, each institution agrees to collaborate and engage in appropriate plans to notify and work with impacted students, providing a minimum one-year advance notice of termination.

IX. Institution Contact Information

South Dakota Mines
Office of the Provost
605.394.2256
Provost@sdsmt.edu

Southeast Technical College
Academic Affairs
605.367.4623
Academics@southeasttech.edu

X. Acceptance of Agreement for South Dakota Mines and Southeast Technical College

Jim Rankin, Ph.D. Date
President
South Dakota Mines

Bob Griggs, J.D. Date
President
Southeast Technical College

Lance Roberts, Ph.D. Date
Provost and VP for Academic Affairs
South Dakota Mines

Benjamin Valdez, Ph.D. Date
VP of Academic Affairs
Southeast Technical College

James Stone, Ph.D. Date
Department Head
Civil & Environmental Engineering
South Dakota Mines

Elizabeth Kassing, PE Date
Instructor
Civil Engineering/Land Surveying
Southeast Technical College

Appendix A: Technical Program Transfer Articulation Agreement Prescribed Curriculum

Technical Program Transfer Articulation Agreement

Prescribed Curriculum: Southeast Technical College

CIVIL ENGINEERING TECHNOLOGY (A.A.S.)

General Education Courses			9 CREDIT HOURS
General Education Category	Credit Hours	Course ID	Course Title or Category
Written Communication	3	ENGL 101	English Composition
Oral Communication	3	CMST 101	Speech
Social Sciences	3	PSYC 101	Psychology, OR Other Goal 3 (Soc.Sci) course
Science	See "Jointly Attending Southeast Tech" section below*; CHEM 112/112L satisfies Southeast Tech science		

Required Courses			31 CREDIT HOURS
	Credit Hours	Course ID	Course Title
Other Required		MATH 114	Engineering Math Requirement (College Algebra)
		SSS 100	Student Success Seminar
		MATH 120	College Trigonometry
		CET 120	Survey II – Topo
		CET 121	Soils
		LSS 235	Intro to Small Unmanned Aircraft Systems
Engineering Technology	2	CET 102	Intro to Civil Engineering & Technical Professions
	3	CET 110	Survey I Fundamentals
	2	CAD 120 and CET 123	Computer Aided Drafting I, and Computer Aided Drafting II – Civil 3D
	3	CET 211	Construction Materials Testing
	3	CET 215	Survey III – Advanced Survey Techniques
	3	ACT 220	Construction Estimating
	3	CET 226	Computer Aided Drafting III – Roadway Corridors
	3	LSS 210	Intro to Geographic Information Systems
	3	CET 213	Statics
	3	CET 224	Water/Wastewater
3	CET 225	Route Layout and Design	

SDSMT Courses Taken While Jointly Attending Southeast Tech			15 CREDIT HOURS
SDSMT Course ID	Course Title	Credit Hours	Note
CHEM 112/112L	General Chemistry I and Lab	4	Taken during Year 1 at Southeast*, **
CHEM 114	General Chemistry II	3	Taken during Year 1 at Southeast**
MATH 123	Calculus I	4	Taken during Year 2 at Southeast**
MATH 125	Calculus II	4	Taken during Year 2 at Southeast**

** Course may be taken at any SDBOR institution

General Education Coursework (9 cr at Southeast Tech + 11 cr at SDSMT):	20 credit hours
<u>Required Coursework (31 cr at Southeast Tech + 4 cr at SDSMT):</u>	+35 credit hours
Total Credits Completed Toward BS degree by end of AAS- Civil Engineering Technology:	55 CREDIT HOURS

Prescribed Curriculum: South Dakota Mines

Civil Engineering (B.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Fall (Semester 1)		General Education Goal 3 (Social Science) Elective*	3	
	PHYS 207	Fundamentals of Physics I	3	
	EM 331	Fluid Mechanics	3	
	MATH 381	Intro to Probability and Statistics	3	
	CEE 284	Applied Numerical Methods	3	
<i>Total Credits Completed</i>				15

Semester	Course No.	Course Title	Credit Hours	Completed
Spring (Semester 2)		General Education Goal 4 (Arts/Humanities) Elective*	3	
	CEE 325	Introduction to Sustainable Design	3	
	EM 321	Mechanics of Materials	3	
	MATH 225	Calculus III	4	
	ME 221	Dynamics of Mechanisms	3	
<i>Total Credits Completed</i>				16

Semester	Course No.	Course Title	Credit Hours	Completed
Fall (Semester 3)	MATH 321	Differential Equations	3	
	CEE 336/336L	Hydraulic Systems Design w/ Lab	3	
	CEE 346/346L	Geotechnical Engineering w/ Lab	3	
	CEE 353	Structural Theory	3	
	ENGL 289	Explorations in STEM Communications*	3	
<i>Total Credits Completed</i>				15

Semester	Course No.	Course Title	Credit Hours	Completed
Spring (Semester 4)		General Education Goal 4 (Arts/Humanities) Elective*	3	
	Select 3 courses:	CEE 327/327L: Environmental Engineering II w/ Lab CEE 337: Engineering Hydrology CEE 347/347L Geotechnical Engineering II CEE 456 Concrete Theory & Design	9	
	Select 1 course:	GEOE 221/221L: Geology for Engineers GEOL 201: Physical Geology	3	
<i>Total Credits Completed</i>				15

Semester	Course No.	Course Title	Credit Hours	Completed
Fall (Semester 5)	CEE 463	Concepts of Professional Practice	2	
	IENG 302	Engineering Economics	3	
		CEE Technical Elective (Upper Division)	3	
		CEE Technical Elective (Upper Division)	3	
	CEE 489	Capstone Design	3	
<i>Total Credits Completed</i>				14

*General Education Coursework (after AAS degree):	12 credit hours
<u>Required Coursework (after AAS degree):</u>	<u>+63 credit hours</u>
South Dakota Mines Coursework Total (after AAS degree):	75 CREDIT HOURS

Bachelor of Science – Civil Engineering Total: 130 CREDIT HOURS

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – G (2)
DATE: December 13-14, 2023

SUBJECT

Articulation Agreements – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.2.2.1](#) – Seamless Transfer of Credit

[BOR Policy 2.2.2.3](#) – External (Non-Regental System) Accredited University/College Transfer of Credit

BACKGROUND / DISCUSSION

BOR Policy 2.2.2.1 – 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 2.2.2.1, South Dakota State University requests approval for the following articulation agreements:

- Students who have completed coursework in the pre-nursing curriculum from Chadron State College (CSC) may apply up to 46 credits, including 16 pre-nursing credits, toward the BSN in Nursing program at SDSU.

(Continued)

DRAFT MOTION 20231213_5-G(2):

I move to approve the articulation agreements from South Dakota State University with Chadron State College, Iowa Lakes Community College, Lake Area Technical College, Mitchell Technical College, Mid-State Technical College, Northwest Iowa Community College, Northeast Community College, Riverland Community College, Western Iowa tech Community College, and Nitte Meenakshi Institute of Technology, as presented in Attachment I.

- Students who have completed an AAS degree in Registered Nursing program from Iowa Lakes Community College (ILCC) may apply up to 90 credits, including 46 nursing credits, toward the Nursing RN to BSN program at SDSU.
- Students who have completed an AAS degree in Graphic Design program from Iowa Lakes Community College (ILCC) may apply up to 60 credits, including 51 nursing credits, toward the BA or BS in Advertising program at SDSU.
- Students who have completed an AAS degree in Digital, Social, and Broadcast Productions program from Iowa Lakes Community College (ILCC) may apply up to 60 credits, including 45 nursing credits, toward the BA or BS in Journalism program at SDSU.
- Students who have completed an AAS degree in Agriculture (Agri-Business, Agri-Production, Commodity Merchandising, Dairy, Livestock Production and Management, or Precision Technology Options) from Lake Area Technical College (LATC) may apply up to 75 credits, including 52 technical credits from within the major, toward the BS in Agricultural Science program at SDSU.
- Students who have completed an AAS degree in Law Enforcement from Lake Area Technical College (LATC) may apply up to 60 credits, including up to 60 technical credits from within the major, toward the BS or BA in Criminology program at SDSU.
- Students who have completed an AAS degree in Agriculture (Agri-Business, Agri-Production, Commodity Merchandising, Dairy, Livestock Production and Management, or Precision Technology Options) from Lake Area Technical College (LATC) may apply up to 60 credits, including 25 technical credits from within the major, toward the BS in Agricultural Education, Communication and Leadership (Agricultural Education Specialization) program at SDSU.
- Students who have completed an AAS degree in Agriculture (Dairy Option) from Lake Area Technical College (LATC) may apply up to 60 credits, including 27 technical credits from within the major, toward the BS in Dairy Production program at SDSU.
- Students who have completed an AAS degree in Agriculture (Agri-Business, Commodity Merchandising, or Precision Technology Options) from Lake Area Technical College (LATC) may apply up to 60 credits, including 40 technical credits from within the major, toward the BS in Agronomy program at SDSU.
- Students who have completed an AAS degree in Environmental Technology from Lake Area Technical College (LATC) may apply up to 60 credits, including 36 technical credits from within the major, toward the BS in Ecology and Environmental Science program at SDSU.
- Students who have completed an AAS degree in Agriculture (Livestock Production and Management Option) from Lake Area Technical College (LATC) may apply up to 60 credits, including 35 technical credits from within the major, toward the BS in Animal Science (Production Management Specialization) program at SDSU.

- Students who have completed an AAS degree in Agricultural Business, Agronomy, Animal Science, or Precision Agriculture Technology from Mitchell Technical College (MTC) may apply up to 60 credits, including 51 technical credits from within the major, toward the BS in Agricultural Science program at SDSU.
- Students who have completed an AAS degree in Agribusiness Science and Technology from Mid-State Technical College (MSTC) may apply up to 60 credits, including 42 technical credits from within the major, toward the BS in Agricultural Science program at SDSU.
- Students who have completed an AAS degree in Agribusiness Science and Technology from Mid-State Technical College (MSTC) may apply up to 60 credits, including 34 technical credits from within the major, toward the BS in Agronomy program at SDSU.
- Students who have completed an AAS degree in Agribusiness Science and Technology from Mid-State Technical College (MSTC) may apply up to 60 credits, including 21 technical credits from within the major, toward the BS in Precision Agriculture program at SDSU.
- Students who have completed an AAS degree in Agribusiness Science and Technology from Mid-State Technical College (MSTC) may apply up to 60 credits, including 34 technical credits from within the major, toward the BS in Agricultural Systems Technology program at SDSU.
- Students who have completed an AA degree in Pre-Professional History from Northwest Iowa Community College (NCC) may apply up to 60 credits toward the BS or BA in History program at SDSU.
- Students who have completed an AA degree in Pre-Professional Psychology from Northwest Iowa Community College (NCC) may apply up to 60 credits toward the BS or BA in Psychology program at SDSU.
- Students who have completed an AAS degree in Agribusiness from Northeast Community College may apply up to 60 credits, including 40 technical credits from within the major, toward the BS in Agricultural Business program at SDSU.
- Students who have completed an AAS degree in Agronomy from Northeast Community College may apply up to 60 credits, including 43 technical credits from within the major, toward the BS in Agronomy program at SDSU.
- Students who have completed an AAS degree in Agribusiness, Agronomy, Animal Science, Precision Agriculture, Diversified Agriculture, Agriculture Mechanized, or Agriculture Urban from Northeast Community College may apply up to 60 credits, including 44 technical credits from within the major, toward the BS in Agricultural Science program at SDSU.
- Students who have completed an AS degree in Agricultural Sciences from Riverland Community College may apply up to 60 credits, including 20 technical credits from within the major, toward the BS in Agricultural Education, Communication and Leadership (Agricultural Education Specialization) program at SDSU.

- Students who have completed an AA degree in Communication from Western Iowa Tech Community College (WITCC) may apply up to 60 credits toward the BS or BA in Communication Studies program at SDSU.
- Students who have completed an AA degree in Communication from Western Iowa Tech Community College (WITCC) may apply up to 60 credits toward the BS or BA in Public Relations program at SDSU.
- Students who have completed three years of undergraduate study at Nitte Meenakshi Institute of Technology may apply for admission, receive an acceptance letter and enroll at SDSU to complete two semesters of undergraduate coursework (at least 12 credit hours per semester) in Civil Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering. Students will then transfer back to NMIT to complete the B.E. undergraduate program, which will be awarded by Visvesvaraya Technological University (VTU). If students meet admissions requirements, they can then enroll at SDSU within the MS degrees in Civil Engineering, Computer Science, Electrical Engineering, or Mechanical Engineering.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Articulation Agreements

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

CHADRON STATE COLLEGE (CSC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

Agreement with Respect to Applying the
PRE-NURSING CURRICULUM
Towards the
NURSING (BSN)
Bachelor of Science Degree Program at SDSU

I. Parties

The parties to this agreement are South Dakota State University (SDSU) and Chadron State College (CSC).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide CSC students an opportunity to complete the pre-nursing curriculum at CSC and seamlessly transfer to SDSU to complete the Bachelor of Science degree with a major in Nursing (BSN) in a seamless process.

III. Academic Program

- A. Requirements to be completed at SDSU for the major in Nursing (BSN) are reflected in the catalog website: catalog.sdstate.edu

Graduation Requirements for the Bachelor of Science in Nursing (BSN) at SDSU

BSN major requirements	62
Electives	12
General Education Requirements	30
<u>Pre-Nursing Course Requirements</u>	<u>16</u>
Total credits required:	120

- B. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at CSC if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the BS degree in Nursing is identified in the chart below. Additional general education coursework

will be transferred if the Regental System General Education transfer requirements are met. The general education requirements for the BSN program may be completed at CSC.

General Education Course Requirements

SDSU General Education Requirement			CSC Equivalent	Credit Hours
SGR 1 Written Communication and Literacy Skills	Approved SGR #1 courses	6	ENG 135 Rhetoric & Writing	3
			ENGL 299 Into to Creative Writing	3
SGR 2 Oral Communication	Approved SGR #2 course	3	CA 125 Fundamentals of Oral Communication OR CA 155 Public Speaking	3
SGR 3 Social Sciences	PSYC 101 General Psychology	3	PSYC 131 Intro to Psychology	3
	SOC 100 Introduction to Sociology OR SOC 150 Social Problems OR ANTH 210 Cultural Anthropology	3	SOC 231 Introduction to Sociology OR ANTH 231 Intro to Cultural Anthropology	3
SGR 4 Humanities & Fine Arts	Approved SGR #4 courses	6	<u>6 credits from the following choices:</u> AIS 131 Lakota Language I AIS 132 Lakota Language II ART 239 Elements of Art ENG 238 Intro to Mass Media ENG 233 Elements of Literature ENG 235 Children's Literature ENG 438 Adolescent Literature HIST 171 World History to 1500 HIST 172 World History Since 1500	6

			HUM 335 Comparative Religions MUS 235 Music Appreciation PHIL 231 Intro to Philosophy PHIL 269 Ethics, Society & Current Issues TH 134 Principles of Acting	
SGR 5 Mathematics	Approved SGR #5 course	3	MATH 142 College Algebra OR MATH 232 Applied Statistics	3
SGR 6 Natural Sciences	MICR 231/231L General Microbiology/Lab AND CHEM 106/106L Chemistry Survey/Lab OR CHEM 112/112L General Chemistry I/Lab	8	CHEM 140/140L Survey of Chemistry BIOL 241/L Microbiology & Lab	4 4
Total General Education Credits		32		32

- C. The Pre-Nursing Course Requirements for the Major must also be completed as outlined below. This coursework may be taken at CSC if equivalent courses are available. Additional foundational coursework will be transferred if the Regental System transfer requirements are met.

Pre-Nursing Course Requirements for Major

SDSU Foundational Course Requirements for Major		CSC Equivalent or Substitution	
BIOL 221/221L Human Anatomy and Lab	4	BIOL 240/240L Anatomy & Physiology I	4
BIOL 325/325L Physiology and Lab	4	BIOL 242/242L Anatomy & Physiology II	4
HDFS 210 Lifespan Development	3	PSYC 254 Developmental Psychology	3
NURS 119 First Year Seminar	2	EDU 121 The Academic Life	3
NUTR 315 Human Nutrition	3	FCS 247 Nutrition	3
Total Pre-Nursing Credits	16	Total CSC Credits	17

- D. Additional foundational coursework will be transferred in as electives.

IV. Pathway: Forward Articulation (completing pre-nursing coursework at CSC and transferring to SDSU to complete the Bachelor of Science in Nursing (BSN))

- A. During the final semester of pre-nursing coursework at CSC, students can apply to the SDSU Bachelor of Science in Nursing program.
- B. At the time of acceptance into the SDSU Bachelor of Science in Nursing program, SDSU will accept all pre-nursing courses from CSC as listed in this agreement. Transferable general education coursework and other pre-nursing requirements will be accepted.
- C. Once accepted into SDSU Nursing, students will complete the requirements for the Nursing (BSN) major and any other general education or free elective requirements that remain unsatisfied.
- D. Students must meet all Board of Regents policies, as well as university graduation requirements of the institution granting the degree.

V. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VI. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents.

VII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by either party. Termination for any of these reasons is not a default by either party nor does it give rise to a claim against either party.

This agreement will be reviewed at minimum every seven years from the effective date per South Dakota Board of Regents policy 2:27. This agreement may be reviewed as needed at the prompting of either party.

VIII. Effective Date of Agreement:

This agreement will take full effect upon approval from all parties and the South Dakota Board of Regents. This agreement applies to students who are enrolled in pre-nursing courses at CSC.

For Chadron State College:

_____ Date: _____
Name
Dean of College
Chadron State College

_____ Date: _____
Name
President
Chadron State College

For South Dakota State University:

_____ Date: _____
Mary Anne Krogh, Ph.D.
Dean of the College of Nursing
South Dakota State University

_____ Date: _____
Dennis Hedge, Pharm.D.
Provost & Vice President for Academic Affairs
South Dakota State University

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
IOWA LAKES COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Sciences Program in Graphic Design
Towards the
Bachelor of Science or Arts, major in Advertising

I. Parties

Parties to this agreement are Iowa Lakes Community College (ILCC) and South Dakota State University (SDSU)

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and 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 ILCC graduates of the A.A.S. degree in Graphic Design an opportunity to earn a Bachelor of Science or Arts degree with a major in Advertising.

III. Academic Program

- A. Upon successful completion of the major requirements specified below, SDSU will accept up to 51 technical course credits as a block from the A.A.S degree in Graphic Design for students majoring in Advertising. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at ILCC and are in addition to the 51 technical course block credits.

No more than a total of 60 credits may be transferred from ILCC 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 BS or BA degree in Advertising.

- B. Students must successfully complete the A.A.S. degree in Graphic Design from ILCC prior to transferring to SDSU for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree.
- C. Requirements to be completed at SDSU to earn a Bachelor of Arts or Bachelor of Science degree with a major in Advertising are outlined below.

- D. The Advertising major at SDSU is accredited by the national accrediting body of journalism and mass communication, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

E. General Education Requirements (SGRs)

Transferable general education requirements in the A.A.S. in Graphic Design are *italicized* and listed next to the SDSU requirement in the table below. Additional transferable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines. No more than 60 credits total can be transferred from ILCC to SDSU.

SDSU General Education Requirements.			9 Credits	
SGR Goal	SDSU Course(s)	Cr	ILCC Course	Cr
SGR Goal #1 Written Communication	SGR #1	6	<i>ENG 105 Composition I</i>	3
SGR Goal #2 Oral Communication	SGR #2	3	<i>SPC 101 Fundamentals of Oral Communication</i>	3
SGR Goal #3 Social Sciences	ECON 201 Principles of Microeconomics	3		
	SGR #3	3		
SGR Goal #4 Arts and Humanities	SGR #4	6	<i>ART 121 2-D Design</i>	3
SGR Goal #5 Mathematics	SGR #5	3		
SGR Goal #6 Natural Sciences	SGR #6	6		

F. General Education and Supporting Requirements to be completed at SDSU: 21 credits

1. SGR #1 Written Communication (3 cr)
2. SGR #3 Social Sciences/Diversity (6 cr): ECON 201 (3 credits) and SGR #3 elective (3 credits)
3. SGR #4 Arts and Humanities/Diversity (3 cr)
4. SGR #5 Mathematics (3 cr)
5. SGR #6 Natural Sciences (6 cr)

College of Arts, Humanities and Social Sciences Requirements

- A minor, second major, teaching specialization: *Satisfied in full by completion of the A.A.S. degree from ILCC.*
- Capstone course in the major discipline (e.g., ADV 442 at SDSU)
- Upper division coursework Credits: 33

Bachelor of Science Degree Requirements 10+ credits

1. Natural Science Electives (10 credits)
 - a. Any two lab sciences.
 - b. Coursework must include 2 prefixes.
 - c. MATH and STAT courses do not count toward the science requirement.

Bachelor of Arts Degree Requirements 6+ credits

1. Modern Foreign Language through the 202 level (6+ credits)

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details.

G. Major Requirements for the BS or BA in Advertising: 35 credits

1. ADV 370 – Advertising Principles (3 cr)
2. ADV 371 – Advertising Copy and Design (3 cr)
3. ADV 372 – Advertising Media Strategies (3 cr)
4. ADV 442 – Integrated Marketing Communication and Campaigns (3 cr)
5. MCOM 119 – First-Year Seminar in Communication and Journalism (2 cr)
6. MCOM 210 – Basic Media Writing (3 cr)
7. MCOM 220 – Introduction to Digital Media (3 cr)
8. MCOM 270 – Data Analysis in Communication (3 cr)
9. MCOM 331 – Video Production (3 cr)
10. MCOM 394 – Internship or MCOM 494 – Internship (3 credits required)
11. MCOM 416 – Mass Media in Society (3 cr) or ADV 476 – Global and Multicultural Advertising (3 cr)
12. MCOM 430 – Media Law (3 cr)

Select from the following. Credits: *(may count GRA 188 – Advert Layout and Composition at ILCC as an elective; may count any other two GRA courses at ILCC as two other electives)*

- ADV 314 – Digital Promotions (3 cr)
- ADV 411 – Media Analytics (3 cr)
- ADV 472 – Research and Planning (3 cr)
- CMST 422 Persuasion (3 cr)
- MCOM 219 – Social Media Strategies (3 cr)
- MCOM 265 – Basic Photography (3 cr)
- MKTG 370 – Marketing (3 cr)
- PUBR 345 – Public Relations Writing (3 cr)

H. Electives: As needed to reach 120 credits total

Total minimum number of credits at SDSU: 60

Transfer credits from ILCC: 60

Total credits required: 120

Additional Requirements:

1. Students transferring from ILCC must have a cumulative GPA of 2.0 or higher (on a 4.0 scale) and no course grade below a “C”.
2. At least 33 credits for the bachelor’s degree must be upper-division (300 or higher) courses.
3. Advertising majors must have a GPA of 2.5 in required courses for the major and must have grades of “C” or better in all major requirements. Students cannot pursue a double major in any combination of Advertising, Journalism, or Public Relations at SDSU.
4. Credit for technical course transfer requires that the student has completed A.A.S. degree.
5. Student must be admitted to South Dakota State University
6. 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 ILCC. 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

_____ Date: _____
Dean of College of Arts, Humanities and Social Sciences

_____ Date: _____
Provost/Vice President for Academic Affairs

For Iowa Lakes Community College

_____ Date: _____

_____ Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
IOWA LAKES COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Sciences Program in Digital, Social and Broadcast Productions
Towards the
Bachelor of Science or Arts, major in Journalism

I. Parties

Parties to this agreement are Iowa Lakes Community College (ILCC) and South Dakota State University (SDSU)

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and 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 ILCC graduates of the A.A.S. degree in Digital, Social and Broadcast Productions an opportunity to earn a Bachelor of Science or Arts degree with a major in Journalism.

III. Academic Program

- A. Upon successful completion of the major requirements specified below, SDSU will accept up to 45 technical course credits as a block from the A.A.S degree in Digital, Social and Broadcast Productions for students majoring in Journalism. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at ILCC and are in addition to the 45 technical course block credits.

No more than a total of 60 credits may be transferred from ILCC 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 BS or BA degree in Journalism.

- B. Students must successfully complete the A.A.S. degree in Digital, Social and Broadcast Productions from ILCC prior to transferring to SDSU for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree.
- C. Requirements to be completed at SDSU to earn a Bachelor of Arts or Bachelor of Science degree with a major in Journalism are outlined below.

D. The Journalism major at SDSU is accredited by the national accrediting body of journalism and mass communication, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

E. General Education Requirements (SGRs)

Transferable general education requirements in the A.A.S. in Digital, Social and Broadcast Productions are *italicized* and listed next to the SDSU requirement in the table below. Additional transferable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines. No more than 60 credits total can be transferred from ILCC to SDSU.

SDSU General Education Requirements.			15 Credits	
SGR Goal	SDSU Course(s)	Cr	ILCC Course	Cr
SGR Goal #1 Written Communication	SGR #1	6	<i>ENG 105 Composition I</i>	3
SGR Goal #2 Oral Communication	SGR #2	3	<i>SPC 101 Fundamentals of Oral Communication</i>	3
SGR Goal #3 Social Sciences	SGR #3	6		
SGR Goal #4 Arts and Humanities	SGR #4	6	<i>ART 121 2-D Design</i>	3
			<i>MMS 101 Mass Media</i>	3
SGR Goal #5 Mathematics	SGR #5	3	<i>MATH 103 Quantitative Literacy</i>	3
SGR Goal #6 Natural Sciences	SGR #6	6		

F. General Education and Supporting Requirements to be completed at SDSU: 15 credits

1. SGR #1 Written Communication (3 cr)
2. SGR #3 Social Sciences/Diversity (6 cr)
3. SGR #6 Natural Sciences (6 cr)

College of Arts, Humanities and Social Sciences Requirements

- A minor, second major, teaching specialization: *Satisfied in full by completion of the A.A.S. degree from ILCC.*
- Capstone course in the major discipline (e.g., MCOM 434 at SDSU)
- Upper division coursework Credits: 33

Bachelor of Science Degree Requirements 10+ credits

1. Natural Science Electives (10 credits)
 - a. Any two lab sciences.
 - b. Coursework must include 2 prefixes.
 - c. MATH and STAT courses do not count toward the science requirement.

Bachelor of Arts Degree Requirements 6+ credits

1. Modern Foreign Language through the 202 level (6+ credits)

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details.

G. Major Requirements for the BS or BA in Journalism: 36 credits

1. MCOM 119 – First-Year Seminar in Communication and Journalism (2 cr) – met by taking *MMS 122 – Career Seminar at ILCC*
2. MCOM 210 – Basic Media Writing (3 cr)
3. MCOM 219 – Social Media Strategies (3 cr) – met by taking *SMM 100 – Introduction to Social Media at ILCC*
4. MCOM 220 – Introduction to Digital Media (3 cr)
5. MCOM 265 – Basic Photography (3 cr) – met by taking *JOU 173 – Digital Photography at ILCC*
6. MCOM 270 – Data Analysis in Communication (3 cr)
7. MCOM 311 – News Editing (3 cr)
8. MCOM 317 – Multimedia Reporting (3 cr)
9. MCOM 331 – Video Production (3 cr)
10. MCOM 333 – Broadcast News Reporting (3 cr)
11. MCOM 394 – Internship or MCOM 494 – Internship (3 credits required)
12. MCOM 416 – Mass Media in Society (3 cr)
13. MCOM 430 – Media Law (3 cr)
14. MCOM 434 – Advanced Multiplatform Storytelling (3 cr) (Capstone)
15. MCOM 495 – Practicum: Student Media Activity (2 credits required)

Select 3 credits from the following MCOM or PUBR electives: (may count *MMS 154 TV & Radio Announcing* at ILCC as an elective)

- MCOM 266 – Photojournalism (3 cr)
- MCOM 331 – Video Production (3 cr)
- MCOM 410 – Advanced Reporting (3 cr)
- MCOM 413 – International Media (3 cr)
- MCOM 438 – Watchdog Reporting (3 cr)
- MCOM 474 – Entrepreneurial Media (3 cr)
- MCOM 495 – Practicum: Student Media Activity (1 credit required)
- PUBR 243 – Public Relations Principles OR PUBR 345 Public Relations Writing (3 cr)

H. Electives: As needed to reach 120 credits total

Total minimum number of credits at SDSU: 60

Transfer credits from ILCC: 60

Total credits required: 120

Additional Requirements:

1. Students transferring from ILCC must have a cumulative GPA of 2.0 or higher (on a 4.0 scale) and no course grade below a "C".
2. At least 33 credits for the bachelor's degree must be upper-division (300 or higher) courses.
3. Journalism majors must have a GPA of 2.5 in required courses for the major and must have grades of "C" or better in all major requirements. Students cannot pursue a double major in any combination of Advertising, Journalism, or Public Relations at SDSU.
4. Credit for technical course transfer requires that the student has completed A.A.S. degree.
5. Student must be admitted to South Dakota State University
6. 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 ILCC. 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

_____ Date: _____
Dean of College of Arts, Humanities and Social Sciences

_____ Date: _____
Provost/Vice President for Academic Affairs

For Iowa Lakes Community College

_____ Date: _____

_____ Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
Iowa Lakes Community College
and
South Dakota State University

Agreement with Respect to Applying the
Associate Degree in Nursing Program
Towards the
Bachelor of Science, major in Nursing
RN to B.S.N. Option

I. Parties

Parties to this agreement are Iowa Lakes Community College (ILCC) and South Dakota State University (SDSU)

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and 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 ILCC graduates of the Associate Degree 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 a block of 46 nursing technical course credits from the A.A.S. degree. These nursing technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Additionally, a block of 11 prerequisite credits will be awarded for ILCC technical coursework related to anatomy and physiology and psychology for a total of 57 block credits.

General education coursework for the A.D. in Nursing at ILCC 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 ILCC 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 BSN degree.

B. General Education Requirements (SGRs) 20 credits

Transferrable general education requirements required in the ILCC 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			ILCC Required Coursework	
SGR Goal	SDSU Course	Cr	ILCC Course	Cr
SGR Goal #1 Written Communication	ENGL 101 Composition I	3	<i>ENG 105 Composition I</i>	3
	ENGL 201 Composition II	3		
SGR Goal #2 Oral Communication	SPCM 101 Fundamentals of Speech	3	<i>SPC 101 Fundamentals of Oral Communication</i>	3
SGR Goal #3 Social Sciences	SOC 100 Introduction to Sociology	3		
	HDFS 210 Lifespan Development	3		
SGR Goal #4 Arts and Humanities	Choose 2 courses with different prefixes from approved list in SDSU catalog	6		
SGR Goal #5 Mathematics	MATH 103 or higher	3	<i>MAT 121 College Algebra</i>	3
SGR Goal #6 Natural Sciences	CHEM 106/106L Chemistry Survey and Lab	4	<i>CHM 151 College Chemistry and Lab</i>	4
	MICR 231/231L Microbiology and Lab	4		

C. General Education and Supporting Requirements to be completed at SDSU or as equivalent courses elsewhere: 12 credits

1. SGR #1 Written Communication (3 cr)
2. SGR #3 Social Sciences (3 cr)
3. SGR #4 Humanities and Arts/Diversity (6 cr)

D. Major Requirements 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. Electives: 7 credits or as needed to reach 120 credits total

TOTAL ILCC CREDITS: 77

Nursing technical course block credits: 46
 Prerequisite technical block credits: 11
 Transferrable general education credits: 20

TOTAL SDSU CREDITS: 43

General education and supporting courses: 12

Nursing major requirements: 24

Electives: 7

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.D. Nursing (RN) degree.
4. Student must be admitted to South Dakota State University.
5. Student must complete all pre-requisite requirements prior to B.S.N. graduation.
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 ILCC. 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 Iowa Lakes Community College

Tammy Shimon
Dean of Healthcare Education

Date: _____

Erin Latona
Chief Academic Officer

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
LAKE AREA TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Science (A.A.S.) Degree in
Agriculture: Agri-Business Option
Agriculture: Agri-Production Option
Agriculture: Commodity Merchandising Option
Agriculture: Dairy Option
Agriculture: Livestock Production and Management Option
Agriculture: Precision Technology Option
Towards the
Bachelor of Science, major in Agricultural Science

I. Parties

Parties to this agreement are Lake Area Technical College (LATC) 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 LATC graduates of the A.A.S degree in Agriculture an opportunity to earn a Bachelor of Science degree with a major in Agricultural Science.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 52 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at LATC and are in addition to the 52 technical Agriculture course block credits.

No more than a total of 75 credits may be transferred from LATC to SDSU. At least 50 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

B. General Education Requirements (SGRs) 31-32 credits

Transferrable general education requirements available in the Agriculture curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for Agricultural Science) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements		LATC Required Coursework: 12 credits		
SGR Goal	SDSU Course(s)	Cr	LATC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6	<i>ENGL 101T Composition I*</i>	3
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	<i>CMST 101T Fundamentals of Speech*</i>	3
SGR Goal #3 Social Sciences	ECON 202 or ECON 201 Non-ECON course from SDSU SGR#3	3	<i>ECON 202T Principles of Macroeconomics I OR</i>	3
		3	<i>ECON 201T Principles of Microeconomics I</i>	
			<i>PSYC 101T General Psychology</i>	3
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	Select from SDSU Catalog	3	<i>MATH 114T College Algebra</i>	3
SGR Goal #6 Natural Sciences	BIOL 101-101L or BIOL 151-151L CHEM 106-106L or CHEM 108-108L	3-4		
		4		

C. General Education and Supporting Requirements to be completed at SDSU: 19-20 credits

1. SGR #1 or SGR #2 Course (depending on course selection at LATC) (3 cr)*
2. SGR#1 ENGL 201 Composition II (3 cr)
3. SGR#4 Select from SDSU Catalog (6 cr)
4. SGR#6 CHEM 106/L or 112/L (4 cr)
5. SGR#6 BIOL 101/L or 151/L (3-4 cr)

*Either CMST 101 or ENGL 101 are required in the Agriculture Curriculum. If a student successfully completes both courses at LATC, SDSU will accept credit for both courses.

D. Major Requirements for the Agricultural Science B.S. 42-51 credits

1. BIOL 103-103L Biology Survey II and Lab (3 cr) or
BOT 201-201L General Botany and Lab (3 cr) or
PRAG 203-203L Introduction to Precision Agriculture and Lab (3 cr) or
RANG 205-205L Introduction to Range Management and Lab (3 cr)

2. AGEC 354 Agricultural Marketing and Prices (3 cr)
3. Agriculture Electives: Select six credits with prefix(es) of: ABE, ABS, AST, DS, EES, FS, HO, NRM, PRAG, RANG, VET, or WL (6 cr)
4. AS 101-101L Introduction to Animal Science and Lab (4 cr) or
AS 102 Fundamentals of Animal Science (3 cr) or
DS 130-130L Introduction to Dairy Science and Lab (3 cr)
5. AS 218 Survey of Animal Nutrition (3 cr) or
AS 319-319L Livestock Feeds and Feeding and Lab (3 cr)
6. Genetics. Select one of the following: (3-4 cr)
 - a. AS 332 Livestock Breeding and Genetics (4 cr)
 - b. BIOL 371 Genetics (3 cr)
 - c. PS 383-383L Principles of Crop Improvement and Lab (3 cr)
7. BIOL 103-103L Biology Survey II and Lab (3 cr) or
BOT 201-201L General Botany and Lab (3 cr) or
PRAG 203-203L Introduction to Precision Agriculture and Lab (3 cr) or
RANG 205-205L Introduction to Range Management and Lab (3 cr)
8. PS 103-103L Crop Production and Lab (3 cr)
9. PS 213-213L Soils and Lab (3 cr)
10. Ag Product Elective. Select one of the following: (3 cr)
 - a. AS 241-241L Intro to Meat Science
 - b. AS 285-285L Livestock Evaluation and Marketing
 - c. DS 231 Dairy Foods
 - d. FS 101 Intro to Food Science
 - e. PS 308-308L Grain Grading
 - f. PS 312 Grain and Seed Production and Processing
 - g. PS 403-403L Seed Technology
11. Business Elective. Select one of the following: (3 cr)
 - a. AGEC 274 - Agribusiness Sales
 - b. AGEC 352 - Agricultural Law
 - c. AGEC 462 - Environmental Law
 - d. AGEC 364 - Introduction to Cooperatives
 - e. AGEC 366 - Food Law
 - f. AGEC 371 - Agricultural Business Management
 - g. FIN 280 - Personal Finance (COM)
 - h. MGMT 334 - Small Business Management (COM)
 - i. MKTG 474 - Personal Selling (COM)
12. Ag Capstone. Select 3-4 credits from the following: (3-4 cr)
 - a. ABS 475 Integrated Natural Resource Management (3 cr)
 - b. AGEC 471 Advanced Farm and Ranch Management (3 cr)
 - c. AS 389 Current Issues in Animal Science (3 cr)
 - d. DS 480-480L Dairy Farm Operations I (3 cr)
 - e. DS 481-481L Dairy Farm Operations II (3 cr)
 - f. HO 434 Local Food Production (2 cr)
 - g. HO 435 Local Food Production: Harvest and Storage (2 cr)
 - h. PRAG 440-440L Crop Management with Precision Farming (3 cr)
 - i. RANG 374-374L Habitat Conservation and Management (4 cr)

13. Depending on completed option at LATC, the following courses also need to be completed at SDSU (3-9 cr)
- a. Agri-Business Option:
 - i. AS 218 Survey of Animal Nutrition
 - b. Agri-Production Option:
 - i. AS 218 Survey of Animal Nutrition
 - c. Commodity Merchandising Option:
 - i. AS 218 Survey of Animal Nutrition
 - d. Dairy Option:
 - i. ACCT 210 Principles of Accounting I or STAT 281 Introduction to Statistics (3 cr)
 - e. Livestock Production and Management Option:
 - i. ACCT 210 Principles of Accounting I or STAT 281 Introduction to Statistics (3 cr)
 - f. Precision Technology Option:
 - i. AGECE 271 Farm and Ranch Management
 - ii. AS 218 Survey of Animal Nutrition
 - iii. ACCT 210 Principles of Accounting I or STAT 281 Introduction to Statistics (3 cr)

E. Electives: as needed to reach 120 credits total

TOTAL LATC CREDITS: 64

Agriculture block credits: 52

Transferable general education credits: 12

TOTAL SDSU CREDITS: 61-71

General education and supporting courses: 19-20

Agricultural Science Major: 42-51

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from LATC must have a cumulative GPA of 2.5 or higher.
2. Course grades of "C" and above meet the College of Agriculture, Food and Environmental Sciences requirements.
3. Credit for technical course transfer requires that the student has completed the Agriculture degree with at least one of the above options.
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 LATC. 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

Date: _____
Dean of College of Agriculture, Food, and Environmental Sciences

Date: _____
Provost/Vice President for Academic Affairs

For Lake Area Technical College

Date: _____

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
**Associate of Applied Sciences Degree Program in
 the Law Enforcement Major.**

Towards the
Criminology Major
Bachelor of Science or Arts Degree Program

Between
 Lake Area Technical College and
 South Dakota State University

I. Parties

The parties to this agreement are Lake Area Technical College (LATC) 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 LATC students who have completed the A.A.S. degree in the Law Enforcement a tailored opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Criminology at SDSU.

III. Academic Program

A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 60 technical course credits from the A.A.S. degree in Law Enforcement. Additional transferable system general education credits may be earned at LATC, but no more than 60 credits total may be transferred from LATC to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B. General Education Requirements (SGRs) 30 credits

Transferrable general education requirements in the A.A.S. in Law Enforcement curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for A.A.S. in Law Enforcement) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements		25 credits		
SGR Goal	SDSU Course(s)	Cr	LATC Course	Cr
SGR Goal #1 Written Communication	SGR #1	6	<i>ENGL 101 Composition</i>	3
SGR Goal #2 Oral Communication	SGR #2	3	<i>CMST 101 Fundamentals of Speech</i>	3
SGR Goal #3 Social Sciences	SGR #3	6	<i>PSYC 101 General Psychology</i> <i>SOC 100 Sociology OR ECON 201 Principles of Microeconomics I</i>	3 3
SGR Goal #4 Arts and Humanities	SGR #4	6		
SGR Goal #5 Mathematics	SGR #5	3	<i>MATH 114 College Algebra</i>	3
SGR Goal #6 Natural Sciences	SGR #6	6		

- C. **General Education and Supporting Requirements to be completed at SDSU:** 15 credits from classes on the approved lists in SDSU Bulletin.
1. SGR Goal #1: Written Communication course above the 101 level (3 credits)
 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits from two disciplines or 6 credits in a sequence of modern foreign language courses)
 3. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements

Bachelor of Science Degree Requirements 4 credits

1. Natural Science Elective (4 credits)
2. A minor is satisfied by completion of LATC AAS degree.

Bachelor of Arts Degree Requirements 0-6 credits

1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
2. A minor is satisfied by completion of LATC AAS degree.

D. Major Requirements for the BS/BA in Criminology (36 credits)

- CJUS 201: Introduction to Criminal Justice (3 credits)
- CJUS 431: Criminal Law (3 credits)
- SOC 283: Working with Diverse Populations (3 credits)
- SOC 351: Criminology (3 credits)
- SOC 307: Research Methods I (3 credits)
- SOC 308: Research Methods II (3 credits)
- SOC 400: Social Policy (3 credits)
- SOC 460: Advanced Criminology (3 credits)
- Major Elective (12 credits)

E. **Electives:** 6 credits or as needed to reach 120 credits total

Total minimum number of credits at SDSU: 60

Total number of credits from LATC: 60

Total minimum credits required: 120

Additional Requirements:

1. Student must be admitted to South Dakota State University.
2. Student must complete all pre-requisite requirements.
3. Credit for technical course transfer requires that the student has completed the A.A.S. in Law Enforcement degree.
4. Students transferring from Lake Area Technical College must have a cumulative GPA of "C" (2.0 on a 4.0 scale)
5. At least 33 credits for the degree must be upper-division (300 or higher) courses.
6. Students must earn a "C" or better in courses in the major and maintain at least a 2.20 cumulative GPA. Students pursuing the Criminology major are not eligible for the Criminal Justice minor.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical College with approval from the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

Start Date of Fall 2023 Terms at LATC and SDSU. The agreement applies to students who graduated from LATC within the 10 years immediately prior to application and admission into SDSU.

VII. Acceptance of Agreement

For South Dakota State University:

_____ Date: _____
Dean, College of Arts, Humanities and Social Sciences

_____ Date: _____
Provost and Vice President for Academic Affairs

For Lake Area Technical College:

_____ Date: _____
President

_____ Date: _____
Vice President for Academic Affairs

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
LAKE AREA TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Science (A.A.S.) Degree in
Agriculture: Agri-Business Option
Agriculture: Agri-Production Option
Agriculture: Commodity Merchandising Option
Agriculture: Dairy Option
Agriculture: Livestock Production and Management Option
Agriculture: Precision Technology Option

Towards the
Bachelor of Science, major in Agricultural Education, Communication and Leadership
Major: Agricultural Education Specialization

I. Parties

Parties to this agreement are Lake Area Technical College (LATC) 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 LATC graduates of the A.A.S degree in Agriculture an opportunity to earn a Bachelor of Science degree with a major in Agricultural Education, Communication and Leadership Major: Agricultural Education Specialization.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 25 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at LATC and are in addition to the 25 technical Agricultural degree course block credits.

No more than a total of 60 credits may be transferred from LATC to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and

SDSU policies and graduation requirements to earn the Bachelor of Science degree.

B. General Education Requirements (SGRs) 31 credits

Transferrable general education requirements in the Agriculture 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		LATC Required Coursework: 9 credits		
SGR Goal	SDSU Course(s)	Cr	LATC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6	<i>ENGL 101T Composition I*</i>	3
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	<i>CMST 101T Fundamentals of Speech*</i>	3
SGR Goal #3 Social Sciences	ECON 202 or ECON 201	3	<i>ECON 202T Principles of Macroeconomics I OR ECON 201T Principles of Microeconomics I</i>	3
	AIS 211	3		
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	Select from SDSU Catalog	3	<i>MATH 114T College Algebra</i>	3
SGR Goal #6 Natural Sciences	BIOL 101-101L	3		
	CHEM 106-106L	4		

C. General Education and Supporting Requirements to be completed at SDSU: 22 credits

1. SGR #1 or SGR #2 Course (depending on course selection at LATC) (3 cr)*
2. SGR#1 ENGL 201 Composition II (3 cr)
3. SGR #3 AIS 111 (3 cr)
4. SGR#4 Select from SDSU Catalog (6 cr)
5. SGR#6 CHEM 106/L (4 cr)
6. SGR#6 BIOL 101/L (3 cr)

*Either CMST 101 or ENGL 101 are required in the Agriculture Curriculum. If a student successfully completes both courses at LATC, SDSU will accept credit for both courses.

D. Major Requirements for the Agricultural Education Specialization 64 credits

1. AGED 295 Practicum (1 cr)
2. AGED 404-404L Methods in Agricultural Education and Lab (4 cr)
3. AGED 405 Philosophy of Career and Technical Education (2 cr)
4. AGED 408 Supervision of Work Experience and Youth Organizations (2 cr)
5. AGED 431 Work Based Learning (2 cr)

6. AGED 491 Independent Study- Welding (1 cr)
7. AS 241-241L Intro to Meat Science and Lab (3 cr)
8. AS 285-285L Livestock Evaluation and Marketing (3 cr) or
AGEC 354 Agricultural Marketing and Prices (3 cr)
9. AST 202-202L Construction Technology and Materials and Lab (2 cr)
10. AST 211L Ag and Outdoor Power for Teachers Lab (1 cr)
11. AST 311L Applied Electricity for Teachers Lab (1 cr)
12. BIOL 103-103L Biology Survey II and Lab (3 cr)
13. DS 130-130L Introduction to Dairy Science and Lab (3 cr) or
DS 231 Dairy Foods (3 cr) or
FS 101 Introduction to Food Science (3 cr)
or FS 251 Food Safety and Quality Management Systems (3 cr)
14. EDNF 340 Adolescent Development in Educational Contexts (3 cr)
15. EDFN 351 Teaching and Learning I (1 cr)
16. EDFN 352-252L Teaching and Learning II and Lab (5 cr)
17. EDFN 453-453L Teaching and Learning III and Lab (7 cr)
18. EDFN 454 Teaching and Learning IV: Student Teaching (11 cr)
19. HO 111-111L Introduction to Horticulture and Lab (3 cr) or
HO 413-413L Greenhouse and High Tunnel Management and Lab (3 cr)
20. NRM 110 People and the Environment (3 cr) or
RANG 205-205L Introduction to Range Management and Lab (3 cr) or
WL 220 Introduction to Wildlife and Fisheries Management (3 cr)
21. SEED 450 Reading and Content Literacy (2 cr)
22. SEED 456 Capstone/Action Research (1 cr)

E. Electives: as needed to reach 120 credits total

TOTAL LATC CREDITS: 37

Agriculture block credits: 25

Transferable general education credits: 9

TOTAL SDSU CREDITS: 86

General education and supporting courses: 22

Agricultural Education, Communication and Leadership Major -

Agricultural Education Specialization requirements: 64

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from LATC must have a cumulative GPA of 2.5 or higher.
2. A grade of "C" or better is required in CMST 101, ENGL 101, PSYC 101, and MATH 103 or higher (if these courses are in your plan of study), and all courses for the major (classes with department/program prefix).
3. An overall GPA of 2.5 is required to enroll in any education courses.

- 4. Credit for technical course transfer requires that the student has completed the Agriculture degree with at least one of the above options.
- 5. Student must be admitted to South Dakota State University
- 6. 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 LATC. 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

_____ Date: _____
 Dean of College of Agriculture, Food, and Environmental Sciences

_____ Date: _____
 Provost/Vice President for Academic Affairs

For Lake Area Technical College

_____ Date: _____

_____ Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
LAKE AREA TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Agriculture: Dairy Option
Towards the
Bachelor of Science, major in Dairy Production

I. Parties

Parties to this agreement are Lake Area Technical College (LATC) 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 LATC graduates of the A.A.S. degree in Agriculture (Dairy Option) degree an opportunity to earn a Bachelor of Science degree with a major in Dairy Production.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 27 technical course credits as a block from the A.A.S. degree in Agriculture (Dairy Option) degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at LATC and are in addition to the 27 technical Agriculture: Dairy Option course block credits.

No more than a total of 60 credits may be transferred from LATC to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

B. General Education Requirements (SGRs) 31-34 credits

Transferrable general education requirements in the Agriculture: Dairy Option 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. LATC Required Coursework: 12 credits

SGR Goal	SDSU Course(s)	Cr	LATC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6	<i>ENGL 101T Composition I*</i>	3
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	<i>CMST 101T Fundamentals of Speech*</i>	3
SGR Goal #3 Social Sciences	ECON 202 or ECON 201	3	<i>ECON 202T Principles of Macroeconomics I OR ECON 201T Principles of Microeconomics I</i>	3
	Non-ECON course from SDSU SGR#3	3	<i>PSYC 101T General Psychology</i>	3
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	Select from SDSU Catalog	3	<i>MATH 114T College Algebra</i>	3
SGR Goal #6 Natural Sciences	CHEM 106-106L or CHEM 112-112L AND BIOL 101-101L or BIOL 151-151L	4		
		3-4		

C. General Education and Supporting Requirements to be completed at SDSU: 19-20 credits

1. SGR #1 or SGR #2 Course (depending on course selection at LATC) (3 cr)*
2. SGR#1 ENGL 201 Composition II (3 cr)
3. SGR#4 Select from SDSU Catalog (6 cr)
4. SGR#6 CHEM 106/L or 112/L (4 cr)
5. SGR#6 BIOL 101/L or 151/L (3-4 cr)

*Either CMST 101 or ENGL 101 are required in the Agriculture: Dairy Option Curriculum. If a student successfully completes both courses at LATC, SDSU will accept credit for both courses.

D. Major Requirements for the Dairy Production 57-64 credits

1. AS 219, Principles of Animal Nutrition (3 cr)
2. AS 319-319L, Livestock Feeds and Feeding and Lab (3 cr)
3. AS 332 Livestock Breeding and Genetics (4 cr) or
BIOL 371 Genetics (3 cr)
4. AS 333-333L, Livestock Reproduction and Lab (3 cr)
5. AS/AST 463, Agricultural Waste Management (3 cr)
6. DS 202, Dairy Products Judging (1 cr)
7. DS 301-301L, Dairy Microbiology and Lab (4 cr)
8. DS 311, Dairy Cattle Judging (2 cr)

9. DS 312-312L, Dairy Cattle Breeding and Evaluation and Lab (4 cr)
10. DS 413-413L, Physiology of Lactation (4 cr)
11. DS 480-480L, Dairy Farm Operations I and Lab (4 cr)
12. DS 481-481L, Dairy Farm Operations II and Lab (4 cr)
13. DS 490, Dairy Seminar (1 cr)
14. VET 223-223L, Anatomy and Physiology of Domestic Animals (4 cr)
15. VET 403, Animal Diseases and their Control (3 cr)
16. BIOL 103-103L (3 cr) or
BIOL 153-153L (4 cr)
17. CHEM 108-108L (5 cr)
18. PHYS 101-101L (4 cr) or
PHYS 111-111L (4 cr)
19. MICR 231-231L (4 cr)

E. Electives: as needed to reach 120 credits total

TOTAL LATC CREDITS: 39

Agriculture: Dairy Option block credits: 27

Transferable general education credits: 12

TOTAL SDSU CREDITS: 76-84

General education courses: 19-20

Dairy Production major requirements: 57-64

Electives: 0-5

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from LATC must have a cumulative GPA of 2.5 or higher.
2. Course grades of "C" and above meet the College of Agriculture Food and Environmental Sciences requirements.
3. Credit for technical course transfer requires that the student has completed Agriculture: Dairy Option 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 LATC. 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

_____ Date: _____
Dean of College of Agriculture, Food, and Environmental Sciences

_____ Date: _____
Provost/Vice President for Academic Affairs

For Lake Area Technical College

_____ Date: _____

_____ Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
LAKE AREA TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
**Associate of Applied Science (A.A.S.) Degree in
Agriculture: Agri-Business Option
Agriculture: Commodity Merchandising Option
Agriculture: Precision Technology Option**
Towards the
Bachelor of Science, major in Agronomy

I. Parties

Parties to this agreement are Lake Area Technical College (LATC) 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 LATC graduates of the A.A.S degree in Agriculture: Business Option/Commodity Merchandising Option/Precision Technology Option an opportunity to earn a Bachelor of Science degree with a major in Agronomy.

III. Academic Program

Upon successful completion of the major requirements specified in III, SDSU will accept 40 technical course credits as a block from the A. A. S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at LATC and are in addition to the 40 technical Agriculture: Business Option/Commodity Merchandising Option/Precision Technology Option course block credits.

No more than a total of 60 credits may be transferred from LATC to SDSU. At least 65 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

A. General Education Requirements (SGRs) 30-34 credits

Transferrable general education requirements in the Agriculture: Business Option/Commodity Merchandising Option/Precision Technology Option 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.		LATC Required Coursework: 9 credits		
SGR Goal	SDSU Course(s)	Cr	LATC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6	<i>ENGL 101T Composition I*</i>	3
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	<i>CMST 101T Fundamentals of Speech*</i>	3
SGR Goal #3 Social Sciences	ECON 201 or ECON 202	3	<i>ECON 201T Principles of Microeconomics I</i>	3
	ABS 203 or SOC 100 or SOC 150 or SOC 240	3		
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	MATH 114 (3) or MATH 115 (5) or MATH 120 (3)	3-5	<i>MATH 114T College Algebra</i>	3
SGR Goal #6 Natural Sciences	BIOL 101-101L or BIOL 151-151L	3-4		
	BIOL 103-103L or BOT 201-201L or BIOL 153-153L	3-4		

B. General Education and Supporting Requirements to be completed at SDSU: 21-25 credits

1. SGR #1 or SGR #2 Course (depending on course selection at LATC) (3 cr)*
2. SGR#1: Select from SDSU Catalog (3 cr)
3. SGR#3: ABS 203 or SOC 100 or SOC 150 or SOC 240 (3 cr)
4. SGR#4: Select from SDSU Catalog (6 cr)
5. SGR#6: BIOL 101-101L Biology Survey I and Lab (3 cr) **or** BIOL 151-151L General Biology and Lab (4 cr)
6. SGR#6: BIOL 103-103L Biology Survey II and Lab (3 cr) **or** BIOL 153-153L General Biology II and Lab (4 cr) **or** BOT 201 General Botany and Lab (3 cr)

*Either CMST 101 or ENGL 101 are required in the Agriculture Curriculum. If a student successfully completes both courses at LATC, SDSU will accept credit for both courses.

C. Major Requirements for the Agronomy B.S. 57-61 credits

1. ABS 475 - Integrated Natural Resource Management (3 cr)
2. PS 213L - Soils Lab (1 cr)

3. PS 405-405L Entomology and Lab (3 cr) **or**
PS 407-407L Insect Pest Management (3 cr)
4. PRAG 423 - Soil Fertility and Plant Nutrient Management (3 cr)
5. PS 445-445L - Weed Science and Lab (3 cr)
6. PS 494 - Internship (1 cr)
7. PS 490 - Seminar-Internship (1 cr)
8. BOT 327-327L - Plant Physiology and Lab (4 cr) **or**
BOT 419/419L - Plant Ecology and Lab (3 cr)
9. CHEM 106-106L Chemistry Survey and Lab (4 cr) (*could be met by LATC courses CHEM -106T, Inorganic Chemistry Lecture, 3 cr plus CHEM-107T, Inorganic Chemistry Lab, 1 cr*) **or**
CHEM 112-112L General Chemistry I and Lab (4 cr)
10. CHEM 108/L Organic and Biochemistry and Lab (5 cr) (*could be met by LATC courses CHEM-108T, Organic Chemistry Lecture, 3 cr plus CHEM 109T, Organic Chemistry Lab, 1 cr*) **or**
CHEM 120/120L Elementary Organic and Lab (3 cr)
11. PHYS 101-101L - Survey of Physics and Lab (4 cr) **or**
PHYS 111-111L - Introduction to Physics I and Lab (4 cr)
12. *PS 421-421L - Soil Micro/Lab (3 cr) **and** *PS 492 Topics in Soil Micro (1 cr) **or**
MICR 231-231L - General Microbiology and Lab (4 cr)
13. *PS 383-383L - Principles of Crop Improvement and Lab (3 cr) **or**
BIO 202-202L - Genetics/Organismal Biology and Lab (4 cr) **or**
BIO 371 – Genetics (3 cr)
14. STAT 281 - Introduction to Statistics (3 cr)
15. **Natural Resources Stewardship Elective (3 – 4 cr, choose one not used elsewhere in the major)**
 - a. *ABS 203 - Global Food Systems (3 cr)
 - b. ABS 482 - International Experience (3 cr)
 - c. BIOL/PHIL 383 – Bioethics (4 cr)
 - d. *PRAG 410-410L - Soil Geog/Land Use Interpret + Studio (3 cr)
 - e. *PS 243 - Principles of Geology (3 cr)
 - f. *PS 407-407L - Insect Pest Management and Lab (3 cr)
 - g. *PS 462-262L - Environmental Soil Management and Lab (3 cr)
16. **Precision Ag Elective (2 - 3 cr, choose one not used elsewhere in the major)**
 - a. AST 426-426L – Technol. Applications in Precision Ag. and Lab (3 cr)
 - b. PRAG 203-203L - Introduction to Precision Agriculture (3 cr)
 - c. *PRAG 427 - Precision Ag Data Mapping (2 cr)
 - d. *PRAG 440-440L - Crop Management with Precision Farming and Lab (3 cr)
17. **Agromony, Horticulture and Plant Science Electives (7-11 cr).** Must complete at least 2 credits from each of three areas as noted in current SDSU Catalog: Crops, Plant Protection, Soils/Environmental Protection

D. Electives: As needed to reach 125 credits total**TOTAL LATC CREDITS: 49**

Technical course block credits: 40

Transferrable general education credits: 9

TOTAL SDSU CREDITS: 78-86

General education and supporting courses: 21-25

Agronomy major requirements: 57-61

TOTAL CREDITS REQUIRED: 125**Additional Requirements:**

1. Students transferring from LATC must have a cumulative GPA of 2.5 or higher.
2. A student must have a 2.5 GPA or higher and a grade of C or higher in the courses used to satisfy the Agronomy core curriculum in order to graduate with a major in Agronomy.
3. Credit for technical course transfer requires that the student has completed the Associate in Agriculture: Precision Technology Option or Agri-Business Option or Commodity Merchandizing Option for students majoring in Agronomy degree.
4. Major courses with an * by them can only be used once (only in one area) in the major.
5. Student must be admitted to South Dakota State University
6. 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 LATC. 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

_____ Date: _____
Dean of College of Agriculture, Food, and Environmental Sciences

_____ Date: _____
Provost/Vice President for Academic Affairs

For Lake Area Technical College

_____ Date: _____

_____ Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
LAKE AREA TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
**Associate of Applied Science (A.A.S.) Degree in
Environmental Technology**
Towards the
Bachelor of Science, major in Ecology and Environmental Science Major

I. Parties

Parties to this agreement are Lake Area Technical College (LATC) 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 LATC graduates of the A.A.S degree in Environmental Technology an opportunity to earn a Bachelor of Science degree with a major in Ecology and Environmental Science.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 36 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at LATC and are in addition to the 36 technical Environmental Technology course block credits.

No more than a total of 60 credits may be transferred from LATC to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

B. General Education Requirements (SGRs) 32 credits

Transferrable general education requirements in the Environmental Technology curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for Ecology and Environmental Science) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements		LATC Required Coursework: 15 credits		
SGR Goal	SDSU Course(s)	Cr	LATC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6	<i>ENGL 101 Composition</i>	3
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	<i>CMST 101 Fundamentals of Speech</i>	3
SGR Goal #3 Social Sciences	Select from SDSU Catalog	6	<i>PSYC 101 General Psychology</i> <i>ECON 201 Principles of Microeconomics I OR</i> <i>ECON 202 Principles of Macroeconomics I OR</i> <i>SOC 100 Introduction to Sociology</i>	3 3
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	MATH 114 College Algebra	3	<i>MATH 114 College Algebra</i>	3
SGR Goal #6 Natural Sciences	BIO 151-151L General Biology I and Lab	4		
	CHEM 106-106L Chemistry Survey & Lab or CHEM 112-112L General Chemistry and Lab	4		

C. General Education and Supporting Requirements to be completed at SDSU: 17 credits

1. SGR #1: Select from SDSU Catalog (3 cr)
2. SGR#4: Select from SDSU Catalog (6 cr)
3. SGR#6: BIOL 151-151L General Biology and Lab (4 cr)
4. SGR#6: CHEM 106-106L Chemistry Survey and Lab (4 cr) **or**
CHEM 112-112L General Chemistry and Lab (4 cr) (4 cr could be met at LATC by completion of CHEM 106-106L)

D. Major Requirements for the AAS to BS Option 43-46 credits

1. BIOL 153-153L General Biology II & Lab (4 cr) **or**
BOT 201-201L General Botany & Lab (3 cr)
2. CHEM 108-108L Organic & Biochemistry (5 cr), **or**
CHEM 114-114L General Chemistry II & Lab (4 cr)
3. NRM 230 – Field Techniques (2 cr)
4. NRM 276 Scientific Communications (1 cr)

5. NRM 311 Principles of Ecology (3 cr)
6. NRM 282-282L, Natural Resource Management Statistics and Lab (3) **or**
STAT 281 Statistics (3 cr)
7. GEOG 372-372L Introduction to GIS (3 cr)
8. PHYS 101-101L Survey of Physics (4 cr)
9. PHIL 454 Environmental Ethics (3 cr) **or**
BIOL/PHIL 383 Bioethics (4 cr)
10. NRM 464 Ecosystem Ecology (3 cr) **or**
WL 427 Limnology & Stream Ecology & Lab (3 cr)
11. EES 425 Disturbance & Restoration Ecology (3 cr) **or**
EES 430 Biological Invasions (3 cr)
12. ABS 475 Integrated NRM Capstone (3 cr)
13. EES Major Electives – approved by advisor, only 300/400 level courses. See SDSU Catalog for list (8 cr)

E. General Electives: 6-9 credits or as needed to reach 120 credits total

TOTAL LATC CREDITS: 51

Environmental Technology block credits: 36

Transferrable general education credits: 15

TOTAL SDSU CREDITS: 69

General education and supporting courses: 17

EES major requirements: 43-46

General Electives: 6-9 (or as needed to reach 120)

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from LATC must have a cumulative GPA of 2.5 or higher.
2. Course grades of “C” and above meet the College of Agriculture, Food, and Environmental Sciences requirements.
3. Credit for technical course transfer requires that the student has completed Environmental Technology 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 LATC. 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

_____ Date: _____
Dean of College of Agriculture, Food, and Environmental Sciences

_____ Date: _____
Provost/Vice President for Academic Affairs

For Lake Area Technical College

_____ Date: _____

_____ Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
LAKE AREA TECHNICAL COLLEGE
 and
 SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Science (A.A.S) Degree in
Agriculture: Livestock Production and Management Option
 Towards the
Bachelor of Science, major in Animal Science,
Production Management Specialization

I. Parties

Parties to this agreement are Lake Area Technical College (LATC) 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 LATC graduates of the A.A.S. degree in Agriculture: Livestock Production and Management Option an opportunity to earn a Bachelor of Science degree with a major in Animal Science, Production Management Specialization.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 35 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at LATC and are in addition to the 35 technical Agriculture -Livestock Production course block credits.

No more than a total of 60 credits may be transferred from LATC to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

B. General Education Requirements (SGRs) 30-34 credits

Transferrable general education requirements in the LATC Agriculture: Livestock Production and Management curriculum are *italicized* and listed next to the SDSU

requirement in the table below. Additional (not required for AAS) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements.		LATC Required Coursework: 12 credits		
SGR Goal	SDSU Course(s)	Cr	LATC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU catalog	6	<i>ENGL 101T Composition I*</i>	3
SGR Goal #2 Oral Communication	Select from SDSU catalog	3	<i>CMST 101T Fundamentals of Speech*</i>	3
SGR Goal #3 Social Sciences	ECON 201	3	<i>ECON 201T Principles of Microeconomics I</i>	3
	Non-ECON course from SDSU SGR#3	3	<i>PSYC 101T General Psychology</i>	3
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	MATH 114 (3) or MATH 115 (5) or MATH 121-121L (4,1) or MATH 123 (4)	3-5	<i>MATH 114T College Algebra</i>	3
SGR Goal #6 Natural Sciences	BIOL 101-101L or BIOL 151-151L	3-4		
	BIOL 103-103L or BIOL 153-153L	3-4		

C. General Education and Supporting Requirements to be completed at SDSU: 18-22 credits

1. SGR #1 or SGR #2 Course (depending on course selection at LATC) (3 cr)*
2. SGR#1 ENGL 201 Composition II (3 cr)
3. SGR#4 Select from SDSU Catalog (6 cr)
4. SGR#6 BIOL 101/L or 151/L (3-4 cr)
5. SGR #6 BIOL 103/L or 153/L (3-4 cr)

*Either CMST 101 or ENGL 101 are required in the Agriculture Curriculum. If a student successfully completes both courses at LATC, SDSU will accept credit for both courses.

D. Major Requirements for the Animal Science –Production Management Specialization B.S. 47 credits

1. AS 219 Principles of Animal Nutrition (3 cr)
2. AS 241 and AS 241L Introduction to Meat Science and Lab (3 cr)
3. AS 319 and AS 319L Livestock Feeds and Feeding and Lab (3 cr)
4. AS 332 Livestock Breeding and Genetics (4 cr)
5. AS 333 and AS 333 L Livestock Reproduction and Lab (3 cr)

6. AS Capstone courses (9 credits from the following: AS 445/L, AS 450, AS 474/L, AS 475/L, AS 476/L, AS 477/L, AS478/L (9 cr)
7. AS 389 Current Issues in Animal Science (3 cr)
8. VET 223 and VET 223L Anatomy and Physiology of Domestic Animal and Lab (4 cr)
9. ACCT 210 Principles of Accounting (3 cr)
10. AGECE 354 Agricultural Marketing and Prices (3 cr)
11. CHEM 106 -106L Chemistry Survey and Lab (4 cr)
12. CHEM 108-108L Organic and Biochemistry and Lab (5 cr)

E. Electives: As needed to reach 120 credits total

TOTAL LATC CREDITS: 47

Livestock Production and Management technical course block credits: 35
Transferable general education credits: 12

TOTAL SDSU CREDITS: 73

General education and supporting courses: 18-20
Animal Science major requirements: 47
Electives: 4-8 (as needed to reach 120 credits)

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from LATC must have a cumulative GPA of 2.5 or higher.
2. Course grades of "C" and above meet the College of Agriculture, Food and Environmental Sciences requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. 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 LATC. 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

Dean of College of Agriculture, Food, and Environmental Sciences

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

For Lake Area Technical College

Date: _____

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
MITCHELL TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Science (A.A.S.) Degree in:

Agricultural Business
Agronomy
Animal Science
Or Precision Agriculture Technology
Towards the
Bachelor of Science, major in Agricultural Science

I. Parties

Parties to this agreement are Mitchell Technical College (MTC) 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 MTC graduates of the A.A.S degree in Agricultural Business/Agronomy/Animal Science/Precision Agriculture Technology an opportunity to earn a Bachelor of Science degree with a major in Agricultural Science.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 51 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at MTC and are in addition to the 51 technical Agricultural Business/Agronomy/Animal Science/Precision Agriculture Technology block credits.

No more than a total of 60 credits may be transferred from MTC to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and

SDSU policies and graduation requirements to earn the Bachelor of Science degree.

B. General Education Requirements (SGRs) 31-32 credits

Transferrable general education requirements in Agricultural Business/Agronomy/Animal Science/Precision Agriculture Technology 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

SGR Goal	SDSU Course(s)	Cr	MTC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6	<i>ENGL 101 English Composition*</i>	3
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	<i>SPCM 101 Fundamentals of Speech*</i>	3
SGR Goal #3 Social Sciences	ECON 202 or ECON 201 Non-ECON course from SDSU SGR#3	3 3		
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	Select from SDSU Catalog	3	<i>MATH 103 Mathematical Reasoning</i>	3
SGR Goal #6 Natural Sciences	BIOL 101-101L or BIOL 153-153L CHEM 106-106L or CHEM 112-112L	3 4		

C. General Education and Supporting Requirements to be completed at SDSU: 25-26 credits

1. SGR #1 or SGR #2 Course (depending on course selection at LATC) (3 cr)*
2. SGR #1 Select from SDSU Catalog (3 cr)
3. SGR #3 ECON 201 Principles of Microeconomics or ECON 202 Principles of Macroeconomics (3 cr)
4. SGR #3 Non-ECON course (3 cr)
 - a. Could be met by PSYC 101 or SOC 100 at MTC
5. SGR #4 Select from SDSU Catalog (6 cr)
6. SGR #6 BIOL 101-101L Biology Survey I and Lab (3 cr) or BIOL 151-153L (4 cr)
7. SGR #6 CHEM 106-106L Chemistry Survey and Lab (4 cr) or CHEM 112-112L General Chemistry I (4 cr)

*Either CMST 101 or ENGL 101 are required in the MTC curricula. If a student successfully completes both courses at MTC, SDSU will accept credit for both courses.

D. Major Requirements for Agricultural Science (B.S.) 26-36 credits

1. AGE 354 Agricultural Marketing and Prices (3 cr)
2. Genetics requirement. Select one from the following list. (3-4 cr)

- a. AS 332 Livestock Breeding and Genetics (4 cr), or
 - b. PS 383-383L Principles of Crop Improvement and Lab (3 cr), or
 - c. BIOL 371 Genetics (3 cr)
3. BIOL 103-103L Biology Survey II and lab (3 cr), or
 BOT 201-201L General Botany and Lab (3 cr), or
 PRAG 203-203L Intro to Precision Agriculture and Lab (3 cr), or
 RANG 205-205L Introduction to Range Management and Lab (3 cr)
4. Ag Product Elective: Select one class from the following (2-3 cr)
- a. AS 241-241L Introduction to Meat Science and Lab (3 cr)
 - b. AS 285-285L Livestock Evaluation and Marketing and Lab (3 cr)
 - c. DS 231 Dairy Foods (3 cr)
 - d. FS 101 Introduction to Food Science (3 cr)
 - e. PS 308-308L Grain Grading (2 cr)
 - f. PS 312 Grain and Seed Production and Processing (3 cr)
 - g. PS 403-304L Seed Technology and Lab (3 cr)
5. Capstone Elective. Select from the following courses (3-4 cr)
- a. ABS 475 Integrated Natural Resource Management (3 cr)
 - b. AGECE 471 Advanced Farm and Ranch Management (3 cr)
 - c. AS 389 Current Issues in Animal Science (3 cr)
 - d. DS 480-480L Dairy Farm Operations I and Lab (4 cr)
 - e. DS 481-481L Dairy Farm Operations II and Lab (4 cr)
 - f. HO 434 Local Food Production (2 cr)
 - g. HO 435 Local Food Harvest and Storage (2 cr)
 - h. PRAG 440-440L Crop Management with Precision Farming and Lab (3 cr)
 - i. RANG 374-374L Habitat Conservation and Management and Lab (4 cr)
6. Depending on the program completed at MTC, the following courses also need to be completed at SDSU (3-10 cr)
- a. Agricultural Business:
 - i. AS 218 Survey of Animal Nutrition (3 cr)
 - b. Agronomy:
 - i. AGECE 271 Farm and Ranch Management (3 cr)
 - ii. AS 218 Survey of Animal Nutrition (3 cr)
 - c. Animal Science:
 - i. AGECE 271 Farm and Ranch Management (3 cr)
 - d. Precision Ag Technology:
 - i. AS 101-101L Introduction to Animal Science and Lab (4 cr), or AS 102 Fundamentals of Animal Science (3 cr), or DS 130-130L Introduction to Dairy Science and Lab (3 cr)
 - ii. AS 218 Survey of Animal Nutrition (3 cr)
 - iii. ACCT 210 Principles of Accounting (3 cr) or STAT 281 Introduction to Statistics (3 cr)

7. Upper level electives to reach 20 total credits

8. Electives: as needed to reach 120 credits total

TOTAL MTC CREDITS: 57

Technical block credits: 51

Transferable general education credits: 6

TOTAL SDSU CREDITS: 63

General education and supporting courses: 25-26

Agricultural Science Major: 26-36

Electives: 2-12

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from MTC must have a cumulative GPA of 2.5 or higher.
2. Course grades of “C” and above meet the College of Agriculture, Food and Environmental Sciences requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S degree with at least one of the above options.
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 MTC. 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

Date: _____
Dean of College of Agriculture, Food, and Environmental Science

Date: _____
Provost/Vice President for Academic Affairs

For Mitchell Technical College

Date: _____

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
MID-STATE TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
**Associate of Applied Science (A.A.S.) Degree in
Agribusiness Science and Technology**
Towards the
Bachelor of Science, major in Agricultural Science

I. Parties

Parties to this agreement are Mid-State Technical College (MSTC) 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 MSTC graduates of the A.A.S degree in Agribusiness Science and Technology an opportunity to earn a Bachelor of Science degree with a major in Agricultural Science.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 42 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at MSTC and are in addition to the 42 technical course block credits.

No more than a total of 60 credits may be transferred from MSTC to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

- B. **General Education Requirements (SGRs)**

Transferable general education requirements available in the Agribusiness Science and Technology curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for Agricultural Science)

transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements. MSTC Required Coursework: 16 credits

SGR Goal	SDSU Course(s)	Cr	MSTC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6	<i>10-801-136 English Composition I</i>	3
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	<i>10-801-198 Speech</i>	3
SGR Goal #3 Social Sciences	ECON 202 or ECON 201 Non-ECON course from SDSU SGR#3	3 3	<i>10-809-198 Intro to Psychology OR 10-809-188 Developmental Psychology</i>	3
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6	<i>10-809-166 Intro to Ethics: Theory and Application</i>	3
SGR Goal #5 Mathematics	Select from SDSU Catalog	3		
SGR Goal #6 Natural Sciences	BIOL 101-101L or BIOL 151-151L CHEM 106-106L or CHEM 112-112L	3 or 4 4	<i>10-806-114 General Biology</i>	4

C. General Education and Supporting Requirements to be completed at SDSU: 16 credits

1. SGR #1: Select from SDSU Catalog (3 cr)
2. SGR#3 ECON 201 or ECON 202 (3 cr)
3. SGR#4: Select from SDSU Catalog (3 cr)
4. SGR#5: Select from SDSU Catalog (3 cr)
5. SGR#6: CHEM 106-106L or CHEM 112-112L (4 cr)

D. Major Requirements for the Agricultural Science B.S. 26 credits

1. BIOL 103-103L Biology Survey II and Lab or BOT 201-201L General Botany and Lab or PRAG 203-203L Introduction to Precision Agriculture and Lab or RANG 205-205L Introduction to Range Management and Lab (3 cr)
2. ACCT 210 Principles of Accounting I (3 cr) or STAT 281 Introduction to Statistics (3 cr)
3. AGECE 354 Agricultural Marketing and Prices (3 cr)
4. Genetics. Select one of the following: (3-4 cr)
 - a. AS 332 Livestock Breeding and Genetics (4 cr)
 - b. BIOL 371 Genetics (3 cr)
 - c. PS 383-383L Principles of Crop Improvement and Lab (3 cr)
5. Ag Capstone. Select 3-4 credits from the following: (3-4 cr)
 - a. ABS 475 Integrated Natural Resource Management (3 cr)
 - b. AGECE 471 Advanced Farm and Ranch Management (3 cr)
 - c. AS 389 Current Issues in Animal Science (3 cr)
 - d. DS 480-480L Dairy Farm Operations I (3 cr)
 - e. DS 481-481L Dairy Farm Operations II (3 cr)

- f. HO 434 Local Food Production (2 cr)
 - g. HO 435 Local Food Production: Harvest and Storage (2 cr)
 - h. PRAG 440-440L Crop Management with Precision Farming (3 cr)
 - i. RANG 374-374L Habitat Conservation and Management (4 cr)
6. Upper Level (300-400) elective credits to reach 20 total (9-11 cr)

E. Electives: As needed to reach 120 credits total

TOTAL MSTC CREDITS: 58

Agribusiness Science and Technology block credits: 42
Transferable general education credits: 16

TOTAL SDSU CREDITS: 62

General education and supporting courses: 16
Agricultural Science Major: 26
Electives: 20

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from MSTC must have a cumulative GPA of 2.5 or higher.
2. Course grades of “C” and above meet the College of Agriculture, Food and Environmental Sciences requirements.
3. Credit for technical course transfer requires that the student has completed the Agribusiness Science and Technology 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 MSTC. 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

_____ Date: _____
Dean of College of Agriculture, Food and Environmental Sciences

_____ Date: _____
Provost/Vice President for Academic Affairs

For Mid-State Technical College

_____ Date: _____

_____ Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
MID-STATE TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
**Associate of Applied Science (A.A.S.) Degree in
Agribusiness Science and Technology**
Towards the
Bachelor of Science, major in Agronomy

I. Parties

Parties to this agreement are Mid-State Technical College (MSTC) 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 MSTC graduates of the A.A.S degree in Agribusiness Science and Technology an opportunity to earn a Bachelor of Science degree with a major in Agronomy.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 34 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at MSTC and are in addition to the 34 technical course block credits.

No more than a total of 60 credits may be transferred from MSTC to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

- B. **General Education Requirements (SGRs)**

Transferable general education requirements available in the Agribusiness Science and Technology 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		MSTC Required Coursework: 13 credits		
SGR Goal	SDSU Course(s)	Cr	MSTC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6	10-801-136 <i>English Composition I</i>	3
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	10-801-198 <i>Speech</i>	3
SGR Goal #3 Social Sciences	ECON 202 or ECON 201 ABS 203 or SOC 100 or SOC 150 or SOC 240	3 3		
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6	10-809-166 <i>Intro to Ethics: Theory and Application</i>	3
SGR Goal #5 Mathematics	MATH 114 (3) or MATH 115 (5) or MATH 120 (3)	3-5		
SGR Goal #6 Natural Sciences	BIOL 101-101L or BIOL 151-151L BIOL 103-103L or BOT 201-201L or BIOL 153-153L	3-4 3-4	10-806-114 <i>General Biology</i>	4

C. General Education and Supporting Requirements to be completed at SDSU: 18-21 credits

1. SGR#1: Select from SDSU Catalog (3 cr) (*could be met at MSTC by completion of 20-801-223 English 2, 3 cr*)
2. SGR#3 ECON 201 or ECON 202 (3 cr)
3. SGR#3 ABS 203 Global Food Systems (3 cr) or SOC 100 Introduction to Sociology (3 cr) or SOC 150 Social Problems (3 cr) or SOC 240 The Sociology of Rural America (3 cr)
4. SGR#4: Select from SDSU Catalog (3 cr)
5. SGR#5: MATH 114 College Algebra (3 cr), or MATH 115 Precalculus (5 cr), or MATH 120 Trigonometry (3 cr)
6. SGR#6: BIOL 103-103L Biology Survey II and Lab (3 cr) or BIOL 153-153L General Biology II and Lab (4 cr) or BOT 201-201L General Botany and Lab (3 cr)

D. Major Requirements for the Agronomy B.S. 33-35 credits

1. ABS 475 - Integrated Natural Resource Management (3 cr)
2. PS 223-223L Principles of Plant Pathology and Lab (3 cr)
3. *PS 405-405L Entomology and Lab (3 cr) or *PS 407-407L Insect Pest Management (3 cr)
4. PRAG 423 - Soil Fertility and Plant Nutrient Management (3 cr)
5. PS 445-445L - Weed Science and Lab (3 cr)

6. PS 490 - Seminar-Internship (1 cr)
7. PS 494 – Internship (1 cr)
8. **Natural Resources Stewardship Elective (3 – 4 cr, choose one not used elsewhere in the major)**
 - a. *ABS 203 - Global Food Systems (3 cr)
 - b. ABS 482 - International Experience (3 cr)
 - c. BIOL/PHIL 383 – Bioethics (4 cr)
 - d. *PRAG 310 – Sustainable Agriculture (3 cr)
 - e. *PRAG 410-410L - Soil Geog/Land Use Interpret + Studio (3 cr)
 - f. *PS 243 - Principles of Geology (3 cr)
 - g. *PS 407-407L - Insect Pest Management and Lab (3 cr)
 - h. *PS 462-262L - Environmental Soil Management and Lab (3 cr)
9. **Agronomy, Horticulture and Plant Science Electives (13 cr).** Must complete at least 2 credits from each of three areas as noted in current SDSU Catalog: Crops, Plant Protection, Soils/Environmental Protection
10. BOT 327-327L - Plant Physiology and Lab (4 cr) **or** BOT 419/419L - Plant Ecology and Lab (3 cr)
11. CHEM 106-106L Chemistry Survey and Lab (4 cr) **or** CHEM 112-112L General Chemistry I and Lab (4 cr)
12. CHEM 108/L Organic and Biochemistry and Lab (5 cr) **or** CHEM 120/L Elementary Organic and Lab (3 cr)
13. PHYS 101-101L - Survey of Physics and Lab (4 cr) **or** PHYS 111-111L - Introduction to Physics I and Lab (4 cr)
14. *PS 421-421L - Soil Micro/Lab (3 cr) **and** *PS 492 Topics in Soil Micro (1 cr) **or** MICR 231-231L - General Microbiology and Lab (4 cr)
15. *PS 383-383L - Principles of Crop Improvement and Lab (3 cr) **or** BIO 202-202L - Genetics/Organismal Biology and Lab (4 cr) **or** BIO 371 – Genetics (3 cr)
16. STAT 281 - Introduction to Statistics (3 cr)
17. AGE 354 - Agricultural Marketing and Prices (3 cr), **or** AS 285-285L - Livestock Evaluation and Marketing and Lab (3 cr), **or** MKTG 474 - Personal Selling (3 cr), **or** ENGL 379 – Technical Communication (3 cr)

E. Electives: as needed to reach 125 credits total

TOTAL MSTC CREDITS: 47

Agribusiness Science and Technology block credits: 34

Transferable general education credits: 13

TOTAL SDSU CREDITS: 81-90

General education and supporting courses: 18-21

Agronomy Major: 33-35

Additional Requirements:

1. Students transferring from MSTC must have a cumulative GPA of 2.5 or higher.

2. Agronomy Core (Major Requirements #1 – 8) must be a C or better in each course, and the GPA for those courses must be ≥ 2.5
3. Course grades of “C” and above meet the College of Agriculture, Food and Environmental Sciences requirements.
4. Credit for technical course transfer requires that the student has completed the Agribusiness Science and Technology degree.
5. Courses with an * by them can only be used once (only in one area) in the major.
6. Student must be admitted to South Dakota State University
7. 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 MSTC. 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

Dean of _____

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

For _____

Date: _____

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
MID-STATE TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
**Associate of Applied Science (A.A.S.) Degree in
Agribusiness Science and Technology**
Towards the
Bachelor of Science, major in Precision Agriculture

I. Parties

Parties to this agreement are Mid-State Technical College (MSTC) 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 MSTC graduates of the A.A.S degree in Agribusiness Science and Technology an opportunity to earn a Bachelor of Science degree with a major in Precision Agriculture.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 21 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at MSTC and are in addition to the 21 technical course block credits.

No more than a total of 60 credits may be transferred from MSTC to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

- B. **General Education Requirements (SGRs)**

Transferable general education requirements available in the Agribusiness Science and Technology curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for Precision

Agriculture) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements. MSTC Required Coursework: 13 credits

SGR Goal	SDSU Course(s)	Cr	MSTC Course	Cr
SGR Goal #1 Written Communication	ENGL 277	3	<i>10-801-136 English Composition I</i>	3
	ENGL 101	3		
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	<i>10-801-198 Speech</i>	3
SGR Goal #3 Social Sciences	ECON 201	3		
	ABS 203	3		
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6	<i>10-809-166 Intro to Ethics: Theory and Application</i>	3
SGR Goal #5 Mathematics	MATH 114 (3)	3		
SGR Goal #6 Natural Sciences	BIOL 101-101L	3	<i>10-806-114 General Biology</i>	4
	CHEM 106-106L	4		

C. General Education and Supporting Requirements to be completed at SDSU: 35 credits

1. SGR#1: ENGL 277 Technical Communications (3 cr)
2. SGR#3 ECON 201 (3 cr)
3. SGR#3 ABS 203 Global Food Systems (3 cr)
4. SGR#4: Select from SDSU Catalog (3 cr)
5. SGR#5: MATH 114 College Algebra (3 cr)
6. SGR#6: CHEM 106-106L Chemistry Survey and Lab (4 cr)
7. AST 342-342L – Applied Electricity and Lab (3 cr)
8. BOT 201-201L - General Botany and Lab (3 cr)
9. CHEM 120-120L - Elementary Organic Chemistry and Lab (3 cr)
10. PHYS 101-101L - Survey of Physics and Lab (4 cr)
11. STAT 281 - Introduction to Statistics (3 cr)

D. Major Requirements for the Precision Agriculture B.S. 53 credits

1. ABS 475-475L - Integrated Natural Resource Management and Lab (3 cr)
2. AST 313-313L - Farm Machinery Systems Mgmt. and Lab (3 cr)
3. AST 333-333L - Soil and Water Mechanics and Lab (3 cr)
4. AST 390 *or* PS 490 - Seminar (Internship) (1 cr)
5. AST 412-412L - Fluid Power Technology and Lab (3 cr)
6. AST 494 – Internship (1 cr) *or* PS 494 – Internship (1 cr)
7. AST 426-426L - Technology Applications in Precision Ag. and Lab (3 cr) *or* PRAG 428 - Use of Soil and Plant Sensors in Crop Production, 3 cr
8. PRAG 304-304L - Electrical Diagnostics in Farm Machinery & Lab (3 cr)
9. PRAG 340 - Climate Risk Management with Precision Ag (3 cr)

10. PRAG 345 - Principles and Implications of Chemical Application Systems (3 cr)
11. PRAG 410-410L - Soil Geography and Land Use Interpr & Studio (3 cr) *or* PS 462-462L - Environmental Soil Mgmt. and Lab (3 cr)
12. PRAG 423 - Soil Fertility and Plant Nutrient Management (3 cr)
13. PRAG 427 - Precision Ag Data Mapping (2 cr)
14. PRAG 440-440L - Crop Management with Prec. Farming & Lab (3 cr)
15. PS 223-223L - Principles of Plant Pathology and Lab (3 cr)
16. PS 405-405L - Entomology and Lab (3 cr) *or* PS 407-407L - Insect Pest Management and Lab (3 cr)
17. PS 445-445L - Weed Science and Lab (3 cr)
18. STAT 383 - Geospatial Dataset Analysis (3 cr)
19. Choose 4 credits – from the following three courses
 - a. PRAG 424 - Wheat Production (2 cr)
 - b. PRAG 425 - Soybean Production (2 cr)
 - c. PRAG 426 - Corn Production (2 cr)

E. Electives: as needed to reach 120 credits total

TOTAL MSTC CREDITS: 34

Agribusiness Science and Technology block credits: 21

Transferable general education credits: 13

TOTAL SDSU CREDITS: 88

General education and supporting courses: 35

Precision Agriculture Major: 53

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from MSTC must have a cumulative GPA of 2.5 or higher.
2. Precision Agriculture Core (Major Requirements #1 – 18) must be a C or better in each course, and the GPA for those courses must be ≥ 2.5 .
3. Course grades of “C” and above meet the College of Agriculture, Food and Environmental Sciences requirements.
4. Credit for technical course transfer requires that the student has completed the Agribusiness Science and Technology degree.
5. Student must be admitted to South Dakota State University
6. 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 MSTC. 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

Dean of College of Agriculture, Food and Environmental Sciences

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

For Mid-state Technical College

Date: _____

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
MID-STATE TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
**Associate of Applied Science (A.A.S.) Degree in
Agribusiness Science and Technology**

Towards the
Bachelor of Science, major in Agricultural Systems Technology

I. Parties

Parties to this agreement are Mid-State Technical College (MSTC) 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 MSTC graduates of the A.A.S degree in Agribusiness Science and Technology an opportunity to earn a Bachelor of Science degree with a major in Agricultural Systems Technology.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 34 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at MSTC and are in addition to the 34 technical course block credits.

No more than a total of 60 credits may be transferred from MSTC to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

- B. **General Education Requirements (SGRs)**

Transferable general education requirements available in the Agribusiness Science and Technology curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for Agricultural Systems

Technology) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements.		MSTC Required Coursework: 12 credits		
SGR Goal	SDSU Course(s)	Cr	MSTC Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6	<i>10-801-136 English Composition I</i>	3
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3	<i>10-801-198 Speech</i>	3
SGR Goal #3 Social Sciences	ECON 201	3	<i>10-809-198 Intro to Psychology OR 10-809-188 Developmental Psychology</i>	3
	Non-ECON course from SDSU SGR#3	3		
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6	<i>10-809-166 Intro to Ethics: Theory and Application</i>	3
SGR Goal #5 Mathematics	MATH 114 (3)	3		
SGR Goal #6 Natural Sciences	PHYS 101-101L	4		
	CHEM 106-106L or CHEM 112-112L	4		

C. General Education and Supporting Requirements to be completed at SDSU: 20 credits

1. SGR#1: Select from SDSU Catalog (3 cr) (*could be met at MSTC by completion of 20-801-223 English 2, 3 cr*)
2. SGR#3 ECON 201 (3 cr)
3. SGR#4: Select from SDSU Catalog (3 cr)
4. SGR#5: MATH 114 College Algebra (3 cr)
5. SGR#6: PHYS 101-101L Survey of Physics I and Lab (4 cr)
6. SGR#6: CHEM 106-106L Chemistry Survey and Lab (4 cr) or CHEM 112-112L General Chemistry I and Lab (4 cr)

D. Major Requirements for the Agricultural Systems Technology B.S. 54 credits

1. AST 213-213L - Ag, Industrial and Outdoor Power & Lab (3 cr) **or** AST 313-313L Farm Machinery Systems Management & Lab (3 cr)
2. ACCT 210 – Principles of Accounting I (3 cr)
3. AST 342-342L – Applied Electricity & Lab (3 cr)
4. AST 390 – Seminar (1 cr)
5. AST 426-426L – Technology Applications for Precision Agriculture and Lab (3 cr)
6. PRAG 340 – Climate Risk Management with Precision Agriculture (3 cr)
7. GE 121 - Engineering Design Graphics I (1 cr) & GE 123 - Computer Aided Drawing (1 cr) or PRAG 427 Precision Ag Data Mapping (2 cr)
8. AST 333-333L – Soil and Water Mechanics & Lab (3 cr)
9. BLAW 350 – Legal Environment of Business (3 cr)
10. AST 412-412L – Fluid Power Technology & Lab (3 cr)
11. AST 423-423L – Rural Structures & Lab (3 cr)

12. AST 443-443L – Food Processing and Engineering Fundamentals and Lab (3 cr)
13. AST 463 – Agricultural Waste Management (3 cr)
14. AST 494 – Internship (1 cr) **or** AST 496 – Field Experience (1 cr) **or** – AST 497 – Cooperative Education (1 cr)
15. MATH 120 – Trigonometry (3 cr)
16. Technical Elective – 14 credits from one of the emphasis areas – Business, Farm Operations, Precision Ag, or Processing. See SDSU Course Catalog for list.

E. Electives: as needed to reach 120 credits total

TOTAL MSTC CREDITS: 46

Agribusiness Science and Technology block credits: 34

Transferable general education credits: 12

TOTAL SDSU CREDITS: 74

General education and supporting courses: 20

Agricultural Systems Technology Major: 54

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from MSTC must have a cumulative GPA of 2.5 or higher.
2. Course grades of “C” and above meet the College of Agriculture, Food and Environmental Sciences requirements.
3. Credit for technical course transfer requires that the student has completed the Agribusiness Science and Technology 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 MSTC. 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

Dean of College of Agriculture, Food and Environmental Sciences

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

For Mid-state Technical College

Date: _____

Date: _____

with Respect to Applying the
PRE-PROFESSIONAL HISTORY

Associate of Arts Degree Program

Towards the
HISTORY
Bachelor of Science or Arts Degree Program

Between
NORTHWEST IOWA COMMUNITY COLLEGE (NCC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD
Northwest Iowa Community College (NCC), Sheldon, IA.

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students; and
- D. provide NCC students who have completed an A.A. degree in Pre-professional History an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in History.

III. Academic Program

- A. Upon successful completion of the major requirements specified below, SDSU will accept up to 60 course credits from the A.A. degree in Pre-professional History for students majoring in history. Students must successfully complete the A.A. degree in Pre-professional History from NCC prior to transferring to SDSU for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree.
- B. **General Education Requirements (SGRs):** 30 credits
Transferable general education requirements in the A.A. in Pre-professional history curriculum are italicized and listed next to the SDSU requirement in the table below. Additional (not required for the A.A. in Pre-professional history degree) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements	SDSU Course(s)	Cr	Course	Cr
SGR Goal #1 Written Communication	SGR #1	6	<i>ENGL 105 Composition I</i> <i>ENGL 106 Composition II</i>	3 3
SGR Goal #2 Oral Communication	SGR #2	3	<i>SPC 112 Public Speaking</i>	3
SGR Goal #3 Social Sciences	SGR #3	6	<i>PSY 111 Introduction to Psychology OR</i> <i>SOC 110 Introduction to Sociology OR</i> <i>PSY 121 Developmental Psychology</i>	3 3
SGR Goal #4 Arts and Humanities	SGR #4	6	<i>LIT 101 Introduction to Literature</i> <i>HIST 118 Western Civilization: Ancient to Early Modern OR</i> <i>HIST 119 Western Civilization: Early Modern to Present</i>	3 3
SGR Goal #5 Mathematics	SGR #5	3	<i>MATH 110 Math for Liberal Arts OR</i> <i>MATH 156 Statistics</i>	3
SGR Goal #6 Natural Sciences	SGR #6	6		

C. General Education and Supporting Requirements to be completed at SDSU:

1. SGR Goal #6: Natural Sciences (6 credits)
2. College of Arts, Humanities and Social Sciences Requirements
 - One declared minor outside of the major prefix OR a second major OR a teaching specialization. The minor may be a traditional minor within one department or school or it may be interdisciplinary involving more than one department or school. The minor can be in a different college. The minor must be declared no later than the student's third semester of enrollment.
 - Capstone course in the major discipline (HIST 480, Historical Methods and Historiography, 3 credits)
 - Upper division coursework Credits: 33

Bachelor of Science Degree Requirements 13+ credits

1. Natural Science Electives (10 credits)
 - a. Any two lab sciences.
 - b. Coursework must include 2 prefixes.
 - c. MATH and STAT courses do not count toward the science requirement.

Bachelor of Arts Degree Requirements 9+ credits

1. Modern Foreign Language through the 202 level (6+ credits)

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details.

C. Requirements to be completed at SDSU to earn a Bachelor of Science or Bachelor of Arts degree with a major in History are outlined below. 38 credits.

Major and Support Course Requirements: minimum 36 credits of which 12-18 credits should be completed at NCC and 18-24 credits at SDSU.

1. HIST 111, World Civilizations I
or HIST 121, Western Civilization I (3 credits, met at NCC)
2. HIST 112, World Civilizations II
or HIST 122, Western Civilization II (3 credits, met at NCC)
3. HIST 151, United States History I (3 credits, met at NCC)
4. HIST 152, United States History II (3 credits, met at NCC)
5. HIST 280, Writing History (3 credits)
6. HIST 480, Historical Methods and Historiography (3 credits)

Upper-Level Elective Requirements (at SDSU): Select 6 credits of 300-400 level U.S. History, 6 credits of 300-400 level World History, and 6 additional credits of 300-400 level History from the U.S. or World History Electives list. Credits: 18

****Approved (at SDSU) internship credits (HIST 494) taken in another country or focused on a World History (non-US) subject will count as upper-level World History Elective credits; approved (at SDSU) internship credits taken in the U.S. and focused on U.S. History will count as upper-level U.S. History Elective credits.**

A maximum of 6 credits from a non-History prefix will be accepted towards the upper-level elective requirements.

U.S. History Electives

7. Select 6 credits from the following. Credits: 6
 - HIST 349, Women in American History (3 credits)
 - HIST 352, Revolution and Early National United States (3 credits)
 - HIST 357, America from WWI to the Great Depression: The Perils of Prosperity, 1914-1941 (3 credits)
 - HIST 358, The U.S. Since 1941 (3 credits)
 - HIST 367, The Rise of American Indian Activism (3 credits)
 - HIST 368, History and Culture of the American Indian (3 credits)
 - HIST 373, Oral History (3 credits)
 - HIST 378, Folklore and Popular Culture of the U.S. (3 credits)
 - HIST 409, Environmental History of the U.S. (3 credits)
 - HIST 455, American Civil War and Reconstruction (3 credits)
 - HIST 460, American Military History (3 credits)
 - HIST 462, Formation of Federal Indian Policy (3 credits)
 - HIST 465, Western Expansion of the U.S. (3 credits)
 - HIST 471, American Indians in Film (3 credits)
 - HIST 476, History of South Dakota (3 credits)
- a. May include:
 - one 200 level history course (Max of 3 credits, may be met at NCC)
 - HIST 494, Internship (3 credits)**
 - GEOG 372-372L, Introduction to GIS & Lab (3 credits)
 - GEOG 383-383L, Cartography & Lab (3 credits)
 - GEOG 405, Historical Geography (3 credits)

8. Select 6 credits from the following. Credits: 6
 - HIST 301, Jesus Remembered (3 credits)
 - HIST 326, Renaissance and Reformation (3 credits)
 - HIST 341, English History to 1688 (3 credits)
 - HIST 382, Imperialism, Then and Now (3 credits)
 - HIST 401, Early Christian Era (3 credits)
 - HIST 402, Reformations and Religious Conflict (3 credits)
 - HIST 404, Classical Mythology (3 credits)
 - HIST 406, Experimental History in the Ancient World (3 credits)
 - HIST 415, Women in Antiquity (3 credits)
 - HIST 422, Ancient Rome (3 credits)
 - HIST 425, Medieval Europe (3 credits)
 - HIST 440, Ancient Greece (3 credits)
 - HIST 445, Nazi and Soviet Europe (3 credits)
- a. May include:
 - one 200 level history course (3 credits, may be met at NCC)
 - HIST 494, Internship (3 credits)**
 - POLS 447, Latin American Politics (3 credits)
 - POLS 458, Democracy & Authoritarianism (3 credits)
9. Select 6 additional credits of 300-400 level history from the U.S. or World History electives list.

D. Electives: As needed to reach 120 credits total.

Total minimum number of credits at SDSU: 60 ***

Transfer credits from NCC: 60

Total credits required: 120

*** Additional transferable general education course credits could be completed at NCC, and would reduce the number of general education credits at SDSU. However, no more than 60 credits total can be transferred from NCC to SDSU.

Additional requirements:

- a. Students transferring from NCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale). Any course taken at NCC with a grade below a "C" (2.0 on a 4.0 scale) must be retaken at SDSU if required for the SDSU History major.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Northwest Iowa Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2023 semester term at NCC and SDSU.

VII. Acceptance of Agreement
For South Dakota State University:

_____ Date: _____
Dr. Lynn Sargeant
Dean, College of Arts and Sciences

_____ Date: _____
Dr. Dennis Hedge
Provost and Vice President for Academic Affairs

For Northwest Iowa Community College:

_____ Date: _____
President

with Respect to Applying the
PRE-PROFESSIONAL PSYCHOLOGY

Associate of Arts Degree Program

Towards the
PSYCHOLOGY
Bachelor of Science or Arts Degree Program

Between
NORTHWEST IOWA COMMUNITY COLLEGE (NCC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD
Northwest Iowa Community College (NCC), Sheldon, IA.

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students; and
- D. provide NCC students who have completed an A.A. degree in Pre-professional psychology an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Psychology.

III. Academic Program

- A. Upon successful completion of the major requirements specified below, SDSU will accept up to 60 course credits from the A.A. degree in Pre-professional psychology for students majoring in psychology. Students must successfully complete the A.A. degree in Pre-professional Psychology from NCC prior to transferring to SDSU for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree.
- B. **General Education Requirements (SGRs):** 30 credits
Transferable general education requirements in the A.A. in Pre-professional psychology curriculum are italicized and listed next to the SDSU requirement in the table below. Additional (not required for the A.A. in Pre-professional psychology degree) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements		Required Coursework 24 credits		
SGR Goal	SDSU Course(s)	Cr	Course	Cr
SGR Goal #1 Written Communication	SGR #1	6	<i>ENGL 105 Composition I</i>	3
			<i>ENGL 106 Composition II</i>	3
SGR Goal #2 Oral Communication	SGR #2	3	<i>SPC 112 Public Speaking</i>	3
SGR Goal #3 Social Sciences	PSYC 101 General Psychology SGR #3	3	<i>PSY 111 Introduction to Psychology</i>	3
			<i>SOC 110 Introduction to Sociology OR PSY 121 Developmental Psychology</i>	3
SGR Goal #4 Arts and Humanities	SGR #4	6	<i>LIT 101 Introduction to Literature</i>	3
			<i>HIST 118 Western Civilization: Ancient to Early Modern OR HIST 119 Western Civilization: Early Modern to Present</i>	3
SGR Goal #5 Mathematics	SGR #5	3	<i>MATH 110 Math for Liberal Arts OR MATH 156 Statistics</i>	3
SGR Goal #6 Natural Sciences	SGR #6	6		

C. General Education and Supporting Requirements to be completed at SDSU:

1. SGR Goal #6: Natural Sciences (6 credits)
2. College of Arts, Humanities and Social Sciences Requirements
 - One declared minor outside of the major prefix OR a second major OR a teaching specialization. The minor may be a traditional minor within one department or school or it may be interdisciplinary involving more than one department or school. The minor can be in a different college. The minor must be declared no later than the student's third semester of enrollment.
 - Capstone course in the major discipline
 - Upper division coursework Credits: 33

Bachelor of Science Degree Requirements 13+ credits

1. Natural Science Electives (10 credits)
 - a. Any two lab sciences.
 - b. Coursework must include 2 prefixes.
 - c. MATH and STAT courses do not count toward the science requirement.

Bachelor of Arts Degree Requirements 9+ credits

1. Modern Foreign Language through the 202 level (6+ credits)

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details.

D. Requirements to be completed at SDSU to earn a Bachelor of Science or Bachelor of Arts degree with a major in Psychology are outlined below. 38 credits.

1. PSYC 375-375L, Research Methods in Psychology and Lab (4 credits)
2. PSYC 376-376L, Research Methods II and Lab (4 credits)
3. PSYC 409, History and Systems of Psychology (3 credits)
4. **Domain I** (complete 9 credits from the following)
 - i. PSYC 301, Sensation and Perception (3 credits)

- ii. PSYC 305, Learning and Conditioning (3 credits)
 - iii. PSYC 406, Cognitive Psychology (3 credits)
 - iv. PSYC 411, Physiological Psychology (3 credits)
 - v. PSYC 414, Drugs and Behavior (3 credits)
 - vi. PSYC 417, Health Psychology (3 credits)
5. **Domain II** (complete 9 credits from the following)
- i. PSYC 244, Environmental Psychology (3 credits)
 - ii. PSYC 327, Child Psychology (3 credits)
 - iii. PSYC 364, Cross Cultural Psychology (3 credits)
 - iv. PSYC 367, Psychological Gender Issues (3 credits)
 - v. PSYC 441, Social Psychology (3 credits)
 - vi. PSYC443, Social Psychology of Prejudice (3 credits)
6. **Domain III** (complete 9 credits from the following)
- i. PSYC 331, Industrial and Organizational Psychology (3 credits)
 - ii. PSYC 357, Psychological Therapies (3 credits)
 - iii. PSYC 358, Behavior Modification (3 credits)
 - iv. PSYC 427, Child Psychopathology (3 credits)
 - v. PSYC 451, Psychology of Abnormal Behavior (3 credits)

E. Electives: As needed to reach 120 credits total.

Total minimum number of credits at SDSU: 60 ***

Transfer credits from NCC: 60

Total credits required: 120

*** Additional transferable general education course credits could be completed at NCC, and would reduce the number of general education credits at SDSU. However, no more than 60 credits total can be transferred from NCC to SDSU.

Additional requirements:

- a. Students transferring from NCC must have a cumulative GPA of "C" (2.0 on a 4.0 scale). Any course taken at NCC with a grade below a "C" (2.0 on a 4.0 scale) must be retaken at SDSU if required for the SDSU Psychology major.
- b. All psychology courses that count toward the major must receive a C or better grade.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Northwest Iowa Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2023 semester term at NCC and SDSU.

VII. Acceptance of Agreement

For South Dakota State University:

_____ Date: _____
Dr. Lynn Sargeant
Dean, College of Arts and Sciences

_____ Date: _____
Dr. Dennis Hedge
Provost and Vice President for Academic Affairs

For Northwest Iowa Community College:

_____ Date: _____
President

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
NORTHEAST COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
**Associate of Applied Science (A.A.S.) Degree in
Agribusiness**
Towards the
Bachelor of Science, major in Agricultural Business

I. Parties

Parties to this agreement are Northeast Community College (NORTHEAST) 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 NORTHEAST graduates of the A.A.S degree in Agribusiness Option an opportunity to earn a Bachelor of Science degree with a major in Agricultural Business.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 40 technical course credits as a block from the Associate of Applied Science (A.A.S.) Degree in Agribusiness. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at NORTHEAST and are in addition to the 40 technical Agribusiness Option course block credits.

No more than a total of 60 credits may be transferred from NORTHEAST to SDSU. At least 60 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

B. General Education Requirements (SGRs) 31-32 credits

Transferrable general education requirements in the Agribusiness Option curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for Agricultural Business) transferrable general

education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements NORTHEAST Required Coursework: 6 credits

SGR Goal	SDSU Course(s)	Cr	NORTHEAST Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6		
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3		
SGR Goal #3 Social Sciences	ECON 201	3	<i>AGRI 1410 Introduction to the Economics of Agriculture</i>	3
	ABS 203	3	<i>AGRI 1290 International Agriculture and Agribusiness</i>	3
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	MATH 121-121L (5) or MATH 123 (4)	4-5		
SGR Goal #6 Natural Sciences	Select from SDSU Catalog	6		

C. General Education and Supporting Requirements to be completed at SDSU: 25-26 credits

1. SGR#1: Select from SDSU Catalog (6 cr)
2. SGR#2: Select from SDSU Catalog (3 cr)
3. SGR#4: Select from SDSU Catalog (6 cr)
4. SGR#5: MATH 121-121L Survey of Calculus and Lab (5 cr), or
MATH 123 Calculus I (4 cr)
5. SGR#6: Select from SDSU Catalog (6 cr)

D. Major Requirements for the Agricultural Business (B.S.) 49 credits

1. ACCT 210 Principles of Accounting I (3 cr) (*could be met at Northeast by completion of ACCT 1200, Principles of Accounting I*)
2. ACCT 211 Principles of Accounting II (3 cr)
3. AGECE 371 Agricultural Business Management (3 cr) or
MGMT 360 Organization and Management (3 cr)
4. AGECE 479 Agricultural Policy (3 cr)
5. BADM 485 Strategic Business (3 cr)
6. BADM 321 Business Statistics II (3 cr) or
DSCI 424 Operations Research (3 cr)
7. BLAW 350 Legal Environment of Business (3 cr)
8. CSC / MGMT 325 Management Information Systems (3 cr)
9. ECON 202 Principles of Macroeconomics (3 cr)
10. ECON 301 Intermediate Microeconomics (3 cr) or
ECON 431 Managerial Economics (3 cr)
11. ECON 302 Intermediate Macroeconomics (3 cr) or
ECON 330 Money and Banking (3 cr)

12. ECON 319 Seminar with Industry Leaders (1 cr)
13. FIN 310 Business Finance (3 cr)
14. HRM 460 Human Resource Management (3 cr)
15. MKTG 370 Marketing (3 cr)
16. ENGL 379 Technical Communication (3 cr)
17. STAT 281 Introduction to Statistics (3 cr)

E. Electives: As needed to reach 120 credits total

TOTAL NORTHEAST CREDITS: 46

Technical Course Block Credits: 40
General Education Credits: 6

TOTAL SDSU CREDITS: 74-75

General education and supporting courses: 25-26
Agricultural Business major requirements: 49

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from NORTHEAST must have a cumulative GPA of 2.5 or higher.
2. Course grades of “C” and above from NORTHEAST meet the College of Agriculture, Food and Environmental Sciences requirements.
3. Students must earn a grade of “C” or better in CSC/MGMT 325 - Management Information Systems (COM), FIN 310 - Business Finance (COM), HRM 460 - Human Resource Management (COM), and (MGMT 360 - Organization and Management (COM) or AGECE 371 - Agricultural Business Management).
4. If a student chooses to double major in two majors offered through the Ness School of Management and Economics (Economics, Agricultural Business, Business Economics and Entrepreneurial Studies), the second major needs to have at least 18 credits that are distinct from the first major.
5. Credit for technical course transfer requires that the student has completed Associate of Applied Science (A.A.S.) Degree in Agribusiness.
6. Student must be admitted to South Dakota State University
7. 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 NORTHEAST. 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

Date: _____
Dean of College of Agriculture, Food, and Environmental Sciences

Date: _____
Provost/Vice President for Academic Affairs

For Northeast Community College

Date: _____

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
NORTHEAST COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
**Associate of Applied Science (A.A.S.) Degree in
Agronomy**
Towards the
Bachelor of Science, major in Agronomy

I. Parties

Parties to this agreement are Northeast Community College (NORTHEAST) 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 NORTHEAST graduates of the A.A.S degree in Agronomy Option an opportunity to earn a Bachelor of Science degree with a major in Agronomy.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 43 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at NORTHEAST and are in addition to the 43 technical Agronomy course block credits.

No more than a total of 60 credits may be transferred from NORTHEAST to SDSU. At least 65 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

B. General Education Requirements (SGRs) 30-34 credits

Transferrable general education requirements in the Agronomy Option curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for Agronomy) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements. NORTHEAST Required Coursework: 6 credits

SGR Goal	SDSU Course(s)	Cr	NORTHEAST Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6		
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3		
SGR Goal #3 Social Sciences	ECON 201 or ECON 202	3	<i>AGRI 1410 Introduction to the Economics of Agriculture</i>	3
	SGR #3 Non-ECON course	3	<i>AGRI 1420 Interpersonal Skills</i>	3
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	MATH 114 (3) or MATH 115 (5) or MATH 120 (3)	3-5		
SGR Goal #6 Natural Sciences	BIOL 101-101L (3) or BIOL 151-151L (4)	3-4		
	BIOL 103-103L or BOT 201-201L or BIOL 153-153L	3-4		

a. **General Education and Supporting Requirements to be completed at SDSU: 24-28 credits**

- i. SGR#1: Select from SDSU Catalog (6 cr)
- ii. SGR#2: Select from SDSU Catalog (3 cr)
- iii. SGR#4: Select from SDSU Catalog (6 cr)
- iv. SGR#5: MATH 114 College Algebra (3 cr),
or MATH 115 Precalculus (5 cr),
or MATH 120 Trigonometry (3 cr)
- v. SGR#6: BIOL 101-101L Biology Survey I and Lab (3 cr),
or BIOL 151-151L General Biology and Lab (4 cr)
- vi. SGR#6: BIOL 103-103L Biology Survey II and Lab (3 cr),
or BIOL 153-153L General Biology II and Lab (4 cr),
or BOT 201-201L General Botany and Lab (3 cr)

C. Major Requirements for the Agronomy B.S. 50-59 credits

1. ABS 475 - Integrated Natural Resource Management (3 cr)
2. PS 405-405L Entomology and Lab (3 cr) or
PS 407-407L Insect Pest Management (3 cr)
3. PRAG 423 - Soil Fertility and Plant Nutrient Management (3 cr)

4. PS 445-445L - Weed Science and Lab (3 cr)
5. PS 494 - Internship (1 cr)
6. PS 490 - Seminar-Internship (1 cr)
7. BOT 327-327L - Plant Physiology and Lab (4 cr) **or**
BOT 419/419L - Plant Ecology and Lab (3 cr)
8. CHEM 106-106L Chemistry Survey and Lab (4 cr) **or**
CHEM 112-112L General Chemistry I and Lab (4 cr)
9. CHEM 108/L Organic and Biochemistry and Lab (5 cr) **or**
CHEM 120/L Elementary Organic and Lab (3 cr)
10. PHYS 101-101L - Survey of Physics and Lab (4 cr) **or**
PHYS 111-111L - Introduction to Physics I and Lab (4 cr)
11. *PS 421-421L - Soil Micro/Lab (3 cr) **and** *PS 492 Topics in Soil Micro (1 cr) **or**
MICR 231-231L - General Microbiology and Lab (4 cr)
12. *PS 383-383L - Principles of Crop Improvement and Lab (3 cr) **or**
BIO 202-202L - Genetics/Organismal Biology and Lab (4 cr) **or**
BIO 371 – Genetics (3 cr)
13. STAT 281 - Introduction to Statistics (3 cr)
14. **Natural Resources Stewardship Elective (3 – 4 cr, choose one not used elsewhere in the major)**
 - a. *ABS 203 - Global Food Systems (3 cr)
 - b. ABS 482 - International Experience (3 cr)
 - c. BIOL/PHIL 383 – Bioethics (4 cr)
 - d. *PRAG 310 – Sustainable Agriculture (3 cr)
 - e. *PRAG 410-410L - Soil Geog/Land Use Interpret + Studio (3 cr)
 - f. *PS 243 - Principles of Geology (3 cr)
 - g. *PS 407-407L - Insect Pest Management and Lab (3 cr)
 - h. *PS 462-262L - Environmental Soil Management and Lab (3 cr)
15. **Precision Ag Elective (2 - 3 cr, choose one not used elsewhere in the major)**
 - a. AST 426-426L – Technol. Applications in Precision Ag. and Lab (3 cr)
 - b. PRAG 203-203L - Introduction to Precision Agriculture (3 cr)
 - c. *PRAG 427 - Precision Ag Data Mapping (2 cr)
 - d. *PRAG 440-440L - Crop Management with Precision Farming and Lab (3 cr)
16. **Agronomy, Horticulture and Plant Science Electives (7-10 cr).** Must complete at least 2 credits from each of three areas as noted in current SDSU Catalog: Crops, Plant Protection, Soils/Environmental Protection

D. Electives: As needed to reach 125 credits total

TOTAL NE CC CREDITS: 49

Technical course block credits: 43

Transferrable general education credits: 6

TOTAL SDSU CREDITS: 76-87

General education and supporting courses:	24-28
Agronomy major requirements:	50-59
Electives:	0-2

TOTAL CREDITS REQUIRED: 125**Additional Requirements:**

1. Students transferring from NORTHEAST must have a cumulative GPA of 2.5 or higher.
2. A student must have a 2.5 GPA or higher and a grade of C or higher in the courses used to satisfy the Agronomy core curriculum in order to graduate with a major in Agronomy.
3. Credit for technical course transfer requires that the student has completed the Associate in Agronomy degree.
4. Courses with an * by them can only be used once (only in one area) in the major.
5. Student must be admitted to South Dakota State University
6. 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 NORTHEAST. 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

_____ Date: _____
Dean of College of Agriculture, Food and Environmental Sciences

_____ Date: _____
Provost/Vice President for Academic Affairs

For Northeast Community College

_____ Date: _____

_____ Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
NORTHEAST COMMUNITY COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Science (A.A.S.) Degree in
Agriculture:
Agribusiness
Agronomy
Animal Science
Precision Agriculture
Diversified Agriculture
Agriculture Mechanized
Agriculture Urban
Towards the
Bachelor of Science, major in Agricultural Science

I. Parties

Parties to this agreement are Northeast Community College (NORTHEAST) 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 NORTHEAST graduates of the A.A.S degree in Agribusiness/Agronomy/Animal Science/Precision Agriculture/Diversified Agriculture/Agriculture Mechanized/Agriculture Urban an opportunity to earn a Bachelor of Science degree with a major in Agricultural Science.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 44 technical course credits as a block from the A.A.S. degree. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at NORTHEAST and are in addition to the 44 technical block credits.

No more than a total of 60 credits may be transferred from NORTHEAST to SDSU. At least 60 credits must be completed at SDSU. Students must meet all

SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science degree.

B. General Education Requirements (SGRs) 31 credits

Transferrable general education requirements in Agribusiness/Agronomy/Animal Science/Diversified Agriculture/Agriculture Mechanized/Agriculture Urban are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for Agricultural Science) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements NORTHEAST Required Coursework: 6 credits

SGR Goal	SDSU Course(s)	Cr	NORTHEAST Course	Cr
SGR Goal #1 Written Communication	Select from SDSU Catalog	6		
SGR Goal #2 Oral Communication	Select from SDSU Catalog	3		
SGR Goal #3 Social Sciences	CMST 201	3	<i>AGRI 1420</i>	3
	ECON 201	3	<i>AGRI 1410</i>	3
SGR Goal #4 Arts and Humanities	Select from SDSU Catalog	6		
SGR Goal #5 Mathematics	Select from SDSU Catalog	3		
SGR Goal #6 Natural Sciences	BIOL 101-101L	3		
	CHEM 106-106L	4		

C. General Education and Supporting Requirements to be completed at SDSU: 25 credits

1. SGR #1 Select from SDSU Catalog (6 cr)
2. SGR #2 Select from SDSU Catalog (3 cr)
3. SGR #4 Select from SDSU Catalog (6 cr)
4. SGR #5 Select from SDSU Catalog (3 cr)
5. SGR #6 BIOL 101-101L Biology Survey I and Lab (3 cr)
6. SGR #6 CHEM 106-106L Chemistry Survey and Lab (4 cr)

D. Major Requirements for the Agricultural Science (B.S.) 26-45 credits

1. ACCT 210 Principles of Accounting I (3 cr) or
STAT 281 Introduction to Statistics (3 cr)
2. AGE 354 Agricultural Marketing and Prices (3 cr)
3. Genetics requirement. Select one from the following list (3-4 cr)
 - a. AS 332 Livestock Breeding and Genetics (4 cr)
 - b. PS 383-383L Principles of Crop Improvement and Lab (3 cr)
 - c. BIOL 371 Genetics (3 cr)
4. BIOL 103-103L Biology Survey II and Lab (3 cr), or
BOT 201-201L General Botany and Lab (3 cr), or
PRAG 203-203L Intro to Precision Agriculture and Lab (3 cr), or
RANG 205-205L Introduction to Range Management and Lab (3 cr)
5. Ag Product Elective: Select one class from the following (2-3 cr)

- a. AS 241-241L Introduction to Meat Science and Lab (3 cr)
 - b. AS 285-285L Livestock Evaluation and Marketing and Lab (3 cr)
 - c. DS 231 Dairy Foods (3 cr)
 - d. FS 101 Introduction to Food Science (3 cr)
 - e. PS 308-308L Grain Grading (2 cr)
 - f. PS 312 Grain and Seed Production and Processing (3 cr)
 - g. PS 403-403L Seed Technology and Lab (3 cr)
6. Business Elective: Select one of the following courses (3 cr)
- a. AGEC 274 Agribusiness Sales
 - b. AGEC 352 Agricultural Law
 - c. AGEC 462 Environmental Law
 - d. AGEC 364 Introduction to Cooperatives
 - e. AGEC 366 Food Law
 - f. AGEC 371 Agricultural Business Management
 - g. FIN 280 Personal Finance
 - h. MGMT 334 Small Business Management
 - i. MKTG 474 Personal Selling
7. Capstone Elective. Select from the following courses (3-4 cr)
- a. ABS 475 Integrated Natural Resource Management (3 cr)
 - b. AGEC 471 Advanced Farm and Ranch Management (3 cr)
 - c. AS 389 Current Issues in Animal Science (3 cr)
 - d. DS 480-480L Dairy Farm Operations I and Lab (4 cr)
 - e. DS 481-481L Dairy Farm Operations II and Lab (4 cr)
 - f. HO 434 Local Food Production (2 cr)
 - g. HO 435 Local Food Harvest and Storage (2 cr)
 - h. PRAG 440-440L Crop Management with Precision Farming and Lab (3 cr)
 - i. RANG 374-374L Habitat Conservation and Management and Lab (4 cr)
8. Depending on the program completed at Northeast, the following courses also need to be completed at SDSU (Unless taken as electives at Northeast) (0-13 cr)
- a. Agribusiness
 - i. AS 101-101L Introduction to Animal Science & Lab (4 cr), or
AS 102 Fundamentals of Animal Science (3 cr), or
DS 130-130L Introduction to Dairy Science and Lab (3 cr)
 - ii. AS 218 Survey of Animal Nutrition (3 cr)
 - iii. PS 103-103L Crop Production and Lab (3 cr)
 - iv. PS 213-213L Soils and Lab (3 cr)
 - b. Agronomy
 - i. AS 101-101L Introduction to Animal Science & Lab (4 cr), or
AS 102 Fundamentals of Animal Science (3 cr), or
DS 130-130L Introduction to Dairy Science and Lab (3 cr)
 - ii. AS 218 Survey of Animal Nutrition (3 cr)

- c. Animal Science
 - i. None required (0 cr)
 - d. Precision Agriculture
 - i. AS 101-101L Introduction to Animal Science & Lab (4 cr), or AS 102 Fundamentals of Animal Science (3 cr), or DS 130-130L Introduction to Dairy Science and Lab (3 cr)
 - ii. AS 218 Survey of Animal Nutrition (3 cr)
 - e. Diversified Agriculture
 - i. None required (0 cr)
 - f. Agriculture: Mechanized
 - i. AS 101-101L Introduction to Animal Science and Lab (4 cr), or AS 102 Fundamentals of Animal Science (3 cr), or DS 130-130L Introduction to Dairy Science and Lab (3 cr)
 - ii. AS 218 Survey of Animal Nutrition (3 cr)
 - g. Agriculture- Urban
 - i. AGECE 271 Farm and Ranch Management (3 cr)
 - ii. AS 101-101L Introduction to Animal Science & Lab (4 cr), or AS 102 Fundamentals of Animal Science (3 cr), or DS 130-130L Introduction to Dairy Science and Lab (3 cr)
 - iii. AS 218 Survey of Animal Nutrition (3 cr)
 - iv. PS 103-103L Crop Production and Lab (3 cr)
9. Upper-level electives to reach 20 total (3-11 cr)

E. Electives: As needed to reach 120 credits total

TOTAL NORTHEAST CREDITS: 50

Technical course block credits: 44

Transferrable general education credits: 6

TOTAL SDSU CREDITS: 70

General education and supporting courses: 25

Agricultural Science major: 26-45

Electives: 0-19

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from NORTHEAST must have a cumulative GPA of 2.5 or higher.
2. Course grades of "C" and above meet the College of Agriculture, Food and Environmental Sciences requirements.
3. Credit for technical course transfer requires that the student has completed the A.A.S. degree with at least one of the above Options.
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 NORTHEAST. 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

_____ Date: _____
Dean of College of Agriculture, Food and Environmental Sciences

_____ Date: _____
Provost/Vice President for Academic Affairs

For Northeast Community College

_____ Date: _____

_____ Date: _____

**MINNESOTA STATE COLLEGES AND
UNIVERSITIES*
ARTICULATION AGREEMENT
BETWEEN**

**Riverland Community College
AND
South Dakota State University**

*The Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements and has delegated this authority to colleges and universities.

This Agreement is entered into between Riverland Community College (hereinafter sending institution), and South Dakota State University (SDSU) (hereinafter receiving institution).

The sending institution has established an **Agricultural Sciences A.S.** (hereinafter sending program), and the receiving institution has established a **B.S. in Agricultural Education, Communication and Leadership - Agricultural Education Specialization** (hereinafter receiving program), and will facilitate credit transfer and provide a smooth transition from one related program to another. It is mutually agreed:

Admission and Graduation Requirements

- A. The receiving institution's admission and program admission requirements apply to both direct entry students and to students who transfer under this agreement.
- B. Students must fulfill the graduation requirements at both institutions.
- C. Students must complete the entire sending program and meet the receiving institution's admission requirements for the agreement to apply.

Transfer of Credits

- A. The receiving institution will accept 60 credits from the sending program. A total of 71 credits remain to complete the receiving program.
- B. Courses will transfer as described in the attached Program Articulation Table.

Implementation and Review

- A. The Chief Academic Officers or designees of the parties to this agreement will implement the terms of this agreement, including identifying and incorporating any changes into subsequent agreements, assuring compliance with system policy, procedure and guidelines, and conducting a periodic review of this agreement.
- B. This Articulation Agreement is effective upon agreement by all parties and shall remain in effect until terminated or amended by either party with 90 days prior written notice.
- C. The college and university shall work with students to resolve the transfer of courses should changes to either program occur while the agreement is in effect.
- D. This Articulation Agreement will be reviewed by both parties within six months of the end date.

PROGRAM ARTICULATION TABLE

	College (sending)	University (receiving)
Institution	Riverland Community College	South Dakota State University
Program name	AGRICULTURAL SCIENCES	Agricultural Education, Communication and Leadership - Agricultural Education Specialization
Award Type (e.g., AS)	A.S.	B.S.
Credit Length	60 credits	120 CREDITS
CIP code (6-digit)		
Describe program admission requirements (if any)	MUST MEET ALL ENTRANCE REQUIREMENTS	MUST MEET ALL ENTRANCE REQUIREMENTS

Instructions

- List all required courses in both academic programs.
- MnTC goal areas transfer to the receiving institution according to the goal areas designated by the sending institution.
- Do not indicate a goal area for general education courses that are not part of the MnTC.
- For restricted or unrestricted electives, list number of credits.
- Credits applied: the receiving institution course credit amount may be more or less than the sending institution credit amount. Enter the number of credits that the receiving institution will apply toward degree completion.
- Show equivalent university-college courses on the same row to ensure accurate DARS encoding.
- Equiv/Sub/Wav column: If a course is to be encoded as equivalent, enter Equiv. If a course is to be accepted by the university as a "substitution" only for the purposes of this agreement, enter Sub. If a course requirement is waived by the receiving institution, enter Wav. If a course is to be accepted by the university as a MnTC goal area, restricted elective or unrestricted elective, leave the cell blank.

(To add rows, place cursor outside of the end of a row and press enter.)

SECTION A - Minnesota Transfer Curriculum-General Education

College (sending)			University (receiving)			
course prefix, number and name	Goal(s) ¹	Credits	course prefix, number and name	Goal(s) ¹	Credits Applied	Equiv Sub Wav
Minnesota Transfer Curriculum-General Education						
ENGL-1101: Composition I	1,2	3	ENGL-101: Composition I	1	3	
MATH-2021: Fundamentals of Statistics	2,4	4	STAT-281: Introduction to Statistics		4	
SPCH-1100: Fundamentals of Speech	1,9	3	CMST-101: Fundamentals of Speech	2	3	
ECON-2291: Macroeconomics OR	5,8	3	ECON-202: Principles of Macroeconomics OR	3	3	
ECON-2292: Microeconomics			ECON-201: Principles of Microeconomics (SGR#3)			
MATH-1110: College Algebra	2,4	3	MATH-114: College Algebra	5	3	
BIOL-1091: General Biology I	2,3	4	BIOL-151-151L: Biology Survey I and Lab	6	4	
PHYS-1000: Introduction to Physics	2,3	3	PHYS-101-101L: Survey of Physics and Lab	6	3	
SOCI-1103: Social Problems	5,9	3	SOC 150: Social Problems	3	3	
CHEM-1000: Introductory Chemistry OR	3,10	4	CHEM-106-106L, Survey of Chemistry and Lab	6	4	
CHEM-1121: General Organic and Biochemistry		3	OR CHEM 100T Chemistry Transfer Elective		3	
BIO-1092: General Biology II	3,10	4	BIOL-153-153L: Biology Survey II and Lab	6	4	
PHIL-1130: Ethics	6,9	3	PHIL-220: Introduction to Ethics	4	3	
GEOG-1200: Human Geography	5,10	3	GEOG-200: Introduction to Human Geography	3	3	
MnTC/General Education Total		40				

Special Notes, if any:

¹ MnTC goal areas transfer to the receiving MnSCU college/university according to the goal areas designated by the sending college/university

SECTION B - Major, Emphasis, Restricted and Unrestricted Electives or Other

(pre-requisite courses, required core courses, required courses in an emphasis, or electives (restricted or general) within the major). Restricted electives (in Major) fulfill a specific requirement within a major. Example A: "Chose two of the following three courses;" Example B: A Biology degree may require 40 science credits (20 credits of required courses + 20 credits of listed related courses, such as botany, genetics, sociobiology, etc. which students can select).

Major, Emphasis, Restricted, Unrestricted Electives or Other Courses				
AGSC-1020: Introduction To Soil Sciences	3	PS-213-213L: Soils and Lab	3	
AGSC-1030: Crop Production	4	PS-103-103L: Crop Production and Lab	4	
AGSC-1050: Introduction to Animal Science	3	AS-102: Fundamentals of Animal Science	3	
AGBS-2000: Introduction to Agribusiness Management	3	AGEC-271: Farm and Ranch Management	3	
AGSC-2010: Introduction to Precision Ag, Geo Info, and GPS	4	PRAG-203-203L: Introduction to Precision Ag and Lab	4	
AGSC-1010: Introduction to Agriculture, Food and Natural Sciences	3	ABS-119: First Year Seminar	3	
Restricted elective credits - list courses (if none enter 0)	0		0	
Unrestricted elective credits (if none enter 0)	0	College's unrestricted elective credits accepted in transfer (if none enter 0)	0	
Major, Emphasis, Unrestricted Electives Total	20	Total College Credits Applied (sum of sections A and B)	60	

SECTION C - Remaining University (receiving) Requirements

	course prefix, number and name	Credits
	HO 111-111L Introduction to Horticulture and Lab or HO 413/L Greenhouse and High Tunnel Management and Lab	3
	AGED 295 Practicum	1
	AGED 405 Philosophy of Career and Technical Education	2
	AST 202-202L Construction Technology and Materials and Lab	2
	AIS 211 SD American Indian Culture and Education	3
	ENGL-201: Composition II	3
	AS 241-241L Introduction to Meat Science and Lab	3
	DS 130-130L Introduction to Dairy Science and Lab, or DS 231 Dairy Foods, FS 101 Intro to Food Science, or FS 251 Food Safety and Quality Management Systems	3
	NRM 110 People and the Environment, or RANG 205/L Introduction to Range Management and lab, or WL 220 Introduction to Wildlife and Fisheries Management	3
	AS 285-285L Livestock Evaluation and Marketing and Lab, or AGECE 354 Agricultural Marketing and Prices	3
	EDFN 340 Adolescent Development in Educational Contexts	3
	EDFN 351 Teaching and Learning I	1
	AST 211L Ag and Outdoor Power for Teachers and Lab	1
	AST 311L Applied Electricity for Teachers and Lab	1
	AGED 431 Work Based Learning	2
	AGED 491 Independent Study- Welding	1
	EDFN 352-352L Teaching and Learning II and Lab	5
	AGED 404-404L Methods in Agricultural Education and Lab	4
	AGED 408 Supervision of Work Experience in Youth Organizations	2
	EDFN 453-453L Teaching and Learning III and Lab	7
	SEED 450 Reading and Content Literacy	2
	AGED 494 Internship	1
	EDFN 454 Teaching and Learning IV: Student Teaching	11
	SEED 456 Capstone/Action Research	1
	Arts and Humanities/Diversity (SGR #4): Coursework must be completed from two disciplines or a sequence of foreign language courses.	3
	Total Remaining University Credits	71

SECTION D - Summary of Total Program Credits			
College (sending) Credits		University (receiving) Requirements	
MnTC/General Education	40		
Major, Emphasis, Unrestricted Electives or Other	20		
Total Riverland CC Credits	60	Total Riverland CC Credits Applied	60
		Remaining credits to be taken at SDSU	71
		Total Program Credits	131
Special Notes, if any: Student must have a 2.5 or higher GPA and a grade of C or higher in AGED and EDFN courses and in CMST 101, ENGL 101 and MATH. Substitution for AS 101-101L with AS 102 will be allowed.			

College	Name	Signature	Date
Chief Academic Officer			
Interim Provost & VP Academic Affairs	Dr. Michelle Malott		
Title			
University	Name	Signature	Date
Chief Academic Officer			
Provost & VP Academic Affairs	Dennis Hedge		
Title			
DARS Encoder			

with Respect to Applying the **COMMUNICATION**

Associate of Arts Degree Program

Towards the
COMMUNICATION STUDIES
Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) Degree Program

Between
WESTERN IOWA TECH COMMUNITY COLLEGE (WITCC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Western Iowa Tech Community College (WITCC), Sioux City, IA.

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students; and
- D. provide WITCC students who have completed an A.A. degree in Communication an opportunity to earn a Bachelor of Arts or Bachelor of Science degree with a major in Communication Studies.

III. Academic Program Requirements

- A. Upon successful completion of the major requirements specified below, SDSU will accept up to 60 course credits from the A.A. degree in Communication for students majoring in Communication Studies. Students must successfully complete the A.A. degree in Communication from WITCC prior to transferring to SDSU for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Arts or Bachelor of Science degree with a major in Communication Studies are outlined below.
- C. **General Education Requirements (SGRs):** 30 credits
Transferable general education requirements in the A.A. in Communication curriculum are italicized and listed next to the SDSU requirement in the table below. Additional (not required for the A.A. in Communication degree) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements	SDSU Course(s)	Cr	Course	Cr
SGR Goal #1 Written Communication	ENGL 101 Composition I ENGL 201 Composition II	6	<i>ENGL 105 Composition I</i> <i>ENGL 106 Composition II</i>	3 3
SGR Goal #2 Oral Communication	SGR #2	3	<i>SPC 112 Public Speaking</i>	3
SGR Goal #3 Social Sciences	SGR #3	6	<i>SOC 110 Introduction to Sociology</i> <i>PSY 111 Introduction to Psychology</i>	3 3
SGR Goal #4 Arts and Humanities	SGR #4	6	<i>MMS 101 Mass Media</i> <i>PHI 105 Intro to Ethics</i>	3 3
SGR Goal #5 Mathematics	SGR #5	3	<i>MATH 111 Math for Liberal Arts</i>	3
SGR Goal #6 Natural Sciences	SGR #6	6	<i>BIO 105 Introductory Biology</i>	4

D. General Education and Supporting Requirements to be completed at SDSU:

1. SGR Goal #6: Natural Sciences (2 credits)

E. College of Arts, Humanities and Social Sciences Requirements

- One declared minor outside of the major discipline OR a second major OR a teaching specialization. The minor may be a traditional minor within one department or school or it may be interdisciplinary involving more than one department or school. The minor can be in a different college. The minor must be declared no later than the student's third semester of enrollment.
- Capstone course in the major discipline (e.g., CMST 465: Capstone: Communication Studies at SDSU)
- Upper division coursework Credits: 33

Bachelor of Science Degree Requirements 10+ credits

1. Natural Science Electives (10 credits)
 - a. Any two lab sciences.
 - b. Coursework must include 2 prefixes.
 - c. MATH and STAT courses do not count toward the science requirement.

Bachelor of Arts Degree Requirements 6+ credits

1. Modern Foreign Language through the 202 level (6+ credits)

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details.

- F. **Major Requirements:** 41 credits required; 4 of those credits met at WITCC
1. CMST 201 - Interpersonal Communication (COM) [SGR #3]
(3 credits, met with SPC 122 at WITCC)
 2. CMST 215 - Public Speaking (COM) [SGR #2] (3 credits)
or CMST 222 - Argumentation and Debate (COM) [SGR #2] (3 credits)
 3. CMST 305 - Communication Research (COM) (3 credits)
 4. CMST 405 - Theories of Communication (COM) (3 credits)
 5. CMST 410 - Organizational Communication (COM) (3 credits)
 6. CMST 416 - Rhetorical Criticism (COM) (3 credits)
or CMST 422 - Persuasion (COM) (3 credits)
 7. CMST 434 - Small Group Communication (COM) (3 credits)
 8. CMST 465 - Capstone: Communication Studies (Capstone; 3 credits)
 9. CMST 470 - Intercultural Communication (COM)
 10. MCOM 119 - First-Year Seminar in Communication and Journalism (2 credits,
met with SDV 108 at WITCC)

Select 12 credits from the following (recommend 300-400+ courses):

1. CMST 215 - Public Speaking (COM) [SGR #2] (3 credits)
or CMST 222 - Argumentation and Debate (COM) [SGR #2] (3 credits)
2. CMST 281 - Speech and Debate Activities (COM) (1-4 credits)
3. CMST 311 - Business and Professional Communication (COM)
4. CMST 320 - Communication in Interviewing (COM) (3 credits)
5. CMST 401 - Advanced Interpersonal Communication (COM) (3 credits)
6. CMST 415 - Communication and Gender (COM)
7. CMST 416 - Rhetorical Criticism (COM) (3 credits)
or CMST 422 - Persuasion (COM) (3 credits)
8. CMST 440 - Health Communication (COM) (3 credits)
9. CMST 441 - Current Issues in Health Communication (3 credits)
10. CMST 491 - Independent Study (COM) (1-3 credits)
11. CMST 492 - Topics (COM) Credits: 1-5 (1-3 credits required)
12. CMST 494 - Internship (COM) Credits: 1-16 (1-3 credits required)
13. CMST 498 - Research (COM) Credits: 1-4

G. Electives: As needed to reach 120 credits total.

Total minimum number of credits at SDSU: 60 ***

Transfer credits from WITCC: 60

Total credits required: 120

*** Additional transferable general education course credits could be completed at WITCC and would reduce the number of general education credits at SDSU. However, no more than 60 credits total can be transferred from WITCC to SDSU.

Additional requirements:

Students transferring from WITCC must have a cumulative GPA of 2.0 on a 4.0 scale. Any course taken at WITCC with a grade below a "C" (2.0 on a 4.0 scale) must be retaken at SDSU if required for the SDSU Communication Studies major.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Iowa Tech Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2024 semester term at WITCC and SDSU.

VII. Acceptance of Agreement

For South Dakota State University:

_____ Date: _____
Dr. Lynn Sargeant
Dean, College of Arts, Humanities and Social Sciences

_____ Date: _____
Dr. Dennis Hedge
Provost and Vice President for Academic Affairs

For Western Iowa Tech Community College:

_____ Date: _____
President

with Respect to Applying the **COMMUNICATION**

Associate of Arts Degree Program

Towards the
PUBLIC RELATIONS
Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) Degree Program

Between
WESTERN IOWA TECH COMMUNITY COLLEGE (WITCC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Western Iowa Tech Community College (WITCC), Sioux City, IA.

II. Purpose

The purpose of this agreement is to:

- A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students; and
- D. provide WITCC students who have completed an A.A. degree in Communication an opportunity to earn a Bachelor of Arts or Bachelor of Science degree with a major in Public Relations.

III. Academic Program Requirements

- A. Upon successful completion of the major requirements specified below, SDSU will accept up to 60 course credits from the A.A. degree in Communication for students majoring in Public Relations. Students must successfully complete the A.A. degree in Communication from WITCC prior to transferring to SDSU for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Arts or Bachelor of Science degree with a major in Public Relations are outlined below.
- C. The Public Relations major at SDSU is accredited by the national accrediting body of journalism and mass communication, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).
- D. Public Relations majors at SDSU must have a laptop and appropriate software to successfully complete the coursework and be adequately prepared for their professional careers. Apple Macs are the dominant choice in the industry. Necessary software includes Adobe Creative Cloud and Microsoft Word-compatible word processing software, as well as presentation and spreadsheet software, such as PowerPoint and Excel.

E. General Education Requirements (SGRs): 30 credits

Transferable general education requirements in the A.A. in Communication curriculum are italicized and listed next to the SDSU requirement in the table below. Additional (not required for the A.A. in Communication degree) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements		Required Coursework 25 credits		
SGR Goal	SDSU Course(s)	Cr	Course	Cr
SGR Goal #1 Written Communication	SGR #1	6	<i>ENGL 105 Composition I</i>	3
			<i>ENGL 106 Composition II</i>	3
SGR Goal #2 Oral Communication	SGR #2	3	<i>SPC 112 Public Speaking</i>	3
SGR Goal #3 Social Sciences	ECON 201 Principles of Microeconomics SGR #3	3		
			3	<i>PSY 111 Introduction to Psychology</i>
SGR Goal #4 Arts and Humanities	SGR #4	6	<i>MMS 101 Mass Media</i>	3
			<i>PHI 105 Intro to Ethics</i>	3
SGR Goal #5 Mathematics	SGR #5	3	<i>MATH 111 Math for Liberal Arts</i>	3
SGR Goal #6 Natural Sciences	SGR #6	6	<i>BIO 105 Introductory Biology</i>	4

F. General Education and Supporting Requirements to be completed at SDSU:

1. ECON 201 Principles of Microeconomics (3 credits)
2. SGR Goal #6: Natural Sciences (2 credits)

G. College of Arts, Humanities and Social Sciences Requirements

- One declared minor outside of the major discipline OR a second major OR a teaching specialization. ***Satisfied in full by completion of the A.A. in Communication degree at WITCC.***
- Capstone course in the major discipline (e.g., PUBR 442 at SDSU)
- Upper division coursework Credits: 33

Bachelor of Science Degree Requirements 10+ credits

1. Natural Science Electives (10 credits)
 - a. Any two lab sciences.
 - b. Coursework must include 2 prefixes.
 - c. MATH and STAT courses do not count toward the science requirement.

Bachelor of Arts Degree Requirements 6+ credits

1. Modern Foreign Language through the 202 level (6+ credits)

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details.

- H. **Major Requirements:** 44 credits required; 4 of those credits met at WITCC
1. MCOM 119 - First-Year Seminar in Communication and Journalism Credits: 2 (*met with SDV 108 at WITCC*)
 2. MCOM 210 - Basic Media Writing (COM) Credits: 3 (*met with the elective MMS 132 at WITCC*)
 3. MCOM 220 - Introduction to Digital Media (COM) Credits: 3
 4. MCOM 270 - Data Analysis in Communication Credits: 3
 5. MCOM 331 - Video Production (COM) Credits: 3
 6. MCOM 394 - Internship (COM) Credits: 1-12 (3 credits required) or MCOM 494 - Internship (COM) Credits: 1-12 (3 credits required)
 7. MCOM 416 - Mass Media in Society Credits: 3 or ADV 476 - Global and Multicultural Advertising Credits: 3 or CMST 470 - Intercultural Communication (COM) Credits: 3
 8. MCOM 430 - Media Law (COM) Credits: 3
 9. PUBR 243 - Public Relations Principles (COM) Credits: 3
 10. PUBR 345 - Public Relations Writing Credits: 3
 11. PUBR 411 - Media Analytics Credits: 3
 12. PUBR 442 - Integrated Marketing Communication and Campaigns (COM) Credits: 3 (Capstone)

Select 9 credits from the following (recommend 300-400+ courses):

1. ADV 314 - Digital Promotions Credits: 3
2. ADV 371 - Advertising Copy and Design (COM) Credits: 3
3. CMST 215 - Public Speaking (COM) [SGR #2, HSDC] Credits: 3
4. CMST 311 - Business and Professional Communication (COM)
5. CMST 422 - Persuasion (COM) Credits: 3
6. HMGD 355 - Events and Facilities Administration Credits: 3
7. LMNO 201 - Introduction to Leadership and Management of Nonprofit Organizations Credits: 3
8. MCOM 219 - Social Media Strategies Credits: 3
9. MCOM 265 - Basic Photography (COM) Credits: 3
10. MCOM 266 - Photojournalism (COM) Credits: 3
11. PUBR 472 - Research and Planning (COM) Credits: 3

I. Electives: As needed to reach 120 credits total.

Total minimum number of credits at SDSU: 60 ***

Transfer credits from WITCC: 60

Total credits required: 120

*** Additional transferable general education course credits could be completed at WITCC and would reduce the number of general education credits at SDSU. However, no more than 60 credits total can be transferred from WITCC to SDSU.

Additional requirements:

Students transferring from WITCC must have a cumulative GPA of 2.0 on a 4.0 scale. Any course taken at WITCC with a grade below a "C" (2.0 on a 4.0 scale) must be retaken at SDSU if required for the SDSU Public Relations major. Public Relations majors must have a 2.5 GPA in required courses for the major. Students cannot pursue a double major in any combination of Advertising, Journalism, or Public Relations at SDSU.

IV. Obligations

Both parties agree to confer with each other on a regular basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Iowa Tech Community College. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2024 semester term at WITCC and SDSU.

VII. Acceptance of Agreement

For South Dakota State University:

_____ Date: _____

Dr. Lynn Sargeant
Dean, College of Arts, Humanities and Social Sciences

_____ Date: _____

Dr. Dennis Hedge
Provost and Vice President for Academic Affairs

For Western Iowa Tech Community College:

_____ Date: _____

President

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H
DATE: December 13-14, 2023

SUBJECT

Agreements on Academic Cooperation – SDSU

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 State University (SDSU) seeks approval to enter into two agreements on academic cooperation with the University of Kinshasa, located in Kinshasa, Democratic Republic of the Congo and the University of Philippines Los Baños, located in Laguna, Philippines.

IMPACT AND RECOMMENDATION

The agreements result in the opportunity for the exchange of information among faculty, including within specific disciplines outlined in each agreement. Also, the institutions would exchange scientific and technical expertise, educational practices, and conduct joint research. Both institutions agree to discuss future collaborations and exchanges, including brief exchange visits, joint publication of research, student and faculty exchange, and other opportunities as appropriate.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation – SDSU & University of Kinshasa
Attachment II – Agreement on Academic Cooperation – SDSU & University of the Philippines Los Baños

DRAFT MOTION 20231213_5-H:

I move to approve South Dakota State University’s agreements on academic cooperation with the University of Kinshasa and the University of the Philippines Los Baños, as presented.

South Dakota
State
University
and the
University of
Kinshasa

**AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
AND
UNIVERSITY OF KINSHASA**

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, South Dakota State University (SDSU) and the University of Kinshasa (UniKin) agree to the following:

I. Scope of the Cooperation

- Article 1. The institutions agree to exchange experience and information on questions of pedagogy, organization and contents of instruction, and the training of faculty and students, as appropriate. The area of exchange shall cover academic disciplines to be determined and negotiated by both parties, and may specifically include Geography and Geospatial Sciences, Agricultural and Biosystems Engineering, Economics, and English as a Second Language.
- Article 2. The institutions agree to exchange scientific and technical expertise, educational practices, as well as exhibitions and other materials, as appropriate, illustrating the activities and achievements of both institutions.
- Article 3. The institutions agree, as appropriate, to help faculty member of both parties conduct joint research projects.
- Article 4. Both institutions agree to discuss other proposals relating to future collaborations and exchange, including the possibility of brief exchange visits, joint publication of research, student and faculty exchange, and other similar projects as appropriate.

II. Appointment of Coordinators

- Article 5. Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or and renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact, and this person will coordinate the specific aspects of the agreement.
- Article 6. The following individuals at each institution will be responsible for coordinating this agreement:

<p>South Dakota State University</p> <p>PRIMARY CONTACT FOR AGREEMENT Name: Sally A. Gillman, Ph.D. Title: Director for Education Abroad Office: Office of International Affairs Mailing Address: Briggs Library, Suite 119 Brookings, SD 57007 Email: sally.gillman@sdstate.edu Telephone: 605-688-6094 Fax: 605-688-6540</p> <p>ACADEMIC UNIT CONTACT Name: Robert H. Watrel, Ph.D. Title: Department Head Office: Department of Geography and Geospatial Sciences Mailing Address: Wecota Hall 109, Box 506 Brookings, SD 57007 Email: robert.watrel@sdstate.edu Telephone: 605-688-6288 Fax: 605-688-4030</p>	<p>University of Kinshasa</p> <p>PRIMARY AND ACADEMIC UNIT CONTACT FOR AGREEMENT Name: Jean-Robert Bolambee Bwangoy-Bankanza Title: Associate Professor Office: Department of Geosciences Mailing Address: BP 125, Kinshasa, Kinshasa, Democratic Republic of Congo Email: bwangoy.bankanza@sdstate.edu Telephone: +243 99 99 99 881</p>
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Article 7. The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

VI. Terms of Agreement


- Article 8. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.
- Article 9. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions. Additional joint activities, such as student or faculty exchange, will require the execution of a separate agreement.
- Article 10. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
- Article 11. Nothing in the above agreement shall be construed as being legally binding.
- Article 12. This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of

these reasons is not a default by the State nor does it give rise to a claim against the State.

In the spirit of international friendship and cooperation, we hereby set our signatures:

for South Dakota State University

for the University of Kinshasa


Barry H. Dunn, President

Jean-Marie Ntumba Kayembe, MD, PhD
Rector

10-27-23
Date:

Date:

A

South Dakota
State
University
And
University of
the Philippines
Los Baños

**AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
BROOKINGS, SOUTH DAKOTA, USA
AND
UNIVERSITY OF THE PHILIPPINES LOS BAÑOS
LAGUNA, PHILLIPINES**

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, South Dakota State University (SDSU) and the University of the Philippines, Los Baños (UPLB) agree to the following:

I. Scope of the Cooperation

- Article 1. The institutions agree to exchange experience and information on questions of pedagogy, organization and contents of instruction, and the training of faculty and students, as appropriate. The area of cooperation shall cover academic disciplines to be determined and negotiated by both parties, and may specifically include the College of Agriculture, Food and Environmental Sciences.
- Article 2. The institutions agree to exchange research papers, educational practices, as well as exhibitions and other materials, as appropriate, illustrating the activities and achievements of both institutions.
- Article 3. The institutions agree, as appropriate, to help faculty member of both parties conduct joint research projects. Specific activities and programs implemented under authority of this MOU shall be subject to availability of funds and the approval of each institution's authorized representatives.
- Article 4. Both institutions agree to discuss other proposals relating to future collaborations and exchange, including the possibility of brief exchange visits, joint publication of research, student and faculty exchange, and other similar projects as appropriate. While advanced graduate and professional students may participate in cooperative activities as proposed in Article 1 above to conduct collaborative or independent research, this MOU does not provide for the exchange of undergraduate or graduate students who propose to enroll in classes and earn academic credit at the host institution.

II. Appointment of Coordinators

- Article 5. Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or and renewing the agreement, as appropriate. In addition, each institution

shall name at least one academic contact, and this person will coordinate the specific aspects of the agreement.

Article 6. The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University	University of the Philippines, Los Baños
<p>PRIMARY CONTACT FOR AGREEMENT Name: Sally A. Gillman, Ph.D. Title: Director for Education Abroad Office: Office of International Affairs Mailing Address: Briggs Library 119, Box 2115 Brookings, SD 57007 USA Email: sally.gillman@sdstate.edu Telephone: +1-605-688-6094 Fax: +1-605-688-6540</p>	<p>PRIMARY CONTACT FOR AGREEMENT Name: Rommel C. Sulabo, Ph.D. Title: Professor Office: B. M. Gonzalez Animal Science Complex Mailing Address: UP Los Baños, 4031 College Laguna, Philippines Email: rcsulabo@up.edu.ph Telephone: +63-916-654-2032</p>
<p>ACADEMIC UNIT CONTACT Name: Robert Thaler, Ph.D. Title: Professor/Extension Swine Specialist Office: Animal Science Complex 114 Mailing Address: Box 2170 Brookings, SD 57007 Email: robert.thaler@sdstate.edu Telephone: +1-605-688-5435</p>	<p>ACADEMIC UNIT CONTACT Name: Rommel C. Sulabo, Ph.D. Title: Professor Office: B. M. Gonzalez Animal Science Complex Mailing Address: UP Los Baños, 4031 College Laguna, Philippines Email: rcsulabo@up.edu.ph Telephone: +63-916-654-2032</p>

Article 7. The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

VI. Terms of Agreement

Article 8. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.

Article 9. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions. Additional joint activities, such as student or faculty exchange, will require the execution of a separate agreement.

Article 10. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.

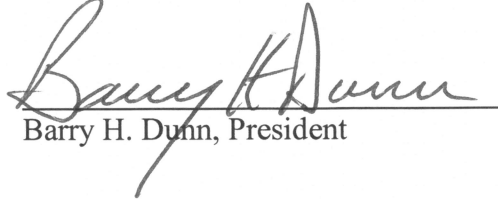
Article 11. Nothing in the above agreement shall be construed as being legally binding.

Article 12. This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South

Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

In the spirit of international friendship and cooperation, we hereby set our signatures:

for South Dakota State University


Barry H. Dunn, President

10-27-23
Date:

for University of the Philippines, Los Baños

Jose V. Camacho, Jr., Chancellor

Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – I (1)
DATE: December 13-14, 2023

SUBJECT

Revised BOR Policy 2.2.2.1 – Seamless Transfer of Credit (Formerly Policy 2:5) and BOR Policy 2.2.2.5 – Credit for Prior Learning (Formerly Policy 2:5:4) (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.2.2.1](#) – Seamless Transfer of Credit
[BOR Policy 2.2.2.5](#) – Prior Learning and Validated Transfer of Credit
[SDBOR Strategic Plan](#)

BACKGROUND / DISCUSSION

Dr. Minder, the Council of Presidents and Superintendents (COPS), and the Board of Regents discussed Credit for Prior Learning at the 2023 BOR August Retreat ([BOR Item 4-H](#)). An internal stakeholder group across the six (6) universities has been working to design an enhancement to BOR Policy 2.2.2.5 (formerly Policy 2:5:4).

As the BOR discussed during their August Retreat, the universities do provide current opportunities for prior learning, therefore, the goal of this revised policy framework is to provide additional opportunities for students, increase communications, and develop strategic tools and FAQs as it relates to prior learning.

Policy Enhancements

A draft of the BOR Policy revisions were presented to the Academic Affairs Council (AAC) at their meeting on September 7th for review, and an internal meeting was held on September 21st with a few AAC members to arrive at the revised draft policy as presented in Attachment I. Changes to these policies include:

BOR Policy 2.2.2.1 – Seamless Transfer of Credit

- Addition of the definition for Credit for Prior Learning.
- Referral to BOR Policy 2.6.1 for purposes related to required credits and eligible transfer credits.

(Continued)

DRAFT MOTION 20231213_5-I(1):

I move to approve the second and final reading of the proposed revisions to BOR Policy 2.2.2.1 and BOR Policy 2.2.2.5, as presented.

- Removal of program-specific waiver language was replaced with general waiver language.

BOR Policy 2.2.2.5 – Credit for Prior Learning

- Title change
- New purpose statement
- New definition section
- Policy statements
- Five (5) opportunities for accepted credit

IMPACT AND RECOMMENDATION

This is the second review of these policy revisions. The Board academic staff would like to thank the committees' efforts; the work with those stakeholders to further develop the Credit for Prior Learning guidelines, tools, and FAQs will continue. No changes have been made since the first reading during the October 2023 BOR Meeting.

Board academic staff support the proposed revisions of BOR Policies 2.2.2.1 and 2.2.2.5 as presented.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2.2.2.1 – Seamless Transfer of Credit (formerly Policy 2:5)

Attachment II – Proposed Revisions to BOR Policy 2.2.2.5 – Credit for Prior Learning (formerly Policy 2:5:4)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Seamless Transfer of Credit

NUMBER: 2.2.2.1

A. PURPOSE

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

B. DEFINITIONS

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

11. **Out-of-State:** A college or university not physically located in South Dakota.
12. **Prior Learning Assessments (PLA):** A process to evaluate learner competencies acquired by a student through formal and non-formal learning experiences that occurred outside of the college classroom. (e.g., External Exam [CLEP, AP, IB, etc.], American Council on Education [ACE], Council on Adult and Experiential Learning [CAEL], etc.).
13. **Program-to-Program Transfer:** Process whereby an entire curriculum or program of study is accepted between colleges and universities.
14. **Receiving Institution:** The Regental University to which the student is transferring.
15. **Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2.4.2.).
16. **Regental University:** Defined as one of the six (6) public universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota.
17. **Reverse Transfer:** Transfer credit exchange between a receiving institution to the sending institution to retroactively complete the academic credentials for a degree.
18. **SD Technical College:** Colleges affiliated with the South Dakota Board of Technical Education: Lake Area Technical College, Mitchell Technical College, Southeast Technical College, and Western Dakota Technical College.
19. **Sending Institution:** The institution from which a student is transferring.
20. **Transfer Student:** A designation given to a degree-seeking student who transfers credit from a sending institution to a receiving institution.
21. **WICHE (Western Interstate Commission for Higher Education):** A higher educational compact for which the Board of Regents is a member.
22. **WICHE Interstate Passport:** A program that enables seamless block transfer of lower-division general education credits to fulfill general education requirements at a participating member institution in the WICHE compact.

C. POLICY STATEMENTS

1. Governance:

- 1.1. Board of Regents Policy 1.1.1, 1.1.2 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 1.2. The Regental university must gain approval for any articulation agreement from the Board of Regents.
- 1.3. The Board of Regents governs the common course numbering and the common course catalog in their enterprise resource planning (ERP) system.

- 1.4. All courses are subject to all Board of Regents policies and any conditions for validation that are prescribed by the receiving institution.
- 1.5. The Regental system general education requirements shall be managed by the Academic Affairs Council with consultation from the System General Education Committee.

2. **Quality:**

- 2.1. The goal of transfer credit decisions, regardless of whether the credits were completed at an accredited institution, is to ensure that all degree-seeking students have met the same (or appropriately similar) curricular requirements upon graduation.
- 2.2. When evaluating transfer requests, reviewers should consider whether the accreditation of a sending institution is from a recognized accrediting organization.

3. **Applicability:**

- 3.1. Regental institutions shall award credit when the academic program, level of study, and course content are similar in nature and applicable to the academic program of the receiving institution.
- 3.2. Grading schemes inconsistent with the Regental system grading scheme will be converted to the Regental equivalent.
- 3.3. Credit is only applied once per course per degree on a semester credit system; any course taken multiple times will be treated according to the Regental system repeat policy.

4. **Student-Centered:**

Credit prior coursework is evaluated for transfer based on the following policies. The policies are established to meet specific student needs.

- BOR Policy 2.2.2.2 – Internal (within the Regental system) Transfer
- BOR Policy 2.2.2.3 – External (Non-Regental) Accredited Institution Transfer
- BOR Policy 2.2.2.4 – External (Non-Regental) Non-Accredited and International Transfer
- BOR Policy 2.2.2.5 – ~~Prior Learning and Validated Transfer~~ Credit for Prior Learning

D. INSTITUTIONAL CREDIT REQUIREMENTS

Minimum institutional credit requirements to earn an academic credential (certificate or degree) are identified in BOR Policy 2.6.1. All other credits beyond the required threshold as provided in BOR Policy 2.6.1 are eligible to be satisfied through transfer credit.

E. PROGRAM SPECIFIC TRANSFER OF CREDIT WAIVERS

There may be a need to request waivers for programming and student needs, due to an articulation agreement or individual student transfer needs due to graduation requirements. Student graduation-institutional credit requirements shall be covered by BOR Policy 2.6.1. Should the need arise, the Chief Academic Officer at the Regental institution may request a waiver of the transfer credit limitations imposed by BOR Policy 2.6.1 through the BOR System Academic Affairs designated staff member.

- ~~1. No waivers are needed for students that transfer under BOR Policy 2:5.1 (Internal Regental Transfer) unless BOR Policy 2:29 requires additional waivers for graduation requirements. If the credits apply to the program, all shall be approved.~~
- ~~2. If a non-Regental student transfer accounts for more than allowed in BOR Policy 2:29, the academic vice president may request approval through the System Academic Affairs designated staff member.~~
- ~~2. Total transfer credit completed at an associate college shall not exceed one-half of the hours required for completion of the baccalaureate degree at the receiving institution. Waivers can be requested for the program and must be approved by the system vice president for academic affairs.~~
- ~~3. The System Vice President for Academic Affairs may approve program-specific agreement waivers of up to seventy-five (75) total transfer credit hours at the receiving institution.~~
- ~~4. Formal Board of Regents approval (for program agreements) is required for a transfer of credit for:

 - ~~1.1. Baccalaureate program-specific waivers of seventy-six (76) total transfer credit hours up to a maximum of ninety (90) total transfer credit hours at the receiving institution.~~
 - ~~1.2. Graduate accelerated program-specific waivers of thirteen (13) total transfer credit hours up to a maximum of twenty-five (25) total transfer credit hours at the receiving institution.~~~~

F. APPEAL PROCESS

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

FORMS / APPENDICES:

None

SOURCE:

SDCL 13-49.1; BOR April 1989; BOR April 1992; BOR June 1997; BOR March 1998; BOR August 1999, BOR March 2001; BOR May 2001; BOR January 2002; BOR March 2002; BOR June 2002; BOR August 2002; BOR December 2002; BOR May 2003; BOR August 2003; BOR December 2003; BOR October 2004; BOR June 2005; BOR August 2005; BOR March 2008; BOR March-April 2010; BOR October 2010; BOR October 2011; BOR December 2011; BOR June 2015; BOR December 2016; BOR June 2018; BOR April 2019; April 2020 (Clerical); June 2020 (Clerical); BOR December 2021; BOR August 2022; August 2022 (Clerical); December 2022 (Clerical); October 2023 (Clerical); [BOR December 2023](#).

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Prior Learning and Validated Transfer of Credit~~ Credit for Prior Learning

NUMBER: 2.2.2.5

A. PURPOSE

~~The Board of Regents governing the six public universities has established a policy on the transfer of credits related to prior learning or other validated credits.~~

The Board of Regents supports credit for prior learning by encouraging institutions to employ effective and efficient practices rooted in nationally recognized best practice standards to maximize awarding degree-relevant, college-level coursework to students. Recognizing the assets and capabilities of students through acceptance of credit for prior learning promotes access for South Dakotans. Therefore, institutions shall apply toward admission eligibility, course prerequisites, and/or degree requirements, academic credit earned outside of a traditional higher education setting.

B. DEFINITIONS

1. **ACE:** The American Council on Education (ACE) is a non-profit member organization that serves as a coordinating body for higher education regarding key issues.
2. **JST:** The Joint Services Transcript (JST) is a synchronized transcript of professional United States military education, training and occupation experiences achieved by service members and veterans.
3. **Industry and Professional Training and Certification:** Training that aligns with professional position requirements, and credentials recognized by industry related to specific knowledge and/or skillsets.
4. **Institutional Challenge Exam:** A subject-matter exam created by faculty at an institution with appropriate expertise in the subject/discipline.
5. **Portfolio:** The process of reviewing a compilation of artifacts, narratives and demonstrations and comparing them against the competencies of a course(s) for the purpose of awarding college-level credit.
6. **Published Guides:** Nationally recognized guides that utilize established methods and processes to evaluate a variety of learning opportunities outside a traditional education classroom (experience, training, examinations, etc.) and translate them into credit recommendations.
7. **Standardized Exam:** A nationally recognized exam that tests subject-matter knowledge. Standardized exams can be stand-alone exams, or an exam connected to a learning experience.

C. POLICY STATEMENTS AND STANDARDS

1. Credit for prior learning shall be awarded for college-level learning which entails knowledge, skills, and competencies that students have obtained because of their prior learning experiences.
2. Credit for prior learning shall be reviewed for students who have been admitted to one of the six Regental institutions and have a declared major.
3. Credits earned through Credit for Prior Learning must apply to the student's declared program (major, degree, certificate) at the institution where the student is admitted.
4. Credit for prior learning shall not be awarded for a course that is already on the student's academic record by any of the six Regental institutions.
5. Credits earned through Credit for Prior Learning will be transcribed as transfer credits, with a grade of "CR".
6. Credit earned and awarded through Credit for Prior Learning will not have any quality points awarded and will not be calculated in the grade point average or completion rate.
7. Credits earned through Credit for Prior Learning are transcribed in the current semester for which they were approved and awarded (not the term they worked, experienced, or participated in the activity).
8. Credits earned will not be counted in the student's semester enrollment calculation, nor are they eligible for financial aid.
9. Regental institutions shall abide by the established minimum scores for standardized exams, as documented in published guides.
10. Regental institutions shall utilize the established minimum credit recommendations documented in published guides.
11. Regental institutions shall ensure graduate-level institutional policies allow for acceptance of credits earned through Credit for Prior Learning as part of existing transfer credit policies.
12. Credits earned through Credit for Prior Learning are considered transfer credits. Undergraduate credit requirements for graduation are identified in BOR Policy 2.6.1 and BOR Policy 2.2.2.1; no additional or separate limitation beyond the limit identified in that policy, is placed on credits earned through Credit for Prior Learning.

D. PRIOR LEARNING TRANSFER OF CREDIT

As with the assessment of classroom learning, the objective of prior learning assessment is to identify student competency related to a specific set of learning outcomes. This policy applies to transfer students and currently enrolled students. ~~who earned and have evidence of the credit outlined in their transcript.~~

The Regental universities should provide transfer students with the same opportunities as continuing students to demonstrate their competence using internally and/or externally standardized processes.

1. General Requirements

~~Credit earned through validation methods other than nationally recognized examinations is limited to a maximum of thirty (30) hours of credit for baccalaureate degrees and fifteen (15) hours of credit for associate degrees.~~

~~1.1. There are five (5) accepted practices approved by the Board of Regents on credit for prior learning.~~

~~**1.1.1 Industry/Professional Certification or Training:** Includes, but is not limited to any non-collegiate training programs that result in industry certification, professional licensure, skill development, apprenticeship completion, and other work-based learning programs, etc.~~

~~**1.1.2 Joint Services Transcript:** Includes, but is not limited to rank, occupation, military education, training, military occupation, etc. as documented on the JST.~~

~~**1.1.3 Portfolio:** Conducted through a designated third party, unless it is for graduate-level course credit, or a subject/discipline that the third party does not offer.~~

~~**1.1.4 Published Guides:** Includes but is not limited to the ACE National Guide to College Credit for Workplace Training, the ACE Military Guide, and the National College Credit Recommendation Service (NCCRS).~~

~~**1.1.5 Credit by Examination:** Includes standardized exams and institutional challenge exams.~~

- ~~• AP – Advanced Placement (CollegeBoard)~~
- ~~• CLEP – College Level Examination Program (CollegeBoard)~~
- ~~• DLPT – Defense Language Proficiency Test (Defense Language Institute)~~
- ~~• DSST – DANTES Subject Standardized Test (Prometric)~~
- ~~• GED – General Education Development Test (GED Testing Service)~~
- ~~• Institutional Challenge Exam – Institutionally-developed exam (Regental Institution or Non-Regental Institution)~~
- ~~• IB – International Baccalaureate Diploma Program (International Baccalaureate)~~
- ~~• UExcel – Excelsior University~~

~~**1.1.2** The Discipline Councils will provide consultation to the Academic Affairs Council and system academic affairs staff as it relates to competencies, course equivalencies, and other requirements.~~

~~**1.2.1.3** Fees will be assessed for awarded credit through the fee schedule.~~

E. APPLICATION OF POLICY

To facilitate Regental institutions being responsive to the rapidly evolving nature of Credit for Prior Learning, guidance to Regental institutions about the application of policy requirements shall be done through Academic Affairs Guidelines. The standards and procedures shall be accepted by all institutions and operationalized for the Information System.

1.3 Credit by Exam

~~1.3.1 Credit for college level courses granted through nationally recognized examinations such as CLEP, AP, DSST, etc., may be evaluated and accepted for transfer if equivalent to Regental courses and the scores are consistent with Regental policies.~~

~~1.3.2 Such credits are only valid if transcribed by a sending institution within five years of the student taking the examination.~~

~~1.3.3 Regental institutions shall honor credits from nationally recognized examinations transcribed to meet degree requirements at a non-Regental institution.~~

~~1.3.3.1 If credit received through validation is applied as elective credit, it may only be applied at the 100 or 200 level.~~

~~1.3.3.2 Credit received through validation may apply to System General Education Requirements.~~

~~1.3.4 After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of EX on the transcript, but the grade earned at the sending institution is not recorded or calculated into the grade point average.~~

1.4 Military Credit

~~1.4.1 Credits earned through military training validated using prior knowledge assessment is limited to an additional thirty (30) hours of credit for baccalaureate degrees and an additional fifteen (15) hours of credit for associate degrees.~~

~~1.4.2 University discretion is permitted in acceptance of validated military credit for graduate programs, limited to a maximum of twelve (12) credit hours.~~

~~1.4.3 After the course evaluation is completed, the approved equivalent receiving institution courses and credit hours are recorded with a grade of CR on the transcript.~~

~~1.4.4 The earned is not recorded or calculated into the grade point average.~~

FORMS / APPENDICES:

None

SOURCE:

BOR August 2022; October 2023 (Clerical); [BOR December 2023](#).

DRAFT

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – I (2)
DATE: December 13-14, 2023

SUBJECT

**Revised BOR Policy 3.3.1 – Confidentiality of Student Records (Formerly Policy 3:5)
(Second Reading)**

CONTROLLING STATUTE, RULE, OR POLICY

- [BOR Policy 3.3.1](#) – Confidentiality of Student Records
- [BOR Policy 3.3.2](#) – Public Access to Student Directory Information
- [BOR Policy 7.1](#) – Acceptable Use of Information Technology Systems
- [BOR Policy 7.7](#) – Personally Identifiable Information
- [Family Educational Rights and Privacy Act \(FERPA\)](#)

BACKGROUND / DISCUSSION

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law protecting students’ rights for confidentiality¹. As an Institution of Higher Education (IHE), the Regental system must comply with FERPA.

[BOR Policy 3.3.1](#) (formerly Policy 3:5) – Confidentiality of Student Records was last updated in October 1993; therefore, a new proposed draft of the policy is presented as Attachment I, which if approved will replace the old version currently in place. In the review process, this policy was first evaluated by the Technology Affairs Council (TAC) (chief technology officers) and a recommendation was to increase awareness and policy around FERPA especially if it relates to enhancements of technology. As technology continues to evolve and integrations occur within the Regental system, TAC recommended a policy and guideline evaluation need.

The Academic Affairs Council (AAC) and the Student Affairs Council (SAC) working with legal counsel have since updated the draft found in Attachment I.

¹ FERPA, US Department of Education. <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

(Continued)

DRAFT MOTION 20231213_5-I(2):

I move to approve the second and final reading of the proposed new draft of BOR Policy 3.3.1, as presented.

This policy now includes the following:

1. Purpose of FERPA
2. Definition Section
3. Policy
 - a. Student Rights
 - b. Directory Information
 - c. Disclosure
 - d. Record Requests
 - e. Security of Personal Identifiable Information
 - f. Annual Notices and Training
4. Institutional Policy Requirements
5. Non-Compliance

The draft provided in Attachment I has been vetted by Academic Affairs, Student Affairs, Technology Affairs, Legal Counsel (BOR, SDSU, and USD) and internally within the Board office. This process of engagement and information gathering occurred over a 12+ month period to ensure that all stakeholders had an opportunity to effectuate policy draft language.

IMPACT AND RECOMMENDATION

The new draft of BOR Policy 3.3.1, presented as Attachment I, will replace the old version currently in place. This policy includes standard language from the FERPA regulations for which each campus currently enforces the rules and regulations. Therefore, this proposed policy revision memorialized the requirements of the federal rules and regulations to ensure that all parties including students, staff, faculty, and third parties understand the requirements for Institutions of Higher Education. No changes have been made since the October 2023 BOR Meeting.

The timeline associated with this policy revision will be as follows:

- First Reading – October 2023 BOR Meeting
- Second and Final Reading – December 2023 BOR Meeting

Board staff approve of the proposed new draft of BOR Policy 3.3.1 as presented.

ATTACHMENTS

Attachment I – Proposed New Draft of BOR Policy 3.3.1 (Formerly Policy 3:5) – Confidentiality of Student Records

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Confidentiality of Student Records

NUMBER: 3.3.1

A. PURPOSE

The purpose of this policy is to inform students, faculty, and staff about the types of student records maintained within the Regental System and to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended.

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/policy.
2. **Directory Information:** Information designated by the Regental System or the institutions under its control of the kinds that may be defined as such under FERPA, including without limitation: student's name, class level, degrees received, major and minor programs of study, hometown, dates of attendance, full-time/part-time status, honors and awards, and graduation date.
3. **Education Record:** As defined under FERPA, "Education Record" means records of any format that are directly related to a student and maintained by the Regental System or institutions under its control, or by a party acting for the Regental System or institution, except the following:
 - 3.1. **Alumni Records:** includes records created or received after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student;
 - 3.2. **Employment Records:** includes records of employment for an individual, whose employment is not contingent on the fact that the individual is a student, provided the record is used only in relation to the individual's employment;
 - 3.3. **Health Records:** includes records maintained by institutional student health services that are solely for treatment of a student and made available only to those persons providing the treatment;
 - 3.4. **Law Enforcement Unit Records:** includes records maintained by institutions for law enforcement purposes, revealed only to law enforcement agencies at the same

jurisdiction, and separated from other educational records maintained by the institutions;

- 3.5. **Peer Graded Records:** peer graded assignments and papers that are shared among students in a class before and until they are collected and recorded by the class instructor;
 - 3.6. **Psychological Records:** includes records maintained by institutional student counseling services that are maintained solely for the treatment of a student and made available only to those persons providing treatment;
 - 3.7. **Sole Possession Records:** includes records that are temporarily kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
4. **Legitimate Educational Interest:** A need to access Student Education Records or PII contained therein for the purpose of performing an appropriate educational, research or administrative function for the Regents System or a governed institution.
 5. **Limited Directory Information:** Regental institutions may designate photographs, videos, or other media containing a student's image or likeness (student images) and institution-issued student electronic mail addresses (email addresses) as Limited Use Directory Information for internal use only.
 6. **Personally Identifiable Information:** As defined in [BOR Policy 7.7](#), Personally Identifiable Information (PII) includes information that can be used to distinguish or trace an individual's identity or, when combined with other personal or identifying information, is linked or linkable to a specific individual. PII includes the specific items set forth in BOR Policy 7.7.
 7. **Regental System:** The six public institutions (universities) and the two special schools.
 8. **School Official:** An individual employed by the Regental System in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit and health personnel); an individual or company with whom the Regental System or an institution under its control has contracted as its agent to provide a service (e.g. attorney, auditor, collection agent); or a Student serving on an official committee or assisting another official in performing their tasks.
 9. **Student:** An individual who is or has been in attendance at the Regental System and for whom the Regental System has maintained an Education Record.

C. POLICY

The Regental System and its institutions observe the rights, privileges, and protections as set forth by the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended relative to individually identifiable Student Education Records.

1. Student rights with regard to Education Records include:

- 1.1. The right to inspect and review the Student's Education Record within 45 days after the day the institution receives a request for access;
- 1.2. The right to request the amendment of the Student's Education Record if the Student believes the record is inaccurate, misleading, or otherwise in violation of the Student's privacy rights under FERPA;
- 1.3. The right to provide written consent before the Regental System or an institution under its control discloses PII from the Student's Education Record, except to the extent that FERPA authorizes disclosure without a consent; and
- 1.4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Regental System to comply with the requirements of [FERPA](#). The name and address of the Office that administers FERPA is:

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

2. Directory Information

- 2.1. Directory Information may be released to third parties outside the Regental System without written consent of the Student, provided the Student has been given the opportunity to withhold such disclosure and has not opted out of disclosure.
- 2.2. The Regental System and its institution release Directory Information without written consent of the Student upon inquiry by education-related or military third parties or third parties acting as agents to the Regental System. Relevance to educational purposes is determined by the applicable institution.
- 2.3. Students may withhold Directory Information by contacting their institution's qualified official who oversees the institution's compliance with FERPA.

3. Disclosure of Personally Identifiable Information (PII)

- 3.1. PII from Students' Education Records may be released without consent of the Student, if the disclosure meets the conditions within FERPA regulations, including a record of the disclosure where required. Students have a right to inspect and review the record of disclosures.
- 3.2. The Regental System and its institutions may disclose PII from Education Records without obtaining prior written consent of the Student in compliance with FERPA as follows:
 - 3.1.1. To School Officials who have a legitimate educational interest, as defined under FERPA, in the record;
 - 3.1.2. To other School Officials whom the Regental System has determined to have legitimate educational interests, including contractors, consultants, volunteers, or other parties to whom the Regental System or institution has outsourced services or functions;
 - 3.1.3. To officials of another educational institution where the Student seeks or intends to enroll, or where the Student is already enrolled if the disclosure is

for purposes related to the Student's enrollment or transfer and subject to FERPA limitations;

- 3.1.4. To authorized Representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, subject to FERPA limitations and in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of compliance with federal legal requirements that relate to those programs;
 - 3.1.5. In connection with financial aid for which the Student has applied or which the Student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
 - 3.1.6. To organizations conducting studies for, or on behalf of, the Regental System or an institution in order to (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction;
 - 3.1.7. To accrediting organizations to carry out their accrediting functions;
 - 3.1.8. To parents of a Student if the Student is a dependent for IRS tax purposes;
 - 3.1.9. To comply with a judicial order or lawfully issued subpoena;
 - 3.1.10. To appropriate officials in connection with a health or safety emergency, subject to FERPA requirements;
 - 3.1.11. Information the Regental System has designated as Directory Information;
 - 3.1.12. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to FERPA requirements. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding;
 - 3.1.13. To the general public, the final results of a disciplinary proceeding, subject to FERPA limitations, if it is determined the Student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the Student has committed a violation of the Regental System's or institution's policies with respect to the allegation(s) made against the Student; or
 - 3.1.14. To parents of a Student regarding the Student's violation of any federal, state or local law, or of any Regental System policy, governing the use or possession of alcohol or a controlled substance if the institution determines the Student committed a disciplinary violation and the Student is under the age of 21.
4. Record requests for and any disclosures of Student Education Records and PII shall be maintained by the record custodian in compliance with the requirements of FERPA and in accordance with the State of South Dakota Bureau of Administration Records Retention and Destruction Schedule.
 5. Security of Student Education Records and PII in Student Education Records:

- 5.1. Student Education Records must be physically secured by the Regents System, its institutions, employees, and agents while in storage or transmission.
- 5.2. FERPA standards will be applied with Regents System data security standards and policies with regards to Student Education Records and PII in information technology systems, including but not limited to appropriate use, storage, transmission, incident handling, tracking, and compliance monitoring.
- 5.3. Security standards and data protection requirements will be contained in all contracts that outsource Regents System or institutional functions to a third party entity that uses or provides access to Student Education Records or PII contained therein.

6. Annual Notices and Training

- 6.1. The Regents System and its institutions will provide annual notification to students in attendance of their rights under FERPA through publication, in course catalogs and handbooks. The annual notification must include information regarding a Student's right to inspect and review their education records, the right to seek to amend the records, the right to consent to the disclosure of PII from the records (except in certain circumstances), and the right to file a complaint with the U.S. Department of Education regarding an alleged failure to comply with FERPA. The notice will also inform the Student of the current definitions of the terms "directory information", "school official" and "legitimate educational interest."
- 6.2. The Regents System and its institutions will ensure training on FERPA and its policies is made available to employees, and contractors related to FERPA obligations.

D. INSTITUTIONAL POLICY/PRACTICE

1. Each Regental institution shall adopt written procedures to comply with the requirements of FERPA and this policy, to ensure that Student Education Records are maintained securely at or on behalf of each institution. At a minimum, each institution must:
 - 1.1. Identify each office that creates or maintains Student Education Records or outsources the creation or maintenance of Student Education Records;
 - 1.2. Identify the location of such Student Education Records, including Student Education Records for which the responsibility for creation and/or maintenance has been outsourced to a third party;
 - 1.3. Designate a qualified official to oversee the institution's compliance with FERPA and this policy;
 - 1.4. Publish requirements that Students, employees and others, as applicable, must follow to ensure the security and confidentiality of Student Education Records created, accessed, or maintained by that individual; and
 - 1.5. Ensure that all faculty, staff, and any other individuals who will create and/or access the institution's Student Education Records receive training to provide general information about FERPA prior to their initial access to Student Education Records.

2. Each Regental institution shall determine on a case-by-case basis whether a School Official has a legitimate educational interest, as defined under FERPA, in the disclosure of PII from an Education Record, based on whether the information to be disclosed is necessary for that official to perform an appropriate task that comes within or is consistent with the official's job duties or the duties spelled out in the official's contract.

E. NON-COMPLIANCE

Failure of any Regental System employee to comply with the requirements of this policy may subject the employee to disciplinary action, up to and including termination.

RELATED POLICIES:

- [BOR Policy 3.2.1 – Institutional Requirements for Informing Students](#)
- [BOR Policy 3.3.2 – Public Access to Student Directory Information](#)
- [BOR Policy 7.1 – Acceptable Use of Information Technology Systems](#)
- [BOR Policy 7.7 – Personally Identifiable Information](#)
- AAC Guideline FERPA Guidelines

FORMS / APPENDICES:

References:

- Classroom Use of Third-Party Sites/External Links
- Records and Registration/Registrar Contacts:
 - [BHSU Registration and Records](#)
 - [DSU Registrar](#)
 - [NSU Records and Registration](#)
 - [SDSMT Office of the Registrar](#)
 - [SDSU Records and Registration](#)
 - [USD Office of the Registrar](#)

SOURCE:

(RR, 12:10, 1977), BOR October 1993; October 2023 (Clerical); BOR December 2023.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – J
DATE: December 13-14, 2023

SUBJECT

Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.6.2](#) – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

BACKGROUND / DISCUSSION

Board of Regents Policy 2.6.2 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation 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.

IMPACT AND RECOMMENDATION

Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota request approval of the graduation lists for Fall 2023.

Board office staff recommends approval.

ATTACHMENTS

- Attachment I – Black Hills State University
- Attachment II – Dakota State University
- Attachment III – Northern State University
- Attachment IV – South Dakota School of Mines and Technology
- Attachment V – South Dakota State University
- Attachment VI – University of South Dakota

DRAFT MOTION 20231213_5-J:

I move to approve the Fall 2023 graduation lists for BHSU, DSU, NSU, SDSMT, SDSU, and USD contingent upon the students’ completion of all degree requirements.

Black Hills State University

DECEMBER 2023

ASSOCIATE OF ARTS

Birgen, Brittany		
Bordeaux, Chanler	Johannsen, Lauren	Peard, Aaron
Graves, Madysen	Martinetti, Emma	Pearson, Sydney
Henderson, Kyler	Mertes, Amanda	

ASSOCIATE OF SCIENCE

Bishop, Kasaundra	Jacobs, Mara	Lukkes, Hailey
Carlisle, Elizabeth	Larive, Shania	Ryks, Rochelle
Heard, Makayla	Little, Hailie	Veit, Kirsten

BACHELOR OF FINE ARTS

Codevilla, Jeffrey	Goldsborough, Genevieve	Weber, Allison
Daharsh, Gabrielle	Hise, Taylor	Wieman, Mason
Dausch, Sage	Schlenker, Parker	
Derksen, Lydia	Swatek, Larissa	

BACHELOR OF GENERAL STUDIES

Codevilla, Jeffrey	Daharsh, Gabrielle	Dausch, Sage
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BACHELOR OF SCIENCE

Amisone, Richie	Chapman, Coleman	Grass, Olivia
Badwound, Brady	Cundy, Leslie	Ham, Meza
Bayne, Moss	Daharsh, Gabrielle	Hayes, Patrick IV
Beets, Noah	Dann, Emilie	Henning, Katherine
Binstock, Hadley	Ebert, Joslyn	Hesselgesser, Haley
Blair, Ryder	Elliott, Kendall	Hutchins, Katy
Bragg, Beth	Erazua, Eden	Jenkins, Joshua
Brockel, Haley	Finn, Dylan	Jones, Jacob
Bulman, Matte	Francis, Ella	Karsten, Grace
Burnitt, Susan	Frohling, Tiana	Kelican, Ashley
Carroll, Jade	Galles, Sarah	Kiecksee, Brook
Caspers, Cassidy	Garcia, Jacey	Knutson, Katie

Black Hills State University

DECEMBER 2023

Kugler, Gretchen	Perez, Liliana	Tucker, Madison
Loiseau, Payton	Potter, Madelynn	Tudor, Brianna
Luera-Newsome, Valina	Powell, Megan	Turpen, Samantha
Martinez, Michael	Praus, Dailyn	Welsh, Linus
McGreevy, Mary	Renner, Abigail	Wheeler, Amara
McKee, Sara	Scherer, Lacey	Wilhelmi, Isaac
Morgan, Destiny	Scott, Victoria	Williams, Hasaan
Nelson, Brayden	Smith, Emma	Wolterstorff, Amanda
Nordsven, Jace	Swan, Althea	Wooley, Taylor
Owen, Katelyn	Thiebault, Alison	Wooten, Leslie
Pape, Jake	Thiele, Aaron	Wurtz, Jamin
Paulson, Darbie	Tigner, Morgan	Zaug, Amie

BACHELOR OF SCIENCE IN EDUCATION

Amann, Molly	Findlay, Emily	McNett, MaKenna
Anderson, Nicole	Gasseling, Lauren	Ortiz, Carlos
Ballou, Sierra	George, Rebecca	Sarchet, Jade
Bertsch, Shelby	Hanson, Mackenna	Shoemaker, Jayden
Bilben, Kelly	Helgeson, Halie	Sperl, Laykin
Buresh, Lexi	Johnson, Macy	Stedillie, Taryn
Case, Dylon	Keith, Chloe	Sundberg, Kelsey
Clarke, Sophia	Kursave, Kayden	Tennant, Beth
Doyen, Dawson	Kyvik, Madaline	Thorstenson, Tayla
East, Gabrielle	Luebken, Isabella	
Elliot, Rio	Malcom, Krista	

MASTER OF BUSINESS ADMINISTRATION

Ambrogio, Sam	Hoopman, Madison
Boland, Cara	Susel, Nolan

MASTER OF EDUCATION

Pierce, Kyla

MASTER OF SCIENCE

Checchi, Anthony	Kietzmann, Elise	Robbins, Melanie
Fear, Christine	Larson, Jennalee	Sudenga, Graham

Black Hills State University

DECEMBER 2023

CERTIFICATES

Batka, Briana
Burnitt, Susan

Hardrick, Debra
Hayes, Patrick IV

Hesselgesser, Haley
Loiseau, Payton

Fall Graduates, Class of 2023 Dakota State University

ASSOCIATE OF ARTS

Cody T Brown		David Frank Vrooman
	Percy Anthony Pourier	
MaKayla Shantale Heckler		

ASSOCIATE OF SCIENCE

Zachary Michael Brooks	Jared Dane Mead	Austin David Ripp
CeciliJane Barbara Carlson	Carter Timothy Mecham	Cameron Schroeder
Drew Colin Carotenuto	Matthew J Moeller	Randall Lee Sims
Elizabeth Ray Elder	Rachael Olson	Nathan James Slowey
Michael Omar Garcia-Flores	Kennedy Owen	Adam Paul Steinbrecher
Henry Darius Gibbs	Trent Gordon Raysby	Shelby Lee Vanden Hoek

BACHELOR OF BUSINESS ADMINISTRATION

Jeremiah John Beck	George Justice Forster	Cameron McKeon
Beau Robert Bertram	Colby John Malsom	Gavin Lee York

BACHELOR OF GENERAL STUDIES

Zachary Michael Brooks		Lori Suzanne Rolfe
	Ronnie Lee Latting	
Tucker Ray Davis		VonnaGail Marie Schlechter
	Marc James Petersen	
Michael James Hybertson		Seth Dylan Spears

BACHELOR OF SCIENCE

Adam Ryan Ackerman	Anita Katherine Balat	Cage Dillon Boschee
Joshua Landon Addington	Benjamin Benson Batie	Carter James Brown
Isabelle Elsie Bakker	Dacey John Black	John Anthony Brumels

William Jacob Campbell	Alyssa Kowalski	Andrew K Reese
Santiago Colla	Kira Nicole Lange	Alex Reimers
John Thomas Dandy	Alison Kay Logue	Caleb Raymond Rhody
Payton Christian DeJong	Stephanie Marie Malone	Lydia Rossetti
John Edward Ditter	Taylor Robert Marrion	Jake Robert Rundell
Jacob Daniel Edwards	Bergen Marshall	Meghan Leigh Sankey
Elizabeth Ray Elder	Noah Joseph McNaughton	Julia Iris Scheaffer
Jerome Angelo Emilo	Eric William McNicholas	Hunter Lee Schmeichel
Michael Robert Ettorre	Amanda Marie Messegee	Reed Owen Schuerman
David Scott Freeman	Isaac Reynold Meyer	Jacob Samuel Seghi
Nathan C. Goedtke	Andrew Charles Meyerle	Ryan Thomas Shaeffer
Steven Zarek Greigg	Austin John Miller	Jevor Stouder
Madalyn Alice Groft	Luke Modeo-Price	Jacob Andrew Stricherz
Angela Marie Guthmiller	Matthew J Moeller	Grant Andrew Svikulis
Christopher William Haire	Devonte Gene Murphy	Jalen Grace Taylor
Lera Lynn Hamiel	Sara Ann Omann	Logan Daniel Terfehr
Jackson Gregory Heiberger	Mary Palma Van Beek	Joseph Nathan Tran
Te'a Jacqueline Heiser	Jason G. Parry	Joshua M Van Beek
Jacob Leo Hoffer	Adam Harrison Peak	Shelby Lee Vanden Hoek
Reid Gary Homola	Graham W Petersen	Caden Michael VerMeer
Shaylin Hope Huss	Kinsey Faith Pickering	Laurren Renee Visser
Jonathan Charles Ives	Ryan David Porter	Jacob Phillip Vogel
Joe A Johnson	Percy Pourier	Derian Vert Voigt
Kade Riley Konstanz	Daniel James Priola	Samuel Phillip Wagler
Damian Micah Kortus	Trent Gordon Raysby	Sascha A Walker

Lucas Rock Wieczorek

Katelyn Ione Wilson

Austin Connor Winter

Lily Taylor Wolff

Dean William Workman

Matthew Howard Zaccaglin

Lane Zingmark

BACHELOR OF SCIENCE IN EDUCATION

Bryan Emanuel Alvarez

Devon L Balling

Brenna Rochelle Byer

Erin Anne Criddle

Tucker Ray Davis

Kristin Marie Fox

Nicholas Francis Geffre

Eliza Geneiveve Gruba

Rebekah Nicole Hoffman

Dakota Richard Johnson

Alison Joy Gerry

Dylan Maguire Martin

Tucker Miller Pell

Elizabeth Marie Rick Luke

Amanda Lea Sandvig

Benjamin Tab Schoeberl

Cole Clayton Siegfried

Cade Alexander Sortino

Lexie Kay Stenson

Rachel Lynn Waagmeester

Megan L Weber

Sarah Whipkey

Spencer Luverne Wirth

DOCTOR OF PHILOSOPHY

Charles Henry Begian

Mar Castro

Shuvro Chakrobartty

Rajesh Godasu

Madhu Gottumukkala

Mark Andrew Lawrence

Alicia Lynn McNett

Glenn Robert Papp Jr.

Asif Siddiqui

Logan Michael Stratton

Hans E Verhoeven

Tobi West

MASTER OF BUSINESS ADMINISTRATION

Daidrick D Kibbie

MASTER OF SCIENCE

Sukumar Akoju

Srikanth Appani

Brandon Lee Baker

Devin Maurer

Hari Krishna Bathineni

Harika Battu

Chad Everett Borgan

Courtney Joy Phelps

Adam Christopher Bucciarelli

Jarren Buendia

Brian William Canyon

Robert Chavez	Wendy L. Kuhn	Cameron Rust Powers
Xiao Chen	Carter Layfield	Harsha Vardhan Ramineni
Stephanie DeAmelia	Lorater Becklines Shey Nangeri	Naveen Kumar Ravula
Bryan Adam Durrance	Keshava Rao Malsani	Hacene Salmi
Daniel Josiah Hackenberger	Bala Vamsi Maragani	Asif Shaik
Enam Haq	Gowtham Mardi	Gaelin Forest Shupe
McKenzie Fisher Hermanson	John Douglas Molinar	Ravi kumar Sigurla
Maximiliano Hernandez	Scott Tyler Moore	Sai Krishna Srungavarapu
Alejandro Jesus Humerez	Jordan Michael Morren	Steven Eric Stewart
Chen-Wei Hung	Gillian Morris	Alysia Marie Rupp Swanson
Tejeshwar Reddy Induri	Tochukwu Adaobi Okafor	Trenton Lloyd Taylor
Harika Irrinki	Yusuf Adeowo Opejin	Rama Teja Vundamatla
Trevor Larkin Jackson	Nathan Piper Max Ord	Michael Grant Williams
Sravani Karunanidhi	Shravika Reddy Pollapalli	Daniel Michael Thomas Wolff
Mohamed Ibrahim Kotb		

MASTER OF SCIENCE IN EDUCATION

Rachel Marie Dawson

Cody Randall VanRosendale

**NORTHERN STATE UNIVERSITY
 APPLICANTS FOR DECEMBER GRADUATION
 December 13, 2023
 Ceremony – December 9, 2023
 Johnson Fine Arts Center
 Jewett Theatre**

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Ian Hendrickson	Rochelle Amy Jimenez
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MASTER OF SCIENCE

Kenzie Nicole Hamann Kasie LeAnn Ingraham	Shelby Rae Konechne	Julianna Elizabeth Pasara
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MASTER OF SCIENCE IN EDUCATION

Paa Kwasi Agyemang McKayla Marie Carda Tobias L. Carda Amanda May Gauer	Mariah Ann Graff Tyler Grassel Dakota Danielle Hutzler Lea Elizabeth Belle Kooiman	Anders Leine Roni Mae Mack Andrew Michel Pugliano Garret Jay Thompson
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CANDIDATES FOR GRADUTAE CERTIFICATE

Alexandra Lee Schuring

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS

Caitline Ann Blinder Grace Elizabeth Campbell Regina Kay Chase Dylan Matthew Grundstrom Anthony Marshall Harris	Makayla Hauck Tyler Faythe Hintz John Thomas Jacklin Briana Lea Kratovil	Caleb James Schlekeway Kara Michelle Sinar Reese Martin Uecker Destiny Rain Chasidy Wenger
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BACHELOR OF GENERAL STUDIES

Raelee Jo Bettmann	Karissa Ann Olson	Angela Marie Vetter
--------------------	-------------------	---------------------

BACHELOR OF MUSIC EDUCATION

Justin Daniel Desens	Tanner John Pietz	Jacob Louis Wild
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BACHELOR OF SCIENCE

Brock Baker	Kaylie Ann Haughey	Emeka Jillani Ogakwu
Dakota Jerome Barnard	Mackenna Katherine Heiden	Jeremy Alexander Pasara
Christopher Lee Beusch	Mitchell Dwight Hoover	Megan Noelle Pickering
George C. Bolling	Paige Ayn Johnson	Holly Stephania Randall
Ana Flavia Diaz Martinez	Kendra Amber Kranz	Andrew James Rohrbach
Della Rae Donovan	Ashley Victoria Landmark	Jessica Ryman
Cacey Cherise Dornbusch	Trysten Derelle Lang	Abby Rae Stauffenecker
Austin Lee Farthing	Dakota Larson	Samuel Stock
Peris Rein Fellows	Regan Ann Leicht	Samuel Richard Stroup
Rianna Lauren Fillipi	Lydia Yingyao Lien	Gavin Charles Terhark
Rachel Nicole Garvey	Ella Eileen McCormick	Jacob Keith Van Landingham
Kennedy Ann Gravelle	Dawson Mitchell McNeil	Anthony M. Vespo
Norma Lee Hall	Lauren Ann Mitchener	Kailleb Shamar Walton-Blanden
Zachary Hanson	Shelby Marie Novotny	Ryann Jordyn Yamaura
Makayla Hauck		

BACHELOR OF SCIENCE IN EDUCATION

Caitlynn Renee Barse	Skyler Alexis Muilenburg	Hailey Kay Smith
Paige Emily Brandt	Hope Ryan Neugebauer	Taylor Stuart
Abigail Marie Breitling	Shelby Marie Novotny	Kasey Jo Gregoire
Holly Hastings Durbin	Katherine Ann Pickering	Taylor Anne Vitters
Jessica Marie Huntimer	Delaney Dean Ryken	

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

Lu Doh Bwe	Cody L. He Crow	Paige Rae Smit
Austin Robert Dreyer	Christopher Jennings Johnson	Guadalupe Tavarez
John Raymond Grabowska	Khayiah Paye	

ASSOCIATE OF SCIENCE

Andrea Dawn Meyers	Donavon Thomas Smith	Grace Jordan Wiedrick
Abigail Grace Scheuring		

CANDIDATES FOR UNDERGRADUTAE CERTIFICATE

Regina Kay Chase	Holly Stephania Randall	Abigail Grace Scheuring
Dakota Larson		

	First Name	Middle Name	Last Name	Graduation Date	Degree	Major
1	Emily	H	Abbott	December 2023	AA	General Studies
2	Korena	Kim	Edmonds	December 2023	AA	General Studies
3	Colby		Schaff	December 2023	AA	General Studies
4	Brett	Jerome	Flerchinger	December 2023	BS	Applied and Computational Mathematics
5	Lillian	Joy	Knudtson	December 2023	BS	Atmospheric and Environmental Sciences
6	Madisen	Anne	Lindholm	December 2023	BS	Atmospheric and Environmental Sciences
7	Cory	Alex	Schultz	December 2023	BS	Atmospheric and Environmental Sciences
8	Ashlyn	A	Kaul	December 2023	BS	Biology
9	Joshua	Clinton	Zerbel	December 2023	BS	Biology
10	Ava	Lynn	Ptak	December 2023	BS	Biomedical Engineering
11	Kolton	Jeremy	Frugoli	December 2023	BS	Business Management in Technology
12	Mason	R	Goeken	December 2023	BS	Business Management in Technology
13	Jordan	William	Perry	December 2023	BS	Business Management in Technology
14	Scott	A	Sellers	December 2023	BS	Business Management in Technology
15	Sydney	Noel	Crites	December 2023	BS	Chemical Engineering
16	Henry	William	Fritzler	December 2023	BS	Chemical Engineering
17	Spencer	Jason	Mekalson	December 2023	BS	Chemical Engineering
18	Shelby	Jade	Solem	December 2023	BS	Chemical Engineering
19	Shelby	Jade	Solem	December 2023	BS	Chemistry
20	Alexander	Floyd	Colgan	December 2023	BS	Civil Engineering
21	Matthew	James	Dooley	December 2023	BS	Civil Engineering
22	Casey	James	Knutsen	December 2023	BS	Civil Engineering
23	Logan	Marcus	Tunnissen	December 2023	BS	Civil Engineering
24	Sofia		Sadun	December 2023	BS	Computer Engineering
25	Haakon		Anderson	December 2023	BS	Computer Science
26	Mathew	Martin	Clutter	December 2023	BS	Computer Science
27	Daniel	Scott	Hunter	December 2023	BS	Computer Science
28	Patrick	James	Kellar	December 2023	BS	Computer Science
29	Edward	Lee	Maertens	December 2023	BS	Computer Science
30	Benjamin	Bush	Millhouse	December 2023	BS	Computer Science
31	Riley	Deen	Nupen	December 2023	BS	Computer Science
32	Brian	Jason	Pfeifle	December 2023	BS	Computer Science
33	Joseph		Jennings	December 2023	BS	Electrical Engineering
34	Chase	Kristofer	Reinertson	December 2023	BS	Electrical Engineering
35	William	Joseph	Taylor	December 2023	BS	Electrical Engineering
36	Skylar		Massman	December 2023	BS	Geological Engineering
37	Tanner	James	Williams	December 2023	BS	Geological Engineering
38	Trevor		Adrian	December 2023	BS	Industrial Engineering and Engineering Management
39	Adrian	Edwin	Eastman	December 2023	BS	Industrial Engineering and Engineering Management
40	Morgan	Catherine	Else	December 2023	BS	Industrial Engineering and Engineering Management
41	Ryan	Eliseo	Fernandez	December 2023	BS	Industrial Engineering and Engineering Management
42	Logan		Godwin	December 2023	BS	Industrial Engineering and Engineering Management
43	Victor	Gerardo	Hernandez Chino	December 2023	BS	Industrial Engineering and Engineering Management
44	Cole	Christopher	Jesch	December 2023	BS	Industrial Engineering and Engineering Management
45	Jordan	Thomas	Kludt	December 2023	BS	Industrial Engineering and Engineering Management
46	Chloe	Marie	Ryan	December 2023	BS	Industrial Engineering and Engineering Management
47	Jaclyn	D	Songstad	December 2023	BS	Industrial Engineering and Engineering Management
48	Riley	Deen	Nupen	December 2023	BS	Mathematics
49	Tanner	Joseph	Ziwicki	December 2023	BS	Mathematics
50	Christopher	Warren	Poches	December 2023	BS	Mechanical Engineering
51	Seth	M	Taylor	December 2023	BS	Mechanical Engineering
52	Benjamin	Elwyn	Custer	December 2023	BS	Metallurgical Engineering
53	Cody	Claymore	Marshall	December 2023	BS	Metallurgical Engineering
54	David	M	Miller	December 2023	BS	Metallurgical Engineering
55	Jesse		Motsenbocker	December 2023	BS	Metallurgical Engineering
56	Cassidy	Ramona	Sjovall	December 2023	BS	Metallurgical Engineering
57	Barkwinde	Ezechiel	Bamogo	December 2023	BS	Mining Engineering
58	Zachariah		Briggs	December 2023	BS	Mining Engineering

59	William	Watson	Carroll	December 2023	BS	Mining Engineering
60	Jordan	William	Perry	December 2023	BS	Mining Engineering
61	Zachary	Theodore	Thooft	December 2023	BS	Mining Engineering
62	Alex	J	Heindel	December 2023	BS	Physics
63	Glory	Ann	Christianson	December 2023	BS	Pre-Professional Health Sciences
64	Samuel	Walker	Torbert	December 2023	BS	Pre-Professional Health Sciences
65	Vicki	Marie	Kelsey	December 2023	MS	Atmospheric and Environmental Sciences
66	Matthew	James	Holler	December 2023	MS	Biomedical Engineering
67	Justin	Bernard	Statile	December 2023	MS	Biomedical Engineering
68	Calvin	Everett	Burkholder	December 2023	MS	Chemical Engineering
69	Juwon	Kehinde	Olowonigba	December 2023	MS	Chemical Engineering
70	Collins		Antwi Boasiako	December 2023	MS	Civil and Environmental Engineering
71	Emma	Leigh	McCalmont	December 2023	MS	Civil and Environmental Engineering
72	Aritree	Modak	Shreya	December 2023	MS	Civil and Environmental Engineering
73	Ethan	Jacob	Stebbins	December 2023	MS	Civil and Environmental Engineering
74	Josie	Kay	Tornberg	December 2023	MS	Civil and Environmental Engineering
75	Samuel	John	Ryckman	December 2023	MS	Computer Science and Engineering
76	Karissa		Schipke	December 2023	MS	Computer Science and Engineering
77	Devon	A	Schneider	December 2023	MS	Computer Science and Engineering
78	Kaycee	Jo	Cipriaso	December 2023	MS	Construction Engineering and Management
79	Jonathan		Moreno	December 2023	MS	Construction Engineering and Management
80	Abhishek		Ray	December 2023	MS	Construction Engineering and Management
81	Shyann	B	Bastian	December 2023	MS	Engineering Management
82	Anna	Joy	Haydock	December 2023	MS	Engineering Management
83	Iorsamber	Joshua	Igbax	December 2023	MS	Engineering Management
84	Willem	Purcell	Peters	December 2023	MS	Engineering Management
85	Andrew	David	Rebol	December 2023	MS	Engineering Management
86	Edward	Owusu	Anokye	December 2023	MS	Geology and Geological Engineering
87	John	Richard	Farmer	August 2023	MS	Geology and Geological Engineering
88	Spencer	Grant Lofter	Larsen	December 2023	MS	Geology and Geological Engineering
89	Raynor	Austin	Ratchford	December 2023	MS	Geology and Geological Engineering
90	Trevor	Scott	Bormann	December 2023	MS	Materials Engineering and Science
91	Nicholas	Giulio	D'Attilio	December 2023	MS	Materials Engineering and Science
92	Matthew	J	Dietz	December 2023	MS	Mechanical Engineering
93	Austin	Samuel	Gutknecht	August 2023	MS	Mechanical Engineering
94	Zachary	William	Karg	December 2023	MS	Mechanical Engineering
95	Michael	Benjamin	Linde	December 2023	MS	Mechanical Engineering
96	Wyatt	Ward	Wiening	December 2023	MS	Mechanical Engineering
97	Tel	Ky	Bostwick	December 2023	MS	Mining Engineering and Management
98	Alexandra	Leigh	Gregor	December 2023	MS	Mining Engineering and Management
99	Gregory	Vernon	Griffith	December 2023	MS	Mining Engineering and Management
100	Luis	Fernando	Larota Machacca	December 2023	MS	Mining Engineering and Management
101	Princess	Akela	Punch	December 2023	MS	Mining Engineering and Management
102	Isaac	Andrews	Tandoh	December 2023	MS	Mining Engineering and Management
103	Abbigail	Marie	Elger	December 2023	MS	Physics
104	Md Nurul		Haque	December 2023	MS	Physics
105	Patrick	Kenneth	Kozak	August 2023	PhD	Atmospheric and Environmental Sciences
106	Jordan	Alex	Hoops	December 2023	PhD	Chemical and Biological Engineering
107	Heidi	Tiffany	Dacayanan	December 2023	PhD	Civil and Environmental Engineering
108	Abu Naser Rashid		Reza	December 2023	PhD	Civil and Environmental Engineering
109	Scott	David	Rosenthal	December 2023	PhD	Geology, Geological Engineering, and Mining Engineering
110	Jinyuan		Liu	August 2023	PhD	Nanoscience and Nanoengineering
111	Mark	H	Hanhardt	December 2023	PhD	Physics
112	Nathan		Pumulo	December 2023	PhD	Physics

South Dakota State University
Fall 2023 Candidates

DOCTOR OF PHILOSOPHY

Abdullah Alluhayb	Shannon Dierking	Anuoluwa Sangotayo
Girma Ayana	Forest Francis	Prakriti Sharma
Rishabh Bahl	Michael Frimpong	Anne Sherod
Bhupinder Singh Batth	Erin Gubbels	Shiva Torabian
Mary Bautista	Nischal Guruwacharya	Isaac Tuffour
Zigeng Chen	Gena Mahato	Kevin Wanniarachchi
Matthew Cole	Jyotshna Pokharel	Kankanamalage

DOCTOR OF NURSING PRACTICE

Bailey Tetrault

MASTER OF ARCHITECTURE

Jordano Hernandez

MASTER OF ARTS

Kimberly Davidson

Kaitlyn Frank

Raymond Fuerst

MASTER OF EDUCATION

Madison Fuegen
Madison Fay

Allison Pravecek
Hilda Sarfo

Damon Venner

MASTER OF ENGINEERING

Sidhanth Pillai

Ryan Van Marel

MASTER OF MASS COMMUNICATION

Kyra Kirkwood

Gerald Peden

MASTER OF PUBLIC HEALTH

LaToya Brave Heart

Peggy Harper

MASTER OF SCIENCE

Sanidhya Adhikari	Cassity Goetz	Hannah Mulligan
Sumon Ahmed	Katlyn Grimes	Rachel Paskewitz
Abdulkarim Aldekhail	Stephanie Haataja	Shelbi Patterson
Haaris Ali	Zach Heins	Miriam Peter
Allison Anderson	Kaylie Hemish	Casey Peterson
Mustafa Aydogdu	Meghan Hettinga	Alicia Pritchard
Bobby Azad	Benjamin Hogen	Eric Puetz
Morgan Beckman	Terry Irvine	Mohammad Jahir Raihan
Kopila Bhattarai	Faria Jahin	S M Rahat Rashedi
Kalpesh Krishnarao	Muhammad Farrukh Jamil	Devin Rihanek
Bhosale	Hanna Jenkins	Brett Roes
Gabrielle Bolwerk	Sheetal Jha	Nathan Sangster
Rebecca Buescher	Shiv Jha	Robby Schaefer
Robin Buterbaugh	Shixian Jing	Reagan Schaeffer
Taylor Campbell	Kendrix Johnson	Samantha Seljeskog
Jennifer Chandler	Spencer Kappenman	Rahul Shah
Jordan Clutter	Samuel Kariuki	Aditya Sharma
Gregory Cooper	Bhawandeep Kaur	Shashikanth Sheri
Alexandra Coyne	Beth Kinyanjui	Quincee Simonson
Logan Cutler	Katrina Koeppe	Troy Soat
Andrew Engel	Madison Kovarna	Md Moin Uddin Talukder
Md Shafiul Alam Fahad	Joscelyne Larson	Jocelyn Tanner
Tasneem Fathima	Linsong Li	Osama Tasneem
Torsandor Fofana	Shuai Li	Abrielle Tembreull
Daniel Foley	Hannah Lopes	Cooper Timm
Ashley Frederickson	Akiko Mallow	Kristina Trombley
Katelin Frerichs	Sydney McGillvrey	Jessica Weisbrich
Aastha Gautam	Julia Mitchell	Brian Williams
Reid Goeman	Emily Moberg	Gracie Wilson

BACHELOR OF SCIENCE IN NURSING

Mahala Anderson	Sydney Begeman	Kenna Comer
Ludith Arnaiz	Darrell Brokofsky	Madison Crawford
Samantha Aune	Emily Caban	Emily Crosslin
Elizabeth Bales	Taylor Chase	Talyn Curl
Lexi Baum	Nancy Chepsat	Valentina Cvrk
Damilola Bayode-	Ashley Christensen	Kristin DeJong
Olowoyeye	Elizabeth Christian	Will Donelan
Baylee Beaner	Taryn Christoffer	Madisen Dreesen
Brianna Beck	Gertrude Cole	Kylie Emsick

Allison Endres	Jamie Legner	Katie Schmit
McKenzie Evers	Kapria Luzum	Ciarra Schoon
Katelin Forton	Taylor Maurer	Sarah Schultz
Trista Frost	Danielle McCauley	Hailey Sees
Kalkidan Gezahgne	Molly McConahy	Makayla Seifert
Shaye Gordon	Bennett McIntosh	Manivone Sengchanh
Allison Gordon	Tyson McKnight	Mia Shankle
Kyley Greenhoff	Mariah Mead	Briana Shea
Grace Grismer	Lindsey Miesen	Eunkyung Shin
Rachel Guthmiller	Kelsey Mitzel	Grace Sowers
Mallory Haak	Katherine Mochel	Megan Stark
Kristina Hagberg	Abby Moon	Nicole Steen
Makenna Hageman	Ashton Morel	Carlee Steineke
Nolan Harding	Alyssa Munce	Hannah Stieve
Kaylan Harrington	Amber Napier	Tyson Stoebner
Shannon Hattervig	Chloe Nickolisen	Melissa Street
Kamryn Heinz	Victoria Nienow	Michael Stubbs
Rachel Henson	Gabriela Nikoloska	Debbie Theisinger
Alyssa Hoebelheinrich	Abigail Noltner	Seth Thomas
Maha Huete	Addisyn Oie	Paige Van Dyke
Kaylee Jackson	Jana Okus	Margaret Vaska
Eun Jin	Meme Ozon	Lydia Waage
Alexia Johnson	Ashton Pauling	Abbigale Wagner
Emily Johnson	Cheryl Phillips	Tori Weins
BreAnna Johnson	Michaela Podoll	Annie Wendt
Caroline Johnston	Ryan Rafferty	Maureen Wernsmann
Kendra Kellsy	Heather Rahder	Kara Whalen
Jinah Kim	Alexis Ralston	Brendan Whitebird
Taylor King	Kelsey Raue	Ashlynn Wittnebel
Leah Koltz	Michailee Reynolds	Elizabeth Wookey
Morgan Kramer	Alexis Rothmeier	Erica Zell
Kailen Krause	Danielle Sabrowski	Emily Zenner
Sydney Larson	Irene Saner	Emily Zietlow
Chloe Larson	Nicholas Schmidt	

BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING

Matthew Elgert	Marcella Reese	Ethan Tellinghuisen
Lena Ouandaogo	Levi Sorensen	

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Mohammed Almhed	Blake Kennington	Nathaniel Venable
Josiah Anderson	Michael Morgan	Tristen Wagner
Caleb Gross	Jacob Nierman	Brandon Wartner
Ezekiel Johnson	Shealyn Van Ginkel	

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Bailey Wessels

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

Ryan Bergeson	Carter Klein	Kevin Rajchel
Bo Donald	Caleb Kramer	Spencer Steinbach
Brandon Hilt	Cody Otto	

BACHELOR OF SCIENCE IN DATA SCIENCE

Valy Jean	William Ternes
Alexis Kopischke	Benjamin Woityla

BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY

Saud Alsaad	Odeb Jean Nkulu
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BACHELOR OF SCIENCE IN MATHEMATICS

Joshua Buttke	Vasundhara Pattanaik	Benjamin Woityla
Walker Citterman	William Ternes	

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Adam Bock	Jerald Gaji Jayasingha	Tanner Sterzinger
Nicholas Brandner	Appuhamilage	Zachary Stoner
Daniel Browning	Riley Philips	Caleb Trierweiler
Mehrab Habib	Jacob Rechtenbaugh	Derek Severson
Frank Hines	Shad Sharp	

BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT

Griffin McClendon	Amber Schoenfelder	Alex Westendorf
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ASSOCIATE OF SCIENCE IN CONSTRUCTION TECHNOLOGY

Peniel Kassa

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

Lauren Allex	Michelle Dykstra	Nathan Notgrass
Collin Amundson	Jacqueline Farniok	Jacob Pingel
Elise Anderson	Tyler Geltmacher	Clay Popham
Paul Andrews	Isaac Hanson	Thomas Regier
Haille Bares	Landon Hegg	Zayne Ruden
Kjerstin Bedford	Derek Heitmann	Kaylee Sartell
Parker Benda	Logan Helgoth	Mackenzie Sauter
Avery Bermel	Hailey Hendrickson	Ashtyn Schultz
Lacy Birchmeier	Brendan Holder	Brayden Smith
Justin Bleeker	Regan Jacoby	Eric Spieler
Colin Brass	Lydia Johnson	Zoey Stefanich
Molly Brodahl	Anne Knofczynski	Mitchell Steuber
Devin Buendorf	Jessica Kott	Jacob Suter
Joella Chamberlain	Kyle Lechner	Lucas Tesch
Mason Clark	Zachary Maag	Grant Tiede
Zeca Da Silva	Haley Maday	Jackson Tyndall
Ryan Davig Huesmann	Greysenne Meier	Emmett Whempner
John De Wit	Sydney Miller	Hannah Wichmann
Mikayla Dinse	Emma Millsap	Joseph Woodring
Ian Doerr	Alyssa Mitchell	Teagan Young
Michael Donnay	Martina Nienhaus	
Owen Dresel	Emily Nold	

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

Bryce Beitelspacher	Austin Krohn	Charley Pravecek
Grady Erickson	Jamie Moser	Miriam Sirbaugh
Kelli Henricks	Jaxon Mrsny	David Steinhagen

BACHELOR OF SCIENCE IN NATURAL SCIENCES

Reagan Anderson	Vance Branton	Kallie Crowl
Adam Araiza	Cayden Budd	Kaylee Derickson
Adam Bishman	Hannah Cooper	Thomas Ebrahim

Mitchal Eichacker
Hailey Ewoldt
Grace Grube
Savannah Gruber
Olivia Heim
Kelli Henricks

Kevin Holmes
Asuka Kakoi
Shawn Kessler
Max Miller
Elijah Myers
Alexis Saunders

Nathan Tuttle
McKenna Tvedt
Kadee Vermeulen
Madelyn Walsh
Jorie Ziegeldorf

BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE

Dhalten Dirks
Noemi Gomez

Carolyn Banister
Brittany Todd

Amanda Harris
Paul Sneed

ASSOCIATE OF SCIENCE IN EDUCATION AD HUMAN SCIENCES

Victoria Kezelee

BACHELOR OF SCIENCE IN EDUCATION AD HUMAN SCIENCES

Shelby Anderson
Jonathan Baker
Ryan Barker
Brooke Beissel
Morgan Berens
Brock Blake
Ashlyn Borah
Lucas Bossard
Hannah Braley
Chloe Brand
Lynn Bren
Ryan Carver
Madison Collins
Sara Craig
Morgan Cunningham
Hayley Davidson
Ahna Duggan
Hunter Ehlers
Lexi Ellingson
Cade Falor
Anthony Farr
Emily Haberling
Morgann Hamilton
Grace Hansen

Mikaela Haskins
Nicole Hauck
Casey Haynes
Katlyn Heiberger
Keaton Heide
Kiersten Hogge
Alexis Hundley
Hunter Jacobsen
Avery Johnson
Wyatt Jungclaus
Brooke Kelliher
Minsu Kim
Minsoo Kim
Brenden Klasi
Kennedy Knuth
Keylee Knutson
Sawyer Kuechle
Tristan Kuehn
Matthew LaFave
Josephine Laube
Avery Mellman
Lucas Metzinger
Rachel Minion
Meghan Mollberg

Zoe Mortrude
Jacob Mundahl
Emilee Nickel
Noah Peters
Lee Radke
Alexis Rodriguez
Annika Ross
Madison Schaefer
Carson Schreck
Madisyn Shreiner
Rachel Silberman
Evan Stahlke
Damon Standing Soldier
Ethan Swanson
Madalyne Valencia
Kaitlyn Vander Wal
Gentrie Vatthauer
Ethan Vibert
Chloe Voigt
Victoria White
Ashley Wilkowski
Kailey Wixon

BACHELOR OF ARTS IN ARTS, HUMANITIES & SOCIAL SCIENCES

Jackson Ashlock	Emmarie Kaiser	Richard Rivera
Gavin Bautista	Erin Moses	Madisyn Rowley
Kathryn Bradeen	Sydney Mouw	Ada Smith
Eugene Elia	Eric Nelson	Moise Sukadi
Kelli Foster	Brianna Noonkester	Bruno Toovi
Fathia Gonzalez	Kevin Peterson	
Abigail Greene	Sydnee Richardson	

BACHELOR OF FINE ARTS

Jake Ayers	Akeela Jefferson	Cora Harris
Ashley Bautista	Abigayle Hansen	

BACHELOR OF GENERAL STUDIES

Adam Aesoph	Isaac Dunlavey	Hannah Maly
Samuel Bad Warriors	Kaleb Elling	Luke McKnelly
Anson Black Calf	Ethan Fortner	Jordan Mitchell
Tessa Blumer	Peder Haugan	Noah Puetz
Braeden Brown	Dalton Kostad	Raechelle Rockvam
Abrienne Christie	Nicole Langdon	Nathan Smrekar
Travis Craig	Thomas Larson	Evan Stoks

BACHELOR OF LANDSCAPE ARCHITECTURE

Riley Erickson

BACHELOR OF MUSIC EDUCATION

Isaac Pham

BACHELOR OF SCIENCE IN ARTS, HUMANITIES & SOCIAL SCIENCES

Theresa Aaseng	Jack Brinkman	Nathaniel Doll
Tegan Alm	Ashley Brouwer	Hailey Eggebraaten
Joseph Arndt	Zachary Collins	McKenzie Engwicht
Leah Barber	Jett Davis	Kyra Fennel
Austin Bicek	Brooke DeBeer	Haden Fodness
Reid Binde	Carter Deichman	Kaitlyn Freese
Casey Blake	Jarod DePriest	Isaac Fritsch
Nathaniel Blegen	Madalyn Deyoung	Samuel Glanzer

Adam Gosmire
 Maxwell Greseth
 Maya Hansen
 Nicholas Hartman
 Aftyn Heitkamp
 Quinton Hicks
 Mazie Hoffman
 Tessa Holien
 Joseph Joffer
 Grant Johnson
 Emma Johnson
 William Kessler
 Elijah Kirlin
 Anne Knofczynski
 Kira Koob
 Griffin Korbel
 Haven Kulesa
 Jessica LaVallie

Brian Lewis
 Hailee Lindgren
 Jonah Louwagie
 Tanner McAdaragh
 Addison Metzger
 Kuna Mohamed
 Abigail Motz
 Thomas Motzko
 Victoria Neville
 Chase Norblade
 McKayla Page
 Lisa Penning
 Adam Piro
 Raygen Randall
 Tyler Raverty
 McKenzie Richardson
 James Sapp
 Jacob Schoon

Sydney Slouka
 Abigail Snell
 Allen Solomon
 Hannah Sorum
 Shaylen Stahly
 Molly Steffensen
 William Storey
 Shalynn Ubl
 Erika Van Nieuwenhuysse
 Wyatt Vande Velde
 Sayde Weller
 Logan Whittle
 Mariah Winegar
 Faith Wollmann
 Alexys Wrase
 Carter Zeck
 Taryn Ziebart

ASSOCIATE OF ARTS IN GENERAL STUDIES

Bailey Delzer
 Cylie Halvorson
 Craig Hirzel

Lucas Langerock
 Jacob Lueth
 Jack Olson

Thomas Tapp

The University of South Dakota Fall 2023 Candidates for Degree

Doctor of Philosophy

Diing D. Agany
Brook W. Busselman
Cristina E. Buus
Hannah L. Flanery
Kacie M. Fodness
Danielle J. Galvin

Lilia Iokhvidov
Angela Kroeze Visser
Hanying Li
Pranab K. Nandy
Chinenye L. Izuegbunam

Doctor of Education

Ross Douma
Lori B. Fox
Branden R. Hoefert
Kelsi A. Kinnunen
Eric D. Leise

Amy L. Orr
Valerie K. Seales
Justin T. Wagner
Jessica M. Welsh

Doctor of Occupational Therapy

Tanner E. Steineke

Juris Doctor

Alyssa Lorenzo Blasius

Katherine Janney

Specialist in Education

Earl D. Colberg
Briggett R. McCallum

Master of Arts

Martin Asare
 Barbara A. Bailey
 Kathrine L. Baker
 Corey A. Berig
 Wesley Caster
 Gregory M. Cushing
 Kristene M. Daugaard
 Jacob T. Dickmann
 Lindsey M. Fathke
 Nicholas W. Fey
 Lesley D. Fox
 Cristobal Francisquez
 David H. Gilitos
 Emma M. Habben
 Hunter H. Hansen
 Deana L. Hart
 Kinsey J. James
 Collin M. Kehrwald
 Allie J. Knobbe
 Ellen A. Knowles
 Sydney L. Lamb
 Brittany K. Lambert
 Sara N. Lamendola

Cody Linhart
 Ryan J. Mews
 Brock T. Mogensen
 Kouadio M. Niamba
 Jacob T. Novicki
 Jeanette K. Odom
 Abby L. Oien
 Barbara Papp
 Brynn M. Paumen
 Cassidy J. Potter
 Jack T. Rinzel
 Micah Roane
 Nicole M. Roth
 Hannah E. Runneberg
 Isaac A. Sam
 Ashley L. Sarvis
 Ciarra K. Schmidt
 Zachary P. Sutera
 Jill V. Swanson
 Jerin A. Thomas
 Katie J. Tobin
 Grace M. Ward

Master of Business Administration

Zachary C. Alexander
 Natan Aronhime
 Kerry L. Berg
 Michael W. Bitz
 Alla Boliou

Natalie Clements
 Andrew J. Coulter
 Makenzie M. DeLozier
 Craig Fairbanks
 Annalee G. Fedeler

Jerry Gomez
Richard A. Gullette
Bryce A. Hammer
Stephen C. Hillis
Rhoda Ilustre
Jordan Kirkpatrick
Vinny Le
Gordon J. Lister
Ryan J. Metzger
Alexander G. Mitchell
Austin K. Moyes

Zachary J. Nebben
John J. Nguyen
Matia R. Person
Danielle N. Podein
Nathaniel J. Price
Michael D. Pulscher
Trevor D. Schmidt
Nathan A. Stoffel
William Updike
Samantha C. Valind

Master of Professional Accountancy

Logan M. Bunkers
Katelyn M. Bussell
Amber D. Cluts
Jaime Cortes
Mariah R. Dather

Madisyn K. Hall
Jenise M. Higaki
Amanda M. Johnson
Christopher T. Jumper
Joshua M. Strong

Executive Master of Public Administration

Alexandra N. Lux

Master of Public Administration

Israt Jahan

Master of Public Health

Alexandra M. Gross
Emma Hynes

Rayan M. Lungba
Mary C. Parsatoon

Master of Science

Mahima Aravamudhan
Preethi Sai Arikatla
Madhavi Awasthi
Siddhi K. Bajracharya
Bipul Bhattarai
Anish Mathew Chacko
Gopi Naga Sai Ram Challagolla
Sai Akhil Chittella
James R. Curl
Ruksha Dahal
Olaoluwa Dara
Ruchika Dhungana
Aarati Dhungel
Manoj Kumar Donthagani
Andrea L. Eagle Bull
Jason G. Emmick
Bala Venkata Veeranjanyareddy Ganugapanta
Uchchas Das Gupta
Bikshapathi Gurram
Mahadi Hasan
Md Maruf Hasan
Blessing D. Ishola
Varun Jammigumpala
Pavan Sai Jangari
Vijay K. Kadirimangalam
Sri D. Kalapala
Jayaprakash Karamala
Alisha Karna
Vinaykumar Reddy Katamreddy
Taylor H. Keadle
Jayasree Kirthipati
Jeffrey A. Koller
Chandu Kopalli
Venkata Jagadeesh Kota
Satya Kovvuri

Ryan M. Krump
Umakanth Reddy Kunam
Hansakrish Kuttuva Baskar
Valentine S. Limaugé
Damareswara Maddepalli
Mahamadu T. Mahama
Dheeraj S. Mandhala
Anna G. Moore
Lauren M. Morris
Manobhiram Mulagalapati
Kalyan Vikram Muppudoju
Suprim Nakarmi
Md Hasan Bin Nasir
Kouadio M. Niamba
Prashant Pant
Praveen Paramasivam
Thejaswini Paripally
Leland J. Parker
UmarSiddhiq K. Pathan
Laxman S. Paudel
Hemanth Gupta Penumudi
Kaushik Peravali
Pratyush L. Pradhan
Ronaj Pradhan
Unish Rajkarnikar
Md Masum Rana
Gagan Kumar Ratakonda
Pavan Ratakonda
Srijana Raut
Srikanth Reddy Ravi
Manikanta Seelam
Surender Reddy Seelam
Shabana Azmi Shaik
Shareef Shaik
Omar Sharif

Nikita Shrestha
 Koteswararao Singaraju
 Hillary E. Sosinski
 Levi D. Spencer
 Ashley M. Steffen
 Donald C. Stehly
 Gaurab Subedi
 Mosammat Rumana Sultana
 Pushpa L. Tambabattula
 Garrett D. Terry

Alec J. Thomas
 Kalainidhi Tirounavoucarassou
 Vinod Vallepu
 Manasa Viswanadhapalli
 Abby L. Vreugdenhil
 David G. Wachira
 Tasha A. Wendel
 Braden Q. Wojahn
 Randhir Kumar Yadav

Master of Science in Nursing

Myrle C. Hoffman

Master of Social Work

Alexzander J. Capell
 Isaiah S. Richards

Michelle R. Soberalski

Bachelor of Arts

Christopher A. Adams
 Gracelyn M. Adams
 Tandis L. Bovee
 Brooklyn J. Boyles
 Lawrence J. Clark
 Ryan A. Conover
Marcus J. Destin
 Morgan R. Diebold
 Joshua W. Ellerbeck
 Maggie L. Erickson
 Kolton A. Fisher
 Maggie L. Glasoe
Quincee D. Goeller
 Morgan R. Graham
 Ashley R. Gustafson

Rachel M. Jackson
 Megan M. King
 Bailey E. Klinger
 Avery L. Kvistad
 Anna M. Marker
 Lexi J. McKee-Hemenway
 Sara M. Miller
 Pamela D. Miller
 Liam A. Montgomery
 Bella N. Munoz
 Makenzy K. Mutziger
Gabrielle A. Nelson-Long
 Jasmine L. Pawelski
 Kendra L. Paye
 Karlee R. Phillips

Blake J. Rowedder
 Elle C. Schanzenbach
 Ella J. Servaty
 Cameron N. Smith
 Cade R. Stratman
 Halle C. Tvedt

Emily N. Van Cleave
 Briggs L. Warren
 Mikinlee J. White
 Isabel B. Young
 Sipsy C. Zavala
 William C. Zingg

Bachelor of Business Administration

Phillip M. Adam
 Madisen D. Albertson
 Trevor J. Bauer
 Rebecca R. Bechen
 Jacob D. Berzina
 Jackson P. Bickett
 Nathan R. Boettcher
 Braden R. Bruening
 Adrianna L. Buss
 Elliott T. Cinco
 Amanda R. Daugaard
 Isabella N. Denniston
 Isak J. Edwards
 Kobe W. Foster
 Tyler Gere
 Cooper A. Gourneau
 Dylan J. Hage
 Rachel A. Heckel
 Joseph C. Heikkila
 Lindsey L. Hermelbracht
 Mattie K. Johnson
 Ryan J. Johnson
 Shayla R. Johnson
 Elizabeth K. Juhnke
 Kaige R. Kellen
 Jaslee N. Kerner
 Jakob D. King
 Emily E. Kokales
 John T. Kunkel
 Emma G. Lammey
 Lauren Q. Lian

Koltan L. Lindstrom
 Dillon M. Madsen
 Grace A. Malsam
 Noah D. Maska
 Isaac W. McCormick
 Caden J. McWayne
 Payton H. Metzger
 Sawyer D. Miller
 Kalynn M. Morales
 Willard C. Moshenek
 Hanna R. Neesen
 Colby D. Oetken
 Emily P. Olson
 Joseph P. Ostermyer
 Mylie E. Otto
 Cheyanne M. Paweltzki
 Erin A. Peterson
 Charles R. Richardson
 Nickolas P. Robinson
 Mary R. Scharpenburg
 Trevor Schneider
 Brooklyn N. Schram
 Dylan M. Sutherland
 Garrett D. Vander Veen
 Cole R. Van Zee
 Austin T. Wardrip
 Bryon C. Westrup
 Tanner L. Wilke
 Thomas T. Woitzel
 Caitlin D. Worden
 Duncan F. Yungtum

Bachelor of Fine Arts

Bailey F. Brooks
 Trinity R. Coufal
 Jimmy A. Crespin
 Cassie M. Heintz
 Sydney R. Hokanson
 Rylee J. Lehmkuhl

Summer R. Ludemann
 Cailey N. Schendel
 Hayley A. Schroeder
 Tyler W. Titze
 Abigail R. Van Osdel

Bachelor of General Studies

John Abdallah
 Sara K. Boocock
 Amelia M. Davis
 Nicholas T. Gaes
 Makenzie S. Gunn
 Adam R. Hansen
 Bobby L. Hayes
 Madelynne Henrickson

Tyler R. Hill
 Madison L. Kerner
 Trevor A. Kruger
 Jamahd Monroe
 Jamie M. Moser
 Dennis Shorter
 Devin G. Tohm

Bachelor of Music

William P. Danner
 Alexandra M. Guilloz
 Anna M. Klocke

Faith A. Orcutt
 Joseph P. Sexe
 Colby R. Stoos

Bachelor of Science

Abuor P. Ajith
 Alexis R. Allen
 Emma S. Altman
 Daniel J. Aman
 Lucy J. Anderson
 Michelle I. Arens
 Alexandra L. Baer
 Abbigail C. Bailey
 Vivek Kiran Ballakur
Hannah M. Bates
 Gabriella R. Beberg
 Maci D. Bradley
 Bridget E. Bragg
 Elizabeth C. Bridge
 Isabella Burger
 Braden W. Bury
 Chloe E. Carda
 Emma M. Colling
 Kaylee A. Colling
 Joshua B. Crownover
 Jordyn R. Deming
Morgan R. Diebold
 Haley A. Drapeaux
 Amy Ryker Eidem
 Isaac M. Erbes
 Kylie S. Felderman
 Alissa L. Fendrick
 Benjamin T. Fischbach
 Johnathan L. Fischer
 Abigail A. Flood
 Madison M. Fossum
 Eric S. Fuhrmann
 Shaylee K. Gailus
 Jaden J. Gaja
 Devon C. Garry
 Spencer J. Gavin
 Jessica P. Glen
 Meghan M. Hannan-Millsap
 Jessica M. Harms
 Tamara M. Harris Myers
 Lindsay Hauer
 Delaney S. Heller
 Matthew A. Helm
 Jenna Hernandez
 Rachel L. Howard
 Marleigh M. Hulm
 Elizabeth W. Ikeh
 Ardell J. Inlay
 Katherine R. Jansen
 Alexis M. Jimenez
 Danielle D. Johnson
 Morgan Kahl
 Cali R. Kerber
 Gregory W. Kock
 Maggie A. Kribell
 Jacey R. Kulm
 Allison E. Kunze
 Sona Lacoul
 Jessica L. Langbehn
 Breanna M. LeBeaux
 Hanna G. Liddiard
 Antonio Magana
 Jordyn L. Marchant
 Katelyn M. Martian
 Mairen L. McGrath
 Kameron D. McIntire
 Jesse McIntosh Manley
 Elias G. Miller
 Lauren E. Moon
Megan L. Morgan
 Parker I. Moss
 Isaac T. Muehlbeier
 Nicholas A. Neville
 Morgan H. Oleksiw
 Cade L. Parker
 Chad M. Peterson
 Kaitlin M. Pryor
 Shania R. Rehmudin
 Elizabeth M. Richardson
 Alexandra J. Rust
 Taylor A. Schaaf
 Maren J. Schaap
 Maria C. Schaefer
 Kenlee K. Schilling
 Emily L. Small
 Kurtis M. Solberg

Claire E. Stabe
 Andrew J. Steen
 Britony E. Stegenga
 Ethan J. Strom
 Derek D. Swain
 Tiffany S. Thaelke
 Alexia R. Thomas
 Cassandra J. Thompson
 Hadley E. Tichy
 Taryn M. Tracy

Max W. Tupper
 Hailey M. Uithoven
 Haley B. Van Roekel
 Amanda L. Wipf
 Kyra J. Wolff
 Avery J. Wood

Bachelor of Science in Education

Taylor L. Brummels
 Isabelle R. Fegley
 Riley J. Folkens
 Drew M. Godfredson
 Brooklyn E. Hansen
 Mariah C. Hardy
 Jade L. Havisto
 Noelle J. Hofer

Vanessa Jimenez
 Carlie A. Rieffenberger
 Emily A. Rigney
 Elisabeth R. Schwenn
 Christian T. Uecker
 Jill R. VanErsvelde
 Carley R. Vial
 Terrance L. Williams

Bachelor of Science in Nursing

Aimee M. Adams
 Elizabeth A. Aldridge
 Rebecca L. Anderson
 Kyler Bauder
 Joslyn J. Birger
 Kylynn N. Briest
 Victor R. Cima
 Ellie P. Cleveland
 Brittany M. Engstrom
 Sadie M. Finnegan
 Madysen M. Freeman

Mariah R. Friedrichsen
 Kathy A. Garcia-Gonzalez
 Gina B. Gibson
 Maleah C. Gordon
 Melinda F. Grensberg
 Chloe R. Hagen
 Marie E. Hanigan
 Madelynn Hedlund
 Vanessa K. Herrig
 Alison P. Hoffman
 Madison L. Hollingshead

Brittney S. Ingram
 Sydney D. Jaureque
 Karrin E. Jindra
 Caden M. Johnson
 Emily Y. Kaufman
 Parker N. King
 Taylor A. Kippes
 Reagan A. Klooz
 Kyla M. Knapke
 Kaylin M. Kucker
 Jackie L. Kuhn
 Kendra R. Leighton
 Emily M. Lingenfelter
 Alexis M. Lunstra
Kaila D. Mammen
 Journey Mehlhaf
 Zoie K. Miller
 Etta G. Miosek

Kelsi A. Nooney
 Darby M. Oliver
 Trent S. Oyen
 Megan E. Scheurenbrand
 Robyn R. Schramm
 Courtney A. Schutz
 Bailey M. Severson
 Kristeen A. Sobotka
Lori A. Stevenson
 Rylee K. Stoebner
 Sydney N. Tirrel
 Sophia J. Van Buskirk
 Daniel P. Viereck
 Sarah E. Wegener
 Marley K. Whittle
 Sheridan C. Wilson
 Tatum N. Wilson
 Lexie A. Wood

Associate of Arts

Jacob D. Brandsrud
 Abigail E. Erickson
 Maelee Powell

Sandra M. Tarplah
 Tabitha L. Thompson

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – K
DATE: December 13-14, 2023

SUBJECT

Maintenance & Repair (M&R) Projects (Greater than \$250,000)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

According to BOR Policy 6.6 – Maintenance and Repair, projects not on an approved list estimated to cost more than \$250,000 must be submitted for Board approval. Any changes, other than funding realignments and transfers, over \$250,000 to an approved project must be submitted for BOR approval. Below is the list of projects submitted by the Regental institutions.

South Dakota State University requests approval of the following projects:

Avera Health and Science Center: SDSU is revising a previously approved project to increase funding to \$1,187,579.25. The full removal and reroof of Avera North will be completed. Design will be outsourced to develop bid documents, and the project will be publicly bid. The new roof system will consist of fully adhered insulation on the concrete deck, tapered insulation, and dully adhered EPDM membrane. HEFF funding of \$425,000 from a previously approved project, the Crothers reroof, will be utilized to complete this project. The funding being used was previously approved by the Board of Regents in item 5-K from the December 2021 meeting and item 5-P from the May 2022 meeting.

Larson Commons Interior Renovations: SDSU is revising a previously approved project to increase funding to \$1,228,000. This is for the full design services of EAPC for the renovations to Larson Commons. EAPC was competitively chosen to provide schematic design, construction budgeting and schedule. The project scope will be a full renovation of the 2nd floor kitchen and dining spaces, partial renovation of the 1st floor, M&R improvement for roof, windows, emergency power, HVAC, fire alarm, electrical systems, and an improvement to the main west entrance to the building. The request if for

(Continued)

DRAFT MOTION 20231213_5-K:

I move to approve the requested maintenance and repair projects as described in this item.

EAPC to complete construction documents for competitive bidding throughout the design, bid, build and project delivery. The construction schedule is to start in Spring 2025. With occupancy for the Fall 2026 semester. This planning of this project was initially approved for \$200,000 by the Board of Regents in item 6-O from the December 2022 meeting.

IMPACT AND RECOMMENDATIONS

Staff recommends approval of these projects.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – L
DATE: December 13-14, 2023

SUBJECT

FY25 HEFF M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-51-2](#) – Educational Facilities Fund – Purposes

[SDCL § 13-53-15](#) – Receipt by State Treasurer of Institutional Moneys - Distribution

[SDCL § 13-53-15.3](#) – Medical School Funds

[BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

The Higher Education Facilities Fund (HEFF) represents eleven and one-half percent of all tuition (on-campus and off-campus) collected minus one hundred seventy-five thousand dollars related to the medical school. The funds are used for maintenance and repair (M&R) needs of the universities, long-term indebtedness for capital improvements, and new construction. The FY25 available M&R funding is \$12,000,000.

The HEFF allocation formula is now based on replacement values, gross square footage for academic buildings and HEFF revenues, all weighted equally. ([March 2018 Board Minutes, Item 7-Z](#)) Attachment I provides the formula distribution for the FY24 HEFF allocation. The campuses can allocate funds towards planning and design to assist the universities in determining appropriate work scope and cost of each proposed project. The funding for planning and design is identified as part of the allocation.

Attachment II provides the FY25 maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Other according to Board Policy 6:6. The policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost \$100,000 to \$250,000 must be submitted for the Executive Director’s approval and projects more than \$250,000 must be submitted for Board approval. Projects under \$100,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

(Continued)

DRAFT MOTION 20231213_5-L:

I move to approve the FY25 HEFF M&R projects as presented in Attachment II.

IMPACT AND RECOMMENDATIONS

The FY25 available funding is \$12,000,000.

Approval of the FY25 HEFF Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – Formula distribution for the FY25 HEFF allocation

Attachment II – FY25 HEFF Maintenance and Repair projects requested by the institutions

FY25 HEFF M&R Allocation
 1/3 HEFF Buildings Square Footage, 1/3 HEFF Buildings Replacement Values, and 1/3 HEFF Revenues Generated

Line	BHSU	DSU	NSU	SDSMT	SDSU	USD	SSOM	BHSU-RC	USD-SF	TOTAL
1	\$12,000,000									
2	6,639,244									
3	\$2,134,341,440									
4	\$25,507,982									
5	534,279	375,158	675,615	596,948	2,345,266	1,821,527	91,895	58,795	139,761	6,639,244
6	8.05%	5.65%	10.18%	8.99%	35.32%	27.44%	1.38%	0.89%	2.11%	100.00%
7	2.68%	1.88%	3.39%	3.00%	11.77%	9.15%	0.46%	0.30%	0.70%	33.33%
8	\$321,892	\$226,024	\$407,043	\$359,648	\$1,412,972	\$1,097,430	\$55,365	\$35,423	\$84,203	\$4,000,000
9	\$175,942,792	\$115,128,196	\$208,591,494	\$213,756,709	\$734,815,527	\$604,117,015	\$16,902,919	\$19,455,659	\$45,631,129	\$2,134,341,440
10	8.24%	5.39%	9.77%	10.02%	34.43%	28.30%	0.79%	0.91%	2.14%	100.00%
11	2.75%	1.80%	3.26%	3.34%	11.48%	9.43%	0.26%	0.30%	0.71%	33.33%
12	\$329,737	\$215,763	\$390,924	\$400,605	\$1,377,128	\$1,132,184	\$31,678	\$36,462	\$85,518	\$4,000,000
13	\$1,970,071	\$2,262,513	\$1,474,958	\$1,928,899	\$9,211,220	\$7,265,017	\$1,084,858	\$180,373	\$130,074	\$25,507,982
14	7.72%	8.87%	5.78%	7.56%	36.11%	28.48%	4.25%	0.71%	0.51%	100.00%
15	2.57%	2.96%	1.93%	2.52%	12.04%	9.49%	1.42%	0.24%	0.17%	33.33%
16	\$308,934	\$354,793	\$231,294	\$302,478	\$1,444,445	\$1,139,254	\$170,120	\$28,285	\$20,397	\$4,000,000
17	\$960,563	\$796,581	\$1,029,261	\$1,062,730	\$4,234,545	\$3,368,869	\$257,163	\$100,170	\$190,118	\$12,000,000
FY25 Debt Service										
Series 2011 M&R Bond	\$108,424	\$0	\$134,636	\$0	\$520,673	\$427,738	\$0	\$0	\$0	\$1,191,472
Series 2020 M&R Bond	\$145,828	\$145,828	\$0	\$233,468	\$583,600	\$320,966	\$0	\$0	\$0	\$1,429,691
5% Planning and Design (Line 17 * 5%)	\$48,028	\$39,829	\$51,463	\$53,137	\$211,727	\$168,443	\$12,858	\$5,008	\$9,506	\$600,000
Balance of HEFF Allocation for M&R Projects	\$658,282	\$610,923	\$843,162	\$776,125	\$2,918,545	\$2,451,721	\$244,305	\$95,161	\$180,612	\$8,778,837
FY24 Allocation	\$1,020,020	\$812,900	\$1,082,843	\$1,129,509	\$4,396,852	\$3,501,397	\$219,804	\$122,932	\$213,744	\$12,500,000
Increase/(Decrease) from FY24	(\$59,457)	(\$16,319)	(\$53,582)	(\$66,779)	(\$162,307)	(\$132,528)	\$37,359	(\$22,762)	(\$23,625)	(\$500,000)

FY25 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
Black Hills State University					
6H2501		M&R Bond - 2011			\$108,424
6H2502		Planning & Design			\$48,028
6H2503		M&R Bond - 2020			\$145,828
6H25XX	Young Center	Locker Room/Office Renovations	C. Programmatic Suitability	D. Alteration	\$658,282
			FY25 HEFF M&R Projects Total		\$960,563
Black Hill State University - RC					
6H2552		Planning & Design			\$5,008
6H25XX	BHSU-Rapid City	WRHSC Office/Classroom Renovations	C. Programmatic Suitability	D. Alteration	\$95,161
			FY25 HEFF M&R Projects Total		\$100,170
Dakota State University					
8H2502		Planning & Design			\$39,829
8H2503		M&R Bond - 2020			\$145,828
8H25XX	Beadle Hall	Beadle Hall Renovations	B. Building Integrity	C. Renovation	\$300,000
8H25XX	East Hall	Window Replacement	D. Energy and Utility Savings	C. Renovation	\$180,000
8H25XX	Dakota Prairie Playhouse	Siding Replacement	B. Building Integrity	C. Renovation	\$130,923
			FY25 HEFF M&R Projects Total		\$796,581
Northern State University					
3H2501		M&R Bond - 2011			\$134,636
3H2502		Planning & Design			\$51,463
3H25XX	Gerber Building	School of Education Remodel	C. Programmatic Suitability	D. Alteration	\$750,480
3H25XX	Barnett Center	Locker Room Upgrades	C. Programmatic Suitability	C. Renovation	\$92,682
			FY25 HEFF M&R Projects Total		\$1,029,261
South Dakota School of Mines & Technology					
4H2502		Planning & Design			\$53,137
4H2503		M&R Bond - 2020			\$233,468
4H25XX	King Center	Flooring Replacement	B. Building Integrity	A. Maintenance	\$110,000
4H25XX	Campus	Tunnel Work	E. Campus Infrastructure	A. Maintenance	\$96,125
4H25XX	Mineral Industry	Asbestos Abatement	A. Public Health, Safety, and Compliance	A. Maintenance	\$50,000
4H25XX	Various	General HVAC	E. Campus Infrastructure	A. Maintenance	\$100,000
4H25XX	Various	Fire Life & Safety	A. Public Health, Safety, and Compliance	A. Maintenance	\$50,000
4H25XX	Various	Building Integrity	B. Building Integrity	C. Renovation	\$50,000
4H25XX	Various	Concrete/Grate Replacement	E. Campus Infrastructure	A. Maintenance	\$40,000
4H25XX	Campus	Campus Cooling Study	E. Campus Infrastructure	A. Maintenance	\$50,000
4H25XX	Daycare	Exterior Repairs	B. Building Integrity	A. Maintenance	\$30,000
4H25XX	Campus	Exterior Lighting	A. Public Health, Safety, and Compliance	A. Maintenance	\$25,000
4H25XX	King Center	Sewer Line Repair	B. Building Integrity	A. Maintenance	\$50,000
4H25XX	Power Plant	Equipment Replacements	E. Campus Infrastructure	B. Repair	\$50,000
4H25XX	Campus	Electrical Loop Line Replacement	E. Campus Infrastructure	B. Repair	\$75,000
			FY25 HEFF M&R Projects Total		\$1,062,730
South Dakota State University					
3H2501		M&R Bond - 2011			\$520,673
3H2502		Planning & Design			\$211,727

FY25 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate	
3H2503		M&R Bond - 2020			\$583,600	
3H25XX	Campus	Accessibility Improvements	A. Public Health, Safety, and Compliance	A. Maintenance	\$30,000	
3H25XX	Campus	Campus Site Repairs & Improvements	A. Public Health, Safety, and Compliance	A. Maintenance	\$10,000	
3H25XX	Campus	Concrete Walk and Pavement Repairs	A. Public Health, Safety, and Compliance	A. Maintenance	\$150,000	
3H25XX	Campus	HVAC Control Upgrades	D. Energy and Utility Savings	A. Maintenance	\$80,000	
3H25XX	Campus	Interior Painting (WG, WE, CAM)	B. Building Integrity	A. Maintenance	\$30,000	
3H25XX	Campus	Matching Funds for Energy Conservation Projects	D. Energy and Utility Savings	A. Maintenance	\$28,545	
3H25XX	Campus	Signage Replacement Project for 2 campus buildings	A. Public Health, Safety, and Compliance	A. Maintenance	\$30,000	
3H25XX	Campus	Utility Meter Replacements	E. Campus Infrastructure	A. Maintenance	\$40,000	
3H25XX	Campus	Steam Distribution System - Annual PPM	E. Campus Infrastructure	A. Maintenance	\$140,000	
3H25XX	Central Chiller Plant	Equipment Upgrades & Repairs	E. Campus Infrastructure	A. Maintenance	\$50,000	
3H25XX	Central Heating Plant	Equipment Upgrades & Repairs	E. Campus Infrastructure	A. Maintenance	\$140,000	
3H25XX	Coughlin Campanile	Tuckpointing, Joint Sealant, & Stone Repairs (Planning), Interior Repairs	B. Building Integrity	A. Maintenance	\$700,000	
3H25XX	McFadden Hall	Exhaust Air Improvements	B. Building Integrity	B. Repair	\$380,000	
3H25XX	Stanley J. Marshal Center	Renovations	B. Building Integrity	C. Renovation	\$1,110,000	
University of South Dakota					FY25 HEFF M&R Projects Total	\$4,234,545
2H2501		M&R Bond - 2011			\$427,738	
2H2502		Planning & Design			\$168,443	
2H2503		M&R Bond - 2020			\$320,966	
2H25XX	Campus	Hazardous Materials Abatement (Asbestos, lead paint)	A. Public Health, Safety, and Compliance	A. Maintenance	\$50,000	
2H25XX	Campus	Mechanical Repairs & Upgrades	D. Energy and Utility Savings	A. Maintenance	\$151,722	
2H25XX	Campus	Electrical Repairs & Upgrades	D. Energy and Utility Savings	A. Maintenance	\$125,000	
2H25XX	Campus	Roof Repairs	B. Building Integrity	A. Maintenance	\$50,000	
2H25XX	Campus	Building Control Systems Maintenance & Replacement	D. Energy and Utility Savings	A. Maintenance	\$25,000	
2H25XX	Campus	Painting and Flooring Repairs and Upgrades	B. Building Integrity	A. Maintenance	\$50,000	
2H25XX	Campus	Sidewalk Safety and Accessibility Improvements & Repairs	A. Public Health, Safety, and Compliance	A. Maintenance	\$100,000	
2H25XX	Campus	Elevator Repairs	A. Public Health, Safety, and Compliance	A. Maintenance	\$50,000	
2H25XX	Campus	Irrigation Line Maintenance & Landscape Upgrades	E. Campus Infrastructure	A. Maintenance	\$70,000	
2H25XX	Campus	Academic and Classroom Critical Maintenance & Repair	B. Building Integrity	A. Maintenance	\$50,000	
2H25XX	Campus	Parking Lot Lighting Upgrades	E. Campus Infrastructure	C. Renovation	\$250,000	
2H25XX	Campus	Campus Security Camera and Card Access Upgrades & Repairs	A. Public Health, Safety, and Compliance	A. Maintenance	\$75,000	
2H25XX	Campus	Heating/Cooling Loop Upgrades	D. Energy and Utility Savings	A. Maintenance	\$35,000	
2H25XX	Campus	Fire Protection Systems	A. Public Health, Safety, and Compliance	A. Maintenance	\$25,000	
2H25XX	Campus	Central Steam Plant Repairs	D. Energy and Utility Savings	A. Maintenance	\$25,000	
2H25XX	Arts & Science	Building Renovations	B. Building Integrity	C. Renovation	\$330,000	
2H25XX	Churehill-Haines	Replace Domestic Water Supply/Shutoff	B. Building Integrity	A. Maintenance	\$20,000	
2H25XX	Dakota Dome	Roof Replacement	B. Building Integrity	A. Maintenance	\$500,000	
2H25XX	Dakota Hall	Renovate Basement offices	B. Building Integrity	C. Renovation	\$50,000	
2H25XX	Fine Arts	Replace Domestic Water Supply/Shutoff	B. Building Integrity	A. Maintenance	\$20,000	
2H25XX	ID Weeks	Restroom Renovations	B. Building Integrity	C. Renovation	\$200,000	
2H25XX	Pardee Lab	Chemical Storage Room Upgrades	A. Public Health, Safety, and Compliance	C. Renovation	\$100,000	
2H25XX	Slagle Hall	Basement and Main Floor Corridor Upgrades	B. Building Integrity	A. Maintenance	\$100,000	

FY25 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate	
Sanford School of Medicine					FY25 HEFF M&R Projects Total	\$3,368,869
2H2552		Planning & Design			\$12,858	
2H255X	SSOM-HSC	Mechanical Repairs and Upgrades	B. Building Integrity	A. Maintenance	\$50,000	
2H255X	SSOM-HSC	Building Repairs and Upgrades	B. Building Integrity	A. Maintenance	\$25,000	
2H255X	SSOM-HSC	LED Lighting Upgrades	B. Building Integrity	A. Maintenance	\$169,305	
University of South Dakota - SF					FY25 HEFF M&R Projects Total	\$257,163
2H2562		Planning & Design			\$9,506	
2H256X	USDSF	Mechanical Repairs & Upgrades	B. Building Integrity	A. Maintenance	\$95,612	
2H256X	USDSF	Electrical Repairs & Upgrades	B. Building Integrity	A. Maintenance	\$35,000	
2H256X	USDSF	Exterior Renovations	B. Building Integrity	A. Maintenance	\$25,000	
2H256X	USDSF	Interior Renovations	B. Building Integrity	A. Maintenance	\$25,000	
FY25 HEFF M&R Projects Total					\$190,118	
Grand Total FY25 HEFF M&R Projects					\$12,000,000	

Refer to BOR Policy 6:6 Maintenance & Repair

⁽¹⁾ M&R Category

- A. Public Health, Safety, and Compliance
- B. Building Integrity
- C. Programmatic Suitability
- D. Energy and Utility Savings
- E. Campus Infrastructure

⁽²⁾ M&R Class

- A. Maintenance
- B. Repair
- C. Renovation
- D. Alteration

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – M
DATE: December 13-14, 2023

SUBJECT

FY25 Auxiliary System M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6.6](#) – Maintenance and Repair

[BOR Policy 5.25](#) – Auxiliary Revenue System

BACKGROUND/DISCUSSION

The auxiliary system encompasses all the facilities that are pledged under the Board of Regents’ bond covenants – it includes the student unions, wellness centers, residential facilities, and a number of parking systems. To achieve an adequate maintenance and repair program for all auxiliary buildings, the goal is to spend an average of two percent a year of the total building replacement value. After the operating costs are covered, excess revenues flow to the Repair and Replacement Reserve Fund which is then available to fund maintenance projects. The fund is used to cover the cost of maintenance and repair, renewals, renovations, and replacements not paid for as part of the ordinary operation.

Each year the institutions identify planned projects that will be funded with auxiliary funds. Approval of the list provides Board approval for the projects. Throughout the year, additional projects can be added, or the list can be revised in accordance with BOR Policy 6.6 (Section C.8).

IMPACT AND RECOMMENDATIONS

The FY25 2% M&R project total for the auxiliary system is estimated to be \$11.3 million. The campuses must expend two percent on average over a five-year period.

Approval of the FY25 Auxiliary System Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – Auxiliary System M&R Projects (includes the campus designated projects, the estimated project cost, and the project’s fund source)

DRAFT MOTION 20231213_5-M:

I move to approve the FY25 Auxiliary System M&R projects as presented in Attachment I.

FY25 Auxiliary System Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Class ⁽¹⁾	Fund Source	Cost Estimate
Black Hills State University					
6X25XX	Heidi/Thomas/Humbert/Wenona Cook Halls	Restroom Upgrade	C. Renovation	Room Revenue	\$800,000
6X25XX	Student Union	Carpet and Paint	C. Renovation	General Activity Fee	\$155,000
FY25 Auxiliary M&R Projects Total					\$955,000
Dakota State University					
8X25XX	Richardson Hall	Chiller Replacement	A. Maintenance	RRR	\$60,000
8X25XX	Trojan Center	Dining Renovation	C. Renovation	Revenue	\$200,000
FY25 Auxiliary M&R Projects Total					\$260,000
Northern State University					
5X25XX	Various Halls	Paint	A. Maintenance	Residence Hall Funds	\$40,000
5X25XX	Steele Hall	HVAC Upgrade	B. Renovation	RRR	\$200,000
5X25XX	Steele Hall	Replace fire alarm system	B. Renovation	Plant Funds	\$150,000
FY25 Auxiliary M&R Projects Total					\$390,000
South Dakota School of Mines & Technology					
4X25XX	Various	Door Upgrades	B. Repair	Housing Fees/Revenues	\$78,960
4X25XX	Surbeck Center	Chiller Loop Planning	B. Repair	Housing Fees/Revenues	\$50,000
4X25XX	Surbeck Center	Surbeck General Maintenance	A. Maintenance	Housing Fees/Revenues	\$30,000
4X25XX	Various	Residence Hall General Maintenance	A. Maintenance	Housing Fees/Revenues	\$95,000
4X25XX	Connolly Hall	Access Points	A. Maintenance	Housing Fees/Revenues	\$45,000
4X25XX	Howard Peterson Hall	Building Switches	A. Maintenance	Housing Fees/Revenues	\$115,000
4X25XX	Connolly Hall	Replace Carpeting	B. Repair	Housing Fees/Revenues	\$25,000
4X25XX	Howard Peterson Hall	Window Replacement	B. Repair	RRR	\$100,000
4X25XX	Surbeck Center	Retaining Wall	B. Repair	Housing Fees/Revenues	\$110,000
4X25XX	Surbeck Center	West Door/Canopy	B. Repair	Housing Fees/Revenues	\$75,000
FY25 Auxiliary M&R Projects Total					\$723,960
South Dakota State University					
3X25XX	Campus	Crack Seal	B. Repair	Parking	\$35,000
3X25XX	Campus	Mill & Overlay Parking Lots 114, 118, 160	B. Repair	Parking	\$990,000
3X25XX	Miller Wellness Center	Outdoor Maintenance & Repairs	B. Repair	Revenue	\$40,000
3X25XX	Miller Wellness Center	Wood Floor Maintenance & Repairs	B. Repair	Revenue	\$90,000
3X25XX	Miller Wellness Center	Mezzanine Storage Renovation	D. Alteration	Revenue	\$125,000
3X25XX	Residence Halls	Concrete Replacement (LLL)	B. Repair	Rent	\$140,000
3X25XX	Residence Halls	Planning & Design Renovation Mathews (2803)	B. Repair	Rent	\$150,000
3X25XX	Residence Halls	HVAC Upgrades Caldwell Hall (2810)	B. Repair	Rent	\$90,000
3X25XX	Residence Halls	HVAC Upgrades Bin & Young (2805 & 2807)	B. Repair	Rent	\$90,000
3X25XX	Residence Halls	Interior Painting Bin & Young (2805 & 2807)	B. Repair	Rent	\$300,000

FY25 Auxiliary System Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Class ⁽¹⁾	Fund Source	Cost Estimate
3X25XX	Residence Halls	Emergency M&R Repairs (2701, 0675, 0680)	B. Repair	Rent	\$490,000
3X25XX	Residence Halls	Unit A/C Replacements (LLL)	A. Maintenance	Rent	\$15,000
3X25XX	University Union	Kitchen Exhaust Upgrades at Weary Will's	B. Repair	RRR	\$180,000
3X25XX	University Union	Roof Replacement (Main St, Market, Volstorff)	B. Repair	RRR	\$1,500,000
3X25XX	University Union	HVAC Upgrades (AHU 2 & 3)	B. Repair	RRR	\$2,000,000
3X25XX	University Union	HVAC Control Upgrades	B. Repair	RRR	\$290,000
FY25 Auxiliary M&R Projects Total					\$6,525,000
University of South Dakota					
2X25XX	Burgess	Steam and Condensate Line Replacement	A. Maintenance	RRR	\$300,000
2X25XX	Burgess/Norton	RHD Renovations	A. Maintenance	RRR	\$30,000
2X25XX	Coyote Village	Upgrade Elevators	A. Maintenance	RRR	\$350,000
2X25XX	Coyote Village	First Floor Interior Room Renovations	A. Maintenance	RRR	\$500,000
2X25XX	McFadden	Interior Renovations	A. Maintenance	RRR	\$250,000
2X25XX	Mickelson	Replace Water Supply Curb Stop	A. Maintenance	RRR	\$30,000
2X25XX	Muenster University Center	Kitchen Equipment Replacement	A. Maintenance	RRR	\$75,000
2X25XX	Muenster University Center	Interior Renovations	A. Maintenance	RRR	\$250,000
2X25XX	North Complex	RHD Renovations	A. Maintenance	RRR	\$50,000
2X25XX	North Complex	Exterior Tuckpointing and Caulking	B. Renovation	RRR	\$500,000
2X25XX	Wellness	Replace Floor	A. Maintenance	RRR	\$75,000
FY25 Auxiliary M&R Projects Total					\$2,410,000
Grand Total FY25 Auxiliary System M&R Projects					\$11,263,960

Refer to BOR Policy 6:6 Maintenance & Repair

⁽¹⁾ M&R Class

- A. Maintenance
- B. Repair
- C. Renovation
- D. Alteration

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – N
DATE: December 13-14, 2023

SUBJECT

FY25 AES M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 38-20A-4](#)

[SDCL § 38-20A-59](#)

[BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Maintenance and repair projects for the Agricultural Experiment Station (AES) are funded by the pesticide tax, enacted by the South Dakota Legislature in 1998 and amended by the 2020 Legislature (SB24). For each annual application fee of \$165.00 collected, the Agricultural Experiment Station receives \$15, and the Cooperative Extension Service receives \$10.

IMPACT AND RECOMMENDATIONS

The pesticide fee revenue allotted to AES is to be used entirely for AES maintenance and repair projects. The pesticide fee revenue for AES is projected to be \$200,000; however, the attached project list total is greater than the estimated revenue generated. AES will supplement the pesticide funds with available local funds to ensure the projects can be accomplished. Other, additional funding sources will be identified when the project work orders are submitted.

Approval of the FY25 AES M&R projects will allow SDSU to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY25 AES M&R projects requested by SDSU

DRAFT MOTION 20231213_5-N:

I move to approve the AES M&R projects for FY25 as requested.

**SOUTH DAKOTA STATE UNIVERSITY
 AGRICULTURAL EXPERIMENT STATION (AES)
 FY25 Maintenance & Repair Projects**

FY25 Pesticide Revenue Projection: \$200,000

Project (Activity #)	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
3AE251	Campus	Fencing Repairs Equine & Sheep Units	E. Campus Infrastructure	A. Maintenance	\$16,000
3AE25X	Cottonwood Field Station	Fencing Replacement	E. Campus Infrastructure	A. Maintenance	\$10,000
3AE25X	West River Center	HVAC Repairs	B. Building Integrity	B. Repair	\$80,000
3AE25X	Animal Science Complex	Laboratory Equipment Installation	C. Programmatic Suitability	C. Renovation	\$218,000
3AE25X	Sheep Unit Commodity Storage	Rebuild storage shed	B. Building Integrity	D. Alteration	\$156,000
3AE25X	Poultry Unit Storage Building A	Rebuild storage building	B. Building Integrity	D. Alteration	\$1,250,000
3AE25X	Sturgis Research Facility	Repair metal roof & vents	B. Building Integrity	B. Repair	\$130,000
FY25 M&R Projects Total					\$1,860,000

**Note: The projects on the list are for the full amount and may include funding above and beyond the Pesticide M&R funds.
 As work requests for the individual projects are approved, the additional fund sources will be identified.

Refer to BOR Policy 6:6 Maintenance & Repair

⁽¹⁾ M&R Category

- A. Public Health, Safety, and Compliance
- B. Building Integrity
- C. Programmatic Suitability
- D. Energy and Utility Savings
- E. Campus Infrastructure

⁽²⁾ M&R Class

- A. Maintenance
- B. Repair
- C. Renovation
- D. Alteration

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – O (1)
DATE: December 13-14, 2023

SUBJECT

Capital Asset Purchase Greater than \$500,000 – SDSMT – X-Ray Photoelectron Spectrometer Purchase

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-49-15](#) – Purchasing and contracting for institutions.
[BOR Policy 5.4](#) – Purchasing.

BACKGROUND / DISCUSSION

The Board has delegated authority to enter into contracts for the purchase of equipment, supplies, and services to the institutions. Purchases of capital assets with a per-unit cost exceeding \$500,000 must be approved by the Board of Regents prior to a purchase order being issued.

IMPACT AND RECOMMENDATIONS

South Dakota School of Mines and Technology (SDSMT) is requesting to utilize \$1,097,251 of research funds to purchase an X-ray Photoelectron Spectroscopy (XPS). XPS is a powerful materials characterization technique required for development of innovative materials, progressive technologies, and next-generation transformative systems. XPS is a non-destructive quantitative spectroscopic surface analysis allowing detection of all chemical elements except hydrogen and helium. Furthermore, XPS allows researchers to uniquely describe chemical interactions between atoms and groups of atoms by detecting electronic states of elements within a specific chemical environment. The Nexsa G2 system from ThermoFisher Scientific will add new and unique capabilities to the existing instrumentation at SD Mines with a substantial and direct impact on R&D efforts across the state of South Dakota and nationwide. This purchase is funded by an NSF grant award.

ATTACHMENTS

None

DRAFT MOTION 20231213_5-O(1):

I move to approve SDSMT’s request to purchase an X-ray Photoelectron Spectroscopy (XPS) for research and development using \$1,097,251 of research funds.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – O (2)
DATE: December 13-14, 2023

SUBJECT

Capital Asset Purchase Greater than \$500,000 – SDSU FBT Arena Daktronics Video and Audio

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-49-15](#) – Purchasing and contracting for institutions.
[BOR Policy 5.4](#) – Purchasing.

BACKGROUND / DISCUSSION

The Board has delegated authority to enter into contracts for the purchase of equipment, supplies, and services to the institutions. Purchases of capital assets with a per-unit cost exceeding \$500,000 must be approved by the Board of Regents prior to a purchase order being issued.

IMPACT AND RECOMMENDATIONS

South Dakota State University (SDSU) is requesting the use of \$5,136,930 to upgrade the video and audio systems at the First Bank and Trust Arena. With the renovation of Frost Arena into the First Bank & Trust Arena (FBT Arena), these items were planned to be upgraded in concert with the renovation.

The current digital displays have been in place for more than 15 years. SDSU would utilize \$3,409,330 to upgrade the LED digital displays (center-hung videoboard, digital score table, corner scoreboards, etc.) at the FBT Arena. Daktronics digital displays are necessary due to the collaboration SDSU needs with their FB system and other scoreboards.

SDSU will upgrade the audio system, which has been in place for more than 20 years, at a cost of \$1,727,600. The ability to have Daktronics Audio services in the FBT Arena will provide benefits of efficiency and productivity that is important since the digital LED displays are products of the same company.

(Continued)

DRAFT MOTION 20231213_5-O(2):

I move to approve SDSU’s request to purchase the FBT Arena Daktronics Video and Audio digital displays using a total of \$5,136,930 of Foundation funding.

SDSU will be reimbursed by the SDSU Foundation for the purchase. Letters of commitment have been provided by the SDSU Foundation and are included as Attachment I and Attachment II.

ATTACHMENTS

Attachment I – SDSU Foundation Commitment Letter for Video Display

Attachment II – SDSU Foundation Commitment Letter for Audio System

November 14, 2023

Barry Dunn, Ph.D.
President, South Dakota State University
Administration Building 222
South Dakota State University
Brookings, SD 57006

Dear President Dunn:

The South Dakota State University Foundation is pleased to provide this letter committing up to \$3,409,330 for First Bank & Trust Arena LED displays.

Please contact the Foundation if you have any questions.

Sincerely,



Steve Erpenbach
President & CEO
SDSU Foundation



Tim Dwire
VP of Finance & Operations
SDSU Foundation

cc: Mike Holbeck, VP for Finance and Budget, SDSU
Barry Mielke, Associate VP for Facilities & Services, SDSU
Dave Law, Director of Project Management & Engineering, SDSU
Justin Sell, Athletic Director, SDSU
Slade Larscheid, Deputy Athletic Director, SDSU
Jeff Holm, Senior Associate Athletic Director – Facilities & Operations, SDSU
Keith Mahlum, VP for Development, SDSU Foundation



BOLD & BLUE

The Campaign for SOUTH DAKOTA STATE UNIVERSITY

ATTACHMENT II 4
South Dakota State University Foundation
Lohr Building | 815 Medary Avenue
Brookings, SD 57006
(605) 697-7475
www.boldandblue.org

November 14, 2023

Barry Dunn, Ph.D.
President, South Dakota State University
Administration Building 222
South Dakota State University
Brookings, SD 57006

Dear President Dunn:

The South Dakota State University Foundation is pleased to provide this letter committing up to \$1,727,600 for the First Bank & Trust Arena Audio and IPTV System.

Please contact the Foundation if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Steve Erpenbach".

Steve Erpenbach
President & CEO
SDSU Foundation

A handwritten signature in blue ink that reads "Tim Dwire".

Tim Dwire
VP of Finance & Operations
SDSU Foundation

cc: Mike Holbeck, VP for Finance and Budget, SDSU
Barry Mielke, Associate VP for Facilities & Services, SDSU
Dave Law, Director of Project Management & Engineering, SDSU
Justin Sell, Athletic Director, SDSU
Slade Larscheid, Deputy Athletic Director, SDSU
Jeff Holm, Senior Associate Athletic Director – Facilities & Operations, SDSU
Keith Mahlum, VP for Development, SDSU Foundation

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – P
DATE: December 13-14, 2023

SUBJECT

Repeal of BOR Policy 1.3.9 – Regental Civil Service Advisory Council (Formerly Policy 1:7:5) (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1.3.9](#) – Regental Civil Service Advisory Council

BACKGROUND / DISCUSSION

The Regents Civil Service Advisory Council (RCSAC) is comprised of a Civil Service Act (CSA) employee from each institution and special school. The council meets every fall for a half-day meeting in Pierre, and every spring for two half-days on a campus, rotating locations every year. At these meetings, the council is provided updates on BOR policy changes, compensation, benefits, legislative priorities, and system projects by members of senior leadership. The council has been challenged in recent years to find representatives that are willing to participate on this system council, and the interest in participating in local CSA councils at the institutional level has also declined. Several of the universities have created staff councils so that NFE employees can participate as well and to improve engagement.

Due to the lack of engagement at the institutional level, there is little value in continuing to hold a statewide council. The Board office recommends repealing the policy to eliminate the statewide council and then work with institutional human resources offices on how to bolster employee engagement and provide opportunities for institutional human resources and leadership to engage with the CSA and staff councils at the institutional level.

IMPACT AND RECOMMENDATION

The staff recommends that the Board repeal this policy as a first and final reading. If approved, the system’s Chief HR Officer will communicate this change to all relevant stakeholders.

ATTACHMENTS

None

DRAFT MOTION 20231213_5-P:

I move to approve the first and final reading of the proposed repeal of BOR Policy 1:3:9 – Regental Civil Service Advisory Council.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – Q
DATE: December 13-14, 2023

SUBJECT

BHSU & Crazy Horse Memorial Foundation Agreement

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) and Crazy Horse Memorial Foundation (CHMF), a 501(c)(3) have an existing agreement to offer two cooperative summer semester undergraduate academic programs, the first entitled 7th GEN – First-Year and the second entitled 7th GEN Upper-Level. These programs are offered at the Indian University of North America of Crazy Horse Memorial Foundation through BHSU. In summary, BHSU and CHMF collaborate to offer and grant credit for the curriculum outlined in the Agreement, with CHMF funding the instructional and direct operating expenses of the 7th GEN Summer Programs. The 7th GEN – First-Year Program allows each student to complete up to 12 credit hours (4 course), with the 7th GEN Upper-Level Program comprised of a 35-40 hours per week internship, resulting in the award of 3 credit hours through BHSU.

BHSU and CHMF currently propose to enter into a new agreement continuing the existing summer programs and adding a spring semester certificate program that would offer a certificate in Indigenous Health and Wellness from BHSU and allow students to complete up to 13 credit hours from BHSU.

Since the partnership involves both the joint sponsorship of educational programming for which credit is awarded and the operation of an off-campus instructional site that is intended to operate for more than one academic year, Board approval is required per BOR Policy 5.3.

(Continued)

DRAFT MOTION 20231213_5-Q:

I move to approve the Agreement between Black Hills State University and the Crazy Horse Memorial Foundation in substantially similar form to that set forth in Attachment I.

IMPACT AND RECOMMENDATION

Approval of the Agreement set forth in Attachment I will provide the opportunity for BHSU and CHMF to continue to partner on the 7th GEN Summer Programs at the Indian University of North America of Crazy Horse Memorial Foundation, as well as providing an opportunity to provide a certificate program focused on Indigenous Health and Wellness. BHSU will provide the instruction and credits for the desired curriculum, with the instructional and operating expenses provided by CHMF.

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU & CHMF Agreement

Agreement Between Crazy Horse Memorial Foundation and its Indian University of North America® (IUNA) and Black Hills State University (BHSU)

This Agreement is made between Crazy Horse Memorial Foundation (“CHMF”), a 501c3 public charity of international scope offering higher education opportunities through partnerships with select universities and Black Hills State University (“BHSU”), a public university under the control and management of the South Dakota Board of Regents (SDBOR). For good and valuable consideration, consisting of the mutual promises herein, the Parties hereto agree as follows:

This Agreement outlines the cooperative operational implementation of two summer-semester, undergraduate academic programs, titled **7TH GEN.®-First-Year and 7TH GEN.®-Upper Level**, and a spring semester certificate program, titled **Wichozani**, offered at The Indian University of North America® (IUNA) of Crazy Horse Memorial Foundation. The title 7TH GEN.® refers to the Native philosophy of looking seven years ahead when making decisions and taking actions.

7TH GEN.® First-Year Undergraduate Summer Program

The purpose of the program is : 1) to offer a culturally-relevant, high-impact credit-bearing program teaching Native students how to best navigate the requirements of university attendance while completing their first semester; 2) to provide accepted students with the university courses identified herein (up to 12 credit hours total), which may be transferred to a regionally accredited college or university; 3) to extend accepted students enrolled in the program a credit-bearing paid internship learning experience at the Memorial’s visitor complex with placement in either CHMF or its onsite gift shop and restaurant; and 4) to further fulfill the educational and humanitarian mission of CHMF and BHSU’s commitment to the Black Hills region and support of Native students.

The 7TH GEN.® First-Year Summer Program recruits and accepts high school graduates who meet the program’s regular or probationary admission requirements, the majority of whom are American Indian or Alaskan Natives, from an applicant pool of eligible students throughout the United States. Accepted students enroll and participate in a summer semester that offers them the opportunity to earn 12 credit hours.

The courses offered include two core courses: a College Success Class (three credit hours) and the Native Studies Internship (three credit hours). Students then choose two other courses from the options of Introduction to Speech, American Indian Art History, English Composition or English Literature, and General Psychology. All students are classified as BHSU students during the

summer semester and they earn BHSU credit hours, which may be transferred to a college, university, or technical institute of the students' choice. Students continue their studies at their chosen degree-granting institutions in the fall. The 7TH GEN.[®] First-Year Summer Program includes a rigorous academic component which includes the unique Internship and a structured residential experience immersed in Native culture. The Program is designed to validate and empower students, while helping them foster the skills, knowledge, and habits to succeed in college and life. The inspirational story of Crazy Horse Memorial and Crazy Horse are key components in both curricular and co-curricular activities.

7TH GEN.[®]-Upper-Level Undergraduate Summer Program

To further inspire and create an additional educational opportunity in leadership and career development for students who successfully completed the First-Year 7TH GEN.[®] or Wizipan Programs of IUNA, the Upper-Level Program is available to select applicants who are chosen to enroll in a full-time internship (35-40 hours per week) at Crazy Horse Memorial or with other select employers throughout the Black Hills region. In addition to the experiential component, students gather once per week for the academic component of the class. Students earn three BHSU credit hours and, again, the credit is transferable to the student's degree-granting college.

Students may be in their second semester first-year through senior status college students including students who may have dropped out of college and need a pathway back.

Wichozani Undergraduate Spring Certificate Program

This certificate program is centered around Indigenous Health & Wellness and will be offered in the spring semester of the academic year for students that have successfully completed the First-Year 7TH GEN.[®] or Wizipan Programs of IUNA, or related post-secondary coursework at an accredited institution. The certificate program will follow a traditional 15-week semester with a rigorous academic component centered around contemporary issues and research-based practices in public health and wellness.

The purpose of the program is to: 1) offer a certificate program in Indigenous Health and Wellness from Black Hills State University; 2) provide accepted students with the university courses identified herein, up to 13 credit hours total, which may be transferred to a regionally accredited college or university; and 3) further fulfill the educational and humanitarian mission of CHMF and BHSU's commitment to the Black Hills region and support of Native students.

BHSU Covenants and Agrees to Undertake the Following Duties and Obligations:

1. Extend the following courses in a face-to face format during the summer: ENG 101 Composition I or ENG 210 English Literature (3 credits); Psych 101 General Psychology (3 credits); SPCM 101 Fundamentals of Speech (3 credits); American Indian Art History (3 credits); College Success Class (3 credits); Native Studies Internship (3 credits); and EXPL 394 Upper- Level Leadership and Career Development Internship (3 credits). If

extenuating conditions warrant, the courses, except for the Internships, may be offered online. However, face-to-face delivery at IUNA with enrolled IUNA students only is the preferred delivery model.

2. Extend the following courses in a face-to face format during the spring: AIS 377 Ethnobotany (3 credits); AIS 460 Public Health and Native American Communities (3 credits); AIS 475/575 Native Food Systems (3 credits); AIS 492 Indigenous Health and Wellness (3 credits); AIS 490 Capstone Seminar (1 credit). If extenuating conditions warrant, the courses may be offered online. However, face-to-face delivery at IUNA with enrolled IUNA students only is the preferred delivery model.
3. Work with CHMF to develop and deliver a joint, annual recruitment plan for the 7TH GEN.[®] Summer and Wichozani Spring Certificate Programs.
4. Maintain strong academic standards for courses offered at CHMF. No annotations will be made on transcripts to distinguish between courses offered at CHMF and those offered on the home campus.
5. Employ and/or credential qualified faculty to teach the courses and one or more teaching assistants as needed. Provide faculty appointments appropriate to academic credentials in accordance with BHSU policies. CHMF employees assigned to teach should be approved by BHSU in advance. The assigned faculty will be chosen jointly by CHMF and the appropriate BHSU department chair and dean and provost. The faculty will be contracted through BHSU and CHMF will reimburse the faculty salaries. If approved by CHMF and BHSU, some appointed faculty may be directly employed by CHMF, in which case, reimbursement will not be necessary.
6. Delegate direct supervision of the 7TH GEN.[®] Summer and Wichozani Spring Certificate Programs to CHMF, unless otherwise required to comply with BHSU policy, in which case CHMF will be engaged and consulted in any necessary decision-making and/or action. However, with respect to academic matters, the faculty's direct supervisor will remain the respective BHSU department chair and college/school dean.
7. Work with CHMF to evaluate the courses and faculty each semester (summer and spring); the parties will share any information pertinent to the evaluation that they gain or develop independently as permitted by SDBOR personnel policies.
8. Extend BHSU library services and library privileges to enrolled students in the 7TH GEN.[®] and Wichozani Programs, and faculty and teaching assistants employed pursuant to paragraph 5 above.
9. Name a main BHSU on-campus point-of-contact/program coordinator with whom CHMF will work to plan and deliver the program, to include admission, registration, and

billing details.

10. Assist with student recruitment, serve on the interview and selection committee, and ensure accepted students are properly enrolled in the appropriate BHSU classes.
11. In concert with CHMF, plan and implement robust, culturally relevant co-curricular programs for enrolled students in the 7TH GEN.[®] and Wichozani Programs.
12. Arrange for state fleet vehicles for the summer and spring semesters with the understanding that the state fleet may only be used for official business as allowed per SD BOR and/or BHSU policy. CHMF faculty and staff driving fleet vehicles are required to complete a volunteer form prior to driving state vehicles.
13. Maintain a complete record of academic work completed by students and share this record with CHMF as authorized herein.
14. Make available BHSU counseling services for students in need.
15. Offer the courses identified in paragraphs 1 and 2 above at the Board of Regents' externally funded tuition rate.
16. Annually review and approve academic plans and budgets for the First-Year, ~~and~~ Upper- Level Summer, and Spring Certificate programs. Operate the program in keeping with approved budgets and bill for tuition, faculty reimbursement, and fleet costs in keeping with this Agreement.
17. Develop specialized student and faculty/staff handbooks for the 7TH GEN.[®] and Wichozani Programs jointly with CHMF.
18. Assist CHMF with annual research on college persistence and college completion of students who successfully complete the program. Provide National Clearing House data through BHSU to CHMF researchers as needed.
19. Consult with CHMF on any planned grant proposals and/or research involving or related to the academic programs identified in this Agreement.
20. Comply with the rules, regulations, and policies of state and federal governments, and the policies of the Higher Learning Commission, SD Board of Regents, and Black Hills State University. Extend regional accreditation to courses and programs at CHMF and provide evidence of accreditation to CHMF.
21. Comply with the rules, regulations, and policies of CHMF, except if in conflict with any state or federal laws, or the rules, regulations, and policies of the Higher Learning Commission, the SD Board of Regents, and Black Hills State University.

CHMF Covenants and Agrees to Undertake the Following Duties and Obligations:

1. Fund the instructional and direct operational expenses for the 7TH GEN.[®] Summer and Wichozani Spring Programs, in keeping with the approved CHMF budget prepared annually. To include:
 - a. Student tuition at the SDBOR approved externally funded tuition rate.
 - b. Faculty and teaching assistant salaries. Assigned faculty will be chosen jointly by CHMF and the appropriate BHSU department chair and dean. The faculty will be contracted through BHSU and CHMF will reimburse the faculty salaries. If agreed upon by the parties, some appointed faculty may be directly employed by CHMF.
 - c. Fleet expenses for use of state vehicles.
 - d. An onsite director and assistant director for the programs.
 - e. Onsite residence life manager and residential advisors providing 24/7 oversight.
 - f. Onsite academic advising and academic success coaching for enrolled students while onsite and beyond the program.
 - g. CHMF will provide food and lodging to faculty and teaching assistants assigned to the program who cannot commute.
 - h. CHMF will fund the majority of the students' food and lodging expenses in the 7TH GEN.[®] First-Year Summer and Wichozani Spring Program. The student will be responsible for \$800 food and lodging expenses paid to CHMF and for a \$50 Room Deposit. An external party or tribe may fund the students' expense share as arranged.
 - i. CHMF or an arranged third party will be responsible for a majority or up to 100% of the student food and lodging costs for the 7TH GEN.[®] Upper-Level Program. Payment of student food and lodging costs may vary depending on the business location of the internships. Program fact sheets will fully clarify and disclose any student responsibility to pay food and lodging costs.
 - j. Books.
 - k. Co-Curricular expenses.
2. Prepare students and faculty/staff handbooks jointly with BHSU.
3. CHMF will provide direct supervision of the program, subject to any limitations stated herein. For academic matters, faculty supervisors remain the respective BHSU department chair and college or school dean.
4. Recruit students to the programs and conduct interviews and accept up to 32 students in the 7TH GEN.[®] First-Year Program, Wichozani Program, and the annual enrollment number set for the 7TH GEN.[®] Upper-Level Program as determined by CHMF. Share the contact information of all student prospects with the BHSU director of admissions.
5. Develop and administer admission applications for each program jointly with BHSU.
6. Organize, deliver, and supervise co-curricular activities in keeping with the learning

objectives of the 7TH GEN.® and Wichozani Programs.

7. Annually obtain the data for, draft the report of, and share with BHSU the research results of the college persistence/college graduation and employment information on students who successfully completed the program, regardless of where they are pursuing degrees.
8. Plan and deliver the annual student and faculty and staff orientations prior to the start of the Summer Programs.
9. Operate the 7TH GEN.® Summer Programs in keeping with the terms of the Agreement and CHMF approved budgets.
10. Provide instructional and residential space for the 7TH GEN.® First-Year and Wichozani Program at CHMF and at an arranged location or locations for the Upper-Level Program.
11. Comply with the applicable laws, regulations, and policies of state and federal governments, and the policies of the Higher Learning Commission, the SDBOR, and BHSU.

No Partnership

AGREEMENT. Nothing herein shall be construed as a waiver of sovereign immunity on behalf of BHSU. For purposes of this, Agreement, BHSU and CHMF are separate and independent legal entities, and are not related in any manner. Neither party shall have the authority to legally bind, incur any liability on behalf of, or direct the work of, the other party, their officers, agents, or employees.

Notices

Any notice or other communication required under this Agreement shall be in writing and communicated to the following points of contact. Notices shall be directed to the parties as indicated below or to such other address as may have been designated in writing by the addressee.

If to CHMF:

Kay Jorgensen
 Chair of the Board of Directors
 Crazy Horse Memorial Foundation
 12151 Avenue of the Chiefs
 Crazy Horse, SD 57730
 memorial@crazyhorse.org
 605-673-4681

If to BHSU:

President Laurie Nichols
 Black Hills State University
 1200 University Street
 Spearfish, SD 57799
 Laurie.Nichols@bhsu.edu
 605-642-6111

With a copy to:

Whitney Rencountre
Chief Executive Officer
Crazy Horse Memorial Foundation
12151 Avenue of the Chiefs
Crazy Horse, SD 57730
whitney.rencountre@crazyhorse.org
605-673-4681

Publication of Research

BHSU, as a state institution of higher education, engages in research that is compatible, consistent, and beneficial to its academic role and mission. Therefore, significant results of research activities must be reasonably available for publication. The parties acknowledge that BHSU has the right to publish results in keeping with this Agreement. CHMF must approve, in advance, any research to be conducted at or about CHMF involving enrolled students during the term of this Agreement and thereafter. CHMF shall have thirty (30) days to review and comment on any proposed publication resulting from the work conducted in accord with this Agreement. If CHMF finds errors of fact in the proposed publication, the two parties shall negotiate over the wording. If Agreement cannot be reached between CHMF and the researcher, CHMF will write a footnote, to be identified by its source, pointing out these errors of fact, and the source-noted footnote will be included in the publication. CHMF must approve the use of its corporate name and identity, including The Indian University of North America® in BHSU-approved publications and in research submitted for publication in accord with this Agreement.

Non Discrimination and Compliance

BHSU and CHMF agree not to discriminate or harass individuals based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information, U.S. veteran status, or any other status that may be protected under the U.S. and South Dakota law against discrimination. Both parties understand that in keeping with the CHMF mission, preference is given to students and faculty who are enrolled members of federally recognized tribes.

BHSU and CHMF will comply with the applicable Family Educational Rights and Privacy Act (FERPA) requirements and protection of Student Information. Confidential student records and information ("Student Information") include hard copy, and any other format or medium, Student Education Record Information and personally identifiable information contained therein as defined by FERPA. CHMF shall not disclose Student Information except as permitted or required by the Agreement, as required by law, or as otherwise authorized in writing by BHSU. CHMF agrees not to use Student Information for a purpose other than the purpose for which the disclosure was made. The parties shall develop, implement, maintain, and use appropriate

administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all electronically maintained or transmitted Student Information received from, or on behalf of students in the 7TH GEN.[®] Summer and Wichozani Spring Programs. These measures will be extended by Agreement to all subcontractors used by CHMF. CHMF shall report in writing to BHSU any use or disclosure of Student Information not authorized by this Agreement. For purposes of this Agreement, BHSU shall designate CHMF as school officials with a legitimate educational interest in the educational records of students participating in the program only to the extent expressly allowed above.

Confidentiality

BHSU agrees that any propriety information supplied to it by CHMF during research performed by BHSU will not be included in any published material without prior approval by CHMF.

Beyond recruiting and general description of the 7TH GEN.[®] and Wichozani Programs, CHMF and BHSU will not include each other's names, trademarked logos, or graphical marks in any advertising, sales promotion, or other publicity matter without the prior written approval of the authorized leader within each organization.

Term

The 7TH GEN.[®] and Wichozani programs outlined herein and established in this Agreement will be evaluated annually by representatives of BHSU and CHMF at the conclusion of each applicable semester and shall include a written evaluation of this Agreement to determine if any revisions are needed for the following year.

Unless written notification is provided by either of the parties by January 1, for the following calendar year, this Agreement, unless terminated earlier for cause, will be automatically renewed for another year to provide a continuous, contractual understanding. It is agreed and understood that both parties desire a long-term relationship in operating and developing the BHSU and CHMF association to expand academic programs to serve Native students and help them succeed in life.

Termination and Cure Period

In the event of a breach of this Agreement, the Non-breaching party must provide Notice of the Breach. The Breaching party has Ninety Days after receipt of the written notice to cure or inform the Non-breaching party of their plans to cure. In the event that the breach is not cured within the 90-day time period, or the Non-breaching party is not satisfied with breaching party's plan to cure, the Non Breaching party may terminate this AGREEMENT by a final written Notice. Such termination shall not become effective with respect to enrolled students in the 7TH GEN.[®] or Wichozani Program until they complete the program.

This Agreement depends upon the continued availability of the externally funded tuition rate from the SDBOR for this purpose and on the continued availability of funds from

CHMF. If, for any reason, the SDBOR externally funded tuition rate becomes unavailable or CHMF lacks adequate funds for the Programs, this AGREEMENT will be terminated, but termination must occur prior to the start of a spring or summer semester.

Termination for any of the funding reasons stated above shall not constitute a default by BHSU or CHMF, nor shall it give rise to a claim against CHMF, BHSU, the SDBOR, or the State of South Dakota.

Final Agreement.

This Agreement constitutes the final, complete, and entire Agreement of the parties as to the subject matter contained herein, and supersedes all prior Agreements, negotiations, and communications of the parties, whether oral or written.

Severability.

The invalidity of all or any part of any section of this Agreement shall not render invalid the remainder of this Agreement or the remainder of such section. If any provision of this Agreement is held to be unenforceable for any reason, it shall be modified rather than voided, if possible, in order to achieve the intent of the parties to this Agreement to the extent possible.

Amendments

No amendment of any provision of this Agreement shall be valid unless the same shall be in writing and signed by all the parties to this Agreement.

Waiver

No waiver by any party of any default, misrepresentation, or breach of any representation, warranty or covenant hereunder, whether intentional or not, shall be deemed to extend to any prior or subsequent default, misrepresentation, or breach of any representation, warranty or covenant hereunder or affect in any way any rights arising by virtue of any default, misrepresentation, or breach of any representation, warranty, or covenant prior to or subsequent to such occurrence.

Assignment

No party may assign either this Agreement or any of its rights, interests, or obligations hereunder without the prior written consent of the other party or parties.

Construction

In the event an ambiguity or question of intent or interpretation arises, this Agreement shall be construed as if drafted jointly by the parties and no presumption or burden of proof shall arise

favoring or disfavoring any party by virtue of the authorship of any of the provisions of this Agreement.

Headings

The section headings contained in this Agreement are inserted for convenience only and shall not affect in any way the meaning or interpretation of this Agreement.

Counterparts

This Agreement may be executed in one (1) or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

Acknowledges and Agreed to by:

Dated this _____ day of _____, 2023.

CRAZY HORSE MEMORIAL FOUNDATION

By: _____

Its: _____

STATE OF _____)
:SS.
COUNTY OF _____)

On this the _____ day of _____, 2023, before me, the undersigned officer, personally appeared _____, as _____ of Crazy Horse Memorial Foundation, known to me or satisfactorily proven to be the person whose name is subscribed to the foregoing instrument, and acknowledged that she executed the same for the purposes therein contained.

IN WITNESS WHEREOF, I hereunto set my hand and official seal.

Notary Public
My Commission Expires: _____

(SEAL)

Dated this _____ day of _____, 2023.

BLACK HILLS STATE UNIVERSITY

By: _____

Its: _____

STATE OF _____)

:ss.

COUNTY OF _____)

On this the _____ day of _____, 2023, before me, the undersigned officer, personally appeared _____, as _____ of Black Hills State University, known to me or satisfactorily proven to be the person whose name is subscribed to the foregoing instrument, and acknowledged that she executed the same for the purposes therein contained.

IN WITNESS WHEREOF, I hereunto set my hand and official seal.

Notary Public

My Commission Expires: _____

(SEAL)

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – R
DATE: December 13-14, 2023

SUBJECT

SDLTAP Joint Powers Agreement – SDSU & SD Department of Transportation

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

The South Dakota Department of Transportation (DOT) has partnered with South Dakota State University (SDSU) for well over two decades to operate the South Dakota Local Transportation Assistance Program (SDLTAP). The predecessor to this agreement was approved by the Board in December 2022. This agreement continues that partnership and provides for the same, running from January 1, 2024 through April 30, 2025. DOT will provide up to \$534,917 to SDSU to provide the services contained in the Statement of Work, which is affixed as an exhibit in Attachment I. SDSU will contribute \$21,083 during the term of the agreement.

By way of background, the Federal Highway Administration created the Local Technical Assistance Program (LTAP) in 1982 to provide local agencies with information and training programs to address the maintenance of local roadways and bridges. The LTAP and Tribal Technical Assistance Program (TTAP) are composed of a network of 58 Centers – one in every state, Puerto Rico and regional Centers serving tribal governments. The Centers enable local counties, parishes, townships, cities and towns to improve their roads and bridges by supplying them with a variety of training programs, an information clearinghouse, new and existing technology updates, personalized technical assistance and newsletters.

BOR Policy 5.3 (“Contracts Requiring Board Action...D. Joint powers agreements”), requires Board approval of Joint Powers Agreements (JPA). As such, Board approval of the JPA set forth in Attachment I is necessary.

(Continued)

DRAFT MOTION 20231213_5-R:

I move to approve proceeding with the Joint Powers Agreement in substantially similar form to that set forth in Attachment I.

IMPACT AND RECOMMENDATION

The attached JPA will allow SDSU to continue to receive funding from DOT to jointly operate the SDLTAP.

Staff recommends approval.

ATTACHMENTS

Attachment I – Joint Powers Agreement SDSU and SDDOT SDLTAP

**JOINT POWERS AGREEMENT FOR A RESEARCH STUDY
FINANCED WITH FEDERAL FUNDS
COST REIMBURSEMENT CONTRACT**

Agreement Number _____

This Agreement is made by and between the State of South Dakota, acting by and through its Department of Transportation, referred to in this Agreement as “State,” and South Dakota State University, of Brookings, South Dakota, referred to in this Agreement as “Contractor.”

BACKGROUND:

1. State has indicated the need for work described in this Agreement;
2. Contractor is a public institution of research and education, and has personnel able to perform the work; and,
3. State wants Contractor to perform the work.

The parties agree that Contractor will perform the work in accordance with the following:

Joint Powers

This Agreement does not establish a separate legal entity as contemplated by SDCL § 1-24-5. The cooperative undertaking described in this Agreement will be financed and conducted under the provisions of this Agreement by Contractor and State. Each party has responsibilities under the terms of this Agreement and no joint board or administrator will be used. No real property will be purchased for use for this Agreement.

Project Identity

For purposes of identification, this work will be identified by Project Number HR0018 and the Agreement Number as assigned by State and listed above. All invoices, reports, and correspondence submitted to State in connection with this Agreement will be identified accordingly. All matters relating to this Agreement will be processed through State’s Project Manager.

Scope of Work

The parties agree to operate the South Dakota Local Transportation Assistance Program (SDLTAP), the mission of which is to disseminate technical materials, information, and training relative to highways and transportation in general to local government.

Contractor will perform those tasks delineated in Contractor’s proposal entitled “2024 SDLTAP Work Plan,” which is attached to this Agreement and incorporated by reference as **Exhibit A**.

Organization

SDLTAP will be operated jointly by Contractor and State.

Any officer, employee, or agent deployed in joint action under this Agreement will remain an employee with his or her agency during participation in joint action under this Agreement. Each agency will retain exclusive responsibility for its officers, agents, and employees while these officers, agents, and employees are deployed in joint action under this Agreement, including, but not limited to, responsibility for regular and overtime wages and salaries, unemployment benefits, workers’ compensation coverage, health insurance, or other benefits, and liability coverage and indemnity, except as otherwise specifically provided in this Agreement.

State will contribute training and technical advice as defined in this Agreement. State will provide an in-house contact person whose responsibility will be to coordinate all State efforts in management of SDLTAP. State will provide office space for two (2) SDLTAP staff members who will provide technical assistance in

central South Dakota. All State contributions addressed in this paragraph will constitute matching contributions necessary for the total funding of SDLTAP.

Contractor will physically house SDLTAP. Contractor will employ the director of SDLTAP and staff for technology transfer coordination. Contractor will provide all necessary secretarial and information specialist assistance for the operation of SDLTAP. Contractor's other faculty and staff may contribute time in the preparation and participation in training and other SDLTAP activities.

An advisory board comprising local government representatives will advise SDLTAP. The advisory board will consist of thirteen (13) members appointed by the following organizations:

- South Dakota Department of Transportation (2)
- South Dakota Municipal League (1)
- American Public Works Association, South Dakota Chapter (1)
- South Dakota Association of County Commissioners (1)
- South Dakota Association of County Highway Superintendents (3)
- South Dakota Engineering Society (1)
- Great Plains Tribal Chairman's Association (1)
- Federal Highway Administration, South Dakota Division (1)
- South Dakota Association of Towns and Townships (1)
- Associated General Contractors of South Dakota, Inc. (1)

The parties agree that a representative of State will serve as chairperson of the advisory board.

Period of Performance

Contractor will perform the required work during the period beginning on January 1, 2024, and ending April 30, 2025, unless all parties to this Agreement agree in writing to a time extension.

Agreement Price

Contractor will accept and State will reimburse, as full compensation for all services rendered, materials, and supplies furnished under this Agreement, the actual costs incurred by Contractor in an amount up to, but not exceeding, Five Hundred Thirty-Four Thousand Nine Hundred Seventeen Dollars (\$534,917.00), as specified in the budget in the attached **Exhibit A**.

The parties agree that costs of SDLTAP paid by the Federal Highway Administration Local Technical Assistance Program under this Agreement will not exceed Two Hundred Ten Thousand Dollars (\$210,000.00). This amount will be matched by at least an equal amount of local and state funds. Any funds not obligated by SDLTAP at the end of the period of performance will be withdrawn.

The parties agree that costs of SDLTAP paid by the State Local Road and Bridge Fund under this Agreement will not exceed Three Hundred Twenty-four Thousand Nine Hundred Seventeen Dollars (\$324,917.00). This amount will be used to match federal funds. State will withdraw any funds not obligated by SDLTAP at the end of the period of performance.

Contractor will contribute Twenty-One Thousand Eighty-Three Dollars (\$21,083.00).

State will fund all of State's involvement in SDLTAP, including salaries, benefits, indirect costs, and expenses, to a level of approximately Eleven Thousand Nine Hundred Eighty Dollars (\$11,980.00).

Changes in Scope

Contractor agrees changes in objectives and scope of the work which has significant bearing on the work must have State's written approval prior to proceeding. Contractor must submit to State requests for increases in time or funding before extra work is started and at least thirty (30) days prior to termination of this Agreement. Any increase in time or funding requires State's approval and the execution of a supplemental Agreement before any extra work is started.

Subcontracting

Contractor will perform all work except specialized services. Specialized services are considered to be those items not ordinarily furnished by Contractor which must be obtained for proper execution of this Agreement. Contractor will not assign, sublet, or transfer this Agreement or any interest under this Agreement unless State grants written permission to do so. Contractor will itemize any subcontracts anticipated at the time of proposal in **Exhibit A** to this Agreement. This does not, however, prohibit the subcontracting of work during the execution of this Agreement provided Contractor obtains State's prior approval.

Costs of subcontracted work incurred prior to execution of the corresponding subcontract will not be eligible for reimbursement.

Each subcontract must contain all of the provisions of this Agreement.

Prompt Payment

Contractor will pay subcontractors or suppliers within fifteen (15) days of receiving payment for work that is submitted for progress payment by State. If Contractor withholds payment beyond this time period, Contractor will submit written justification to State, upon request. If it is determined that a subcontractor or supplier has not received payment due without just cause, State may withhold future estimated payments or may direct Contractor to make such payment to the subcontractor or supplier. Prompt payment will also include retainage monies due to the subcontractor if Contractor elects to utilize retainage on subcontract work. The maximum amount permitted for retainage for any subcontract will be 10%. Retainage will be released within fifteen (15) days of satisfactory completion of the work.

Reports

Contractor will prepare a center assessment report and a program assessment report as required by the Federal Highway Administration's Local Technical Assistance Program and submit it to State for review and comment prior to submission to the Federal Highway Administration.

Payment

State will pay Contractor monthly, based on itemized invoices detailed to show the elements of direct costs incurred, the various additives added to the payroll, and the overhead charges. The itemized invoices will also show all elements of costs paid from funding sources other than State.

Contractor will submit invoices for services rendered and for actual reimbursable expenses incurred during the billing period to the South Dakota Department of Transportation, Office of Research, 700 East Broadway Avenue, Pierre, SD 57501-2586, in triplicate, within forty-five (45) days following the end of the billing period. The invoices and supplements thereto will contain any details that may be required for proper audit. Contractor will not submit billings for costs not permitted under South Dakota statutes or regulations. No payment will be due Contractor until the account has been reviewed and approved by State.

State will make final payment to the Contractor for work accomplished under this Agreement upon acceptance by State. Allowable final costs will be determined in accordance with the provisions of OMB 2 CFR Part 200.

Costs incurred prior to the date this Agreement has been signed by all parties are not eligible for payment.

Funding

The parties understand and agree that funding for this Agreement is dependent upon continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate funds or grant expenditure authority, or funds become unavailable by operation of law or federal funds reductions, State may terminate this Agreement. Termination for any of these reasons is not a default by State nor does it give rise to a claim against State.

Record Retention and Audit

All project charges will be subject to audit in accordance with the STATE'S current procedures and U.S. Office of Management and Budget (OMB) Circular regulations, found at 2 CFR Part 200. The CFDA Number for these funds is 20.205. Allowable costs will be determined in accordance with 2 CFR Part 200.

The Contractor will maintain accurate cost accounting systems for all costs incurred under this Agreement and clearly identified with activities performed under this Agreement.

Upon reasonable notice, the Contractor will allow the STATE, through any authorized representative to have access to and the right to examine and copy all records, books, papers, or documents related to services rendered under this Agreement. The Contractor will keep these records clearly identified and readily accessible for a period of three (3) years after the date final payment under this Agreement is made and all other pending matters are closed.

If the Contractor expends Seven Hundred Fifty Thousand Dollars (\$750,000.00) or more in federal funds during any Contractor fiscal year covered, in whole or in part, under this Agreement, then the Contractor will be subject to the single agency audit requirements of the US Office of Management and Budget (OMB) Circular regulations, found at 2 CFR Part 200. If the Contractor expends less than Seven Hundred Fifty Thousand Dollars (\$750,000.00) during any Contractor fiscal year, the STATE may perform a more limited program or performance audit related to the completion of Agreement objectives, the eligibility of services or costs and adherence to Agreement provisions.

Publication

State and the Federal Highway Administration reserve a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, and otherwise use, and to authorize others to use, the work for government purposes.

Any party to this Agreement may initiate a request for publication of the final or interim reports, or any portions thereof. No party to this Agreement will publish or otherwise disclose, or permit to be disclosed or published, the results of the work herein contemplated, or any particulars thereof, during the period of this Agreement, without notifying the other parties and securing their consent in writing. Academic theses and research results may be published without written consent, if the publishing party provides the disclaimers contained in this Agreement. Any party may publish without restriction upon termination of this Agreement.

When the scheduled time for presentation of a paper by one party to this Agreement does not permit the formal review and approval of a complete report by another party, abstracts may be used for notification of intent to present a paper based on the work. Such presentations must protect the interests of each party by inclusion of a statement in the paper and in the presentation to the effect that the paper has not been reviewed by the other party or parties.

Both written and oral releases are considered to be within the context of publication. However, there is no intention to limit discussion of the work with small technical groups or lectures to employees or students. Lectures to other groups which describe the plans, but disclose neither data nor results, are permissible.

Any report published by Contractor will contain the following Disclaimer in the credit sheet:

The contents of this report, funded in part through grant(s) from the Federal Highway Administration, reflect the views of the authors who are responsible for the facts and accuracy of the data presented herein. The contents do not necessarily reflect the official views or policies of the South Dakota Department of Transportation, the State

Transportation Commission, or the Federal Highway Administration. This report does not constitute a standard, specification, or regulation.

If State and Contractor do not reach agreement relative to the publication of the final report, or any progress reports during the period of this Agreement, State reserves the right to publish independently, in which event the non-concurrence of Contractor will be set forth, if requested by Contractor.

If State does not elect to publish the final report, publication by Contractor will then be a matter of province of Contractor's policy.

Publication by either party will give credit to the other party except: a) if the parties do not reach agreement on any report of the work, or b) if either of the parties requests that its credit acknowledgment be omitted.

Ownership of Data

The ownership of data collected under this Agreement, together with summaries and charts derived therefrom, will be vested jointly with State and Contractor.

Proprietary and Patent Rights

State and Contractor agree that if patentable discoveries or inventions should result from the work conducted under this Agreement, the provisions of **Exhibit C**, attached to and made a part of this Agreement, will apply.

Nonexpendable Equipment

Any item of equipment, including instrumentation or component parts, with an acquisition cost in excess of Five Thousand Dollars (\$5,000.00) will be considered nonexpendable equipment.

If any item of nonexpendable equipment is required to conduct this work and is specified in Contractor's proposal, no further approval is required from State. Any item of nonexpendable equipment not budgeted in Contractor's proposal must have State's prior written approval prior to purchase. Any item of nonexpendable equipment which is budgeted but not specifically identified in Contractor's proposal must have State's written approval prior to purchase.

Title to all nonexpendable equipment will rest with State. Ninety (90) days prior to the end of the period of performance, Contractor will supply to State an itemized list, including descriptions, purchase costs, and estimated salvage value, of all nonexpendable equipment purchased during the course of the work.

If, at the conclusion of the work, Contractor desires to acquire title to nonexpendable equipment from State, Contractor may ask State for title. If State elects to grant title, State will be allowed a credit from Contractor's final payment equal to the current salvage value as determined by mutual agreement between Contractor and State, subject to applicable surplus property laws.

Contractor certifies that no costs for using any item of nonexpendable equipment purchased for the work have been included in the indirect costs that are approved by State for this work.

Rental of Space, Equipment, or Facilities

The actual cost to Contractor of renting any additional space, special equipment, or facilities not owned by Contractor but required for the work and listed in Contractor's proposal are approved by State, subject to a limitation of the period of performance of this Agreement.

State approves the items and classes of items, such as office equipment, typewriters, computers, files, tables, laboratory, or other items shown in Contractor's proposal as the indirect costs of the work. Those costs are included in the Agreement price.

Travel

Contractor will charge no out-of-state travel costs against this Agreement without prior consultation with and written approval of State. For purpose of this Agreement, out-of-state travel is defined as travel to or

from states other than Contractor's location and the State of South Dakota. If no in-state travel is specifically called for in Contractor's proposal but becomes necessary, and travel must have State's prior approval.

Americans With Disabilities Act

Contractor will provide services in compliance with the Americans with Disabilities Act of 1990 and any amendments.

Civil Rights

Contractor will be bound by the requirements of Title VI of the Civil Rights Act of 1964, which is attached as **Exhibit B** and are made a part of this Agreement.

Code of Conduct

Contractor warrants that Contractor has not employed or retained any company or person, other than a bona fide employee working solely for Contractor, to solicit or secure this Agreement, and that Contractor has not paid or agreed to pay any company or person, other than a bona fide employee working solely for Contractor, any fee, commission, percentage, brokerage fee, gifts, or any other consideration, contingent upon or resulting from the award or making of this Agreement. For breach or violation of this warranty, State will have the right to annul this Agreement without liability, or, in its discretion, deduct from the Agreement price or consideration, or otherwise recover, the full amount of such fee, commission, percentage, brokerage fee, gift, or contingent fee and prosecute under applicable criminal law.

Certification Regarding Lobbying

Contractor certifies, to the best of Contractor's knowledge and belief, that no federal appropriated funds have been paid or will be paid, by or on Contractor's behalf, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a federal contract, grant, loan, or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any of the above-mentioned parties, Contractor will complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

Contractor will require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients will certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification will be subject to a civil penalty or not less than \$10,000.00 and not more than \$100,000.00 for each such failure.

Compliance with SDCL §5-18A

Contractor certifies and agrees that the following information is correct:

In preparing its response or offer or in considering proposals submitted from qualified, potential vendors, suppliers, and subcontractors, or in the solicitation, selection, or commercial treatment of any vendor, supplier, or subcontractor, Contractor is not an entity, regardless of its principal place of business, that is ultimately owned or controlled, directly or indirectly, by a foreign national, a foreign parent entity, or foreign government from China, Iran, North Korea, Russia, Cuba, or Venezuela, as defined by SDCL §5-18A.

Contractor further agrees that, if this certification is false, such false certification will constitute grounds for the State to terminate this Agreement. Contractor further agrees to provide immediate written notice to the

State if during the term of this Agreement it no longer complies with this certification and agrees such noncompliance may be grounds for termination of this Agreement.

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion

Contractor certifies, by signing this Agreement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Protection of Contracting Authority

Contractor and State agree that each will be solely responsible for any and all claims, actions, suits, damages, or liability arising from the negligence of its officers, agents and employees in the performance of this Agreement. Nothing in this Agreement will be construed as a waiver of either party's sovereign immunity or any other defenses allowed by law.

Employment Status

Any officer, employee, or agent deployed in joint action under this Agreement will remain an officer, employee, or agent of his or her governmental entity during participation in joint action under this Agreement. Contractor and State will each retain exclusive responsibility for their officers, agents, and employees while they are deployed in joint action under this Agreement, including, but not limited to regular and overtime wages and salaries, unemployment benefits, workers' compensation coverage, health insurance or other benefits, and liability coverage and indemnity, except as otherwise specifically provided in this Agreement.

Worker Protection

Contractor will perform all work within a highway right-of-way in accordance with State's standards for work zone traffic control and to request necessary traffic control from State two (2) weeks in advance of anticipated work.

Contractor agrees that all of Contractor's employees working within a highway right-of-way who are exposed either to traffic (vehicles using the highway for purposes of travel) or to work vehicles or construction equipment will wear high-visibility safety apparel that meets the Performance Class 2 or 3 requirements of the ANSI/ISEA 107-2004 publication entitled "American National Standard for High-Visibility Safety Apparel and Headwear" (see Section 1A.11), or equivalent revisions, and labeled as meeting the ANSI 107-2004 standard performance for Class 2 or 3 risk exposure.

Reporting of Injury or Loss

Contractor will report to State any event encountered in the course of performance of this Agreement which results in injury to any person or property, or which may otherwise subject Contractor, or State, its officers, agents, or employees to liability. Contractor will report any such event to State immediately upon discovery.

Contractor's obligation under this section will only be to report the occurrence of any event to State and to make any other report provided for by Contractor's duties or applicable law. Contractor's obligation to report will not require disclosure of any information subject to privilege or confidentiality under law (such as attorney-client communications). Reporting to State under this section will not excuse or satisfy any obligation of Contractor to report any event to law enforcement or other entities under the requirements of any applicable law.

Termination of Agreement

This Agreement may be terminated upon (30) days' written notice by either party. If Contractor breaches any of the terms or conditions of this Agreement, this Agreement may be terminated by State at any time with or without notice.

If the Agreement may be terminated by State without fault on the part of Contractor, Contractor will deliver to State all work product completed to the date of termination. Such work product will be the property of

State and Contractor will be paid for work performed and delivered up to the date of termination. The value of the work performed and services rendered and delivered, and the amount to be paid as actual costs will be mutually satisfactory to State and to Contractor. Actual costs to be reimbursed will be determined by audit of such costs to the date of termination except that actual costs to be reimbursed will not exceed the Agreement Price.

If the services of Contractor are terminated by State for fault on the part of Contractor, the Agreement will be null and void, and State will be entitled to recover payments made to Contractor on the work which is the cause of the at-fault termination. Contractor will be paid only for work satisfactorily performed and delivered to State up to the date of termination. Any payments due to Contractor at the time of termination may be adjusted to cover any additional costs to State due to Contractor's default. After audit of Contractor's actual costs to the date of termination and after determination by State due to Contractor's default, State will determine the amount to be paid to Contractor.

Upon termination, State may take over the work and may award another party an agreement to complete the work under this Agreement. If, after State terminates for a default by Contractor, it is determined that Contractor was not at fault, Contractor will be paid for eligible services rendered and expenses incurred up to the date of termination.

State reserves the right to suspend this Agreement at any time. Such suspension may be initiated by State giving Contractor written notice and will be effective as of the date established in the suspension notice. Payment for Contractor's services will be made by State to the date of such suspension, in accordance with the above paragraphs.

Severability

If any court of competent jurisdiction holds any provision of this Agreement unenforceable or invalid, such holding will not invalidate or render unenforceable any other provision of this Agreement.

Supersession

All other prior discussions, communications, and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided in this Agreement, this Agreement constitutes the entire agreement with respect to its subject matter.

Controlling Law

This Agreement will be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement will be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

Certification of No Prohibited State Legislator Interest

Contractor: (i) understands neither a state legislator nor a business in which a state legislator has an ownership interest may be directly or indirectly interested in any contract with the State that was authorized by any law passed during the term for which that legislator was elected, or within one year thereafter, and (ii) has read South Dakota Constitution Article 3, Section 12, and has had the opportunity to seek independent legal advice on the applicability of that provision to this Agreement. By signing this Agreement, Contractor hereby certifies that this Agreement is not made in violation of the South Dakota Constitution Article 3, Section 12.

Disputes

Prior to the filing of any suit or claim arising under this Agreement, the parties agree to discuss the matter in good faith to find a resolution to the matter. In the event such negotiation does not result in a settlement the parties may file suit in an appropriate court of proper jurisdiction.

Other Conditions

None.

Signatures

By signature of their representatives below, each party certifies that approval of this Agreement by ordinance, resolution, or other appropriate means has been obtained by that party's governing body or officer pursuant to SDCL §§ 1-24-3 and 1-24-6.

South Dakota State University

State of South Dakota
Department of Transportation

By: _____

By: _____

Name: _____

Joel M. Jundt

Title: _____

Title: Department Secretary

Date: _____

Date: _____

Recommended

By: _____

Name: Thad M. Bauer

Title: Research Program Manager

Approved as to Form:

By: _____

Special Assistant Attorney General

*State Agency Coding (MSA Center): 111224
State Agency MSA Company for which contract will be paid: 2033/3040
Object/Subobject MSA account to which voucher will be coded: 52041400
Name and phone number of contact person in State Agency who can provide additional information regarding this contract: Thad Bauer, 605.773.4404, thad.bauer@state.sd.us*

EXHIBIT A

2024 SDLTAP WORK PLAN

SUBMITTED TO

SOUTH DAKOTA DEPARTMENT OF TRANSPORTATION (SDDOT)

AND

THE FEDERAL HIGHWAY ADMINISTRATION (FHWA)

BY

SOUTH DAKOTA STATE UNIVERSITY (SDSU)

**SOUTH DAKOTA LOCAL TRANSPORTATION
ASSISTANCE PROGRAM (SDLTAP)**

Located at SD State University Jerome J. Lohr College of Engineering

PREPARED BY:

Greg Vavra, Program Manager, SDLTAP

Total funding for this project is **\$567,980**. Of that amount, **\$210,000** is requested from the Federal Highway Administration's Local Technical Assistance Program (LTAP). The remaining amount of **\$357,980** will be obtained from various state and local agencies as outlined in Attachment 3. The contract period is 16 months: January 1, 2024, to April 30, 2025.

Greg Vavra
SDLTAP Program Manager

Nadim Wehbe, PhD, PE
SDLTAP Director

Sanjeev Kumar, Dean/Professor
Jerome J. Lohr College of Engineering

Daniel Scholl VP
For Research & Sponsored Programs

**SOUTH DAKOTA LOCAL TRANSPORTATION
ASSISTANCE PROGRAM (SDLTAP)**

**WORK PLAN AND BUDGET
FOR CONTRACT YEAR 2024**

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INTRODUCTION

The South Dakota Local Transportation Assistance Program (SDLTAP) has now served local transportation agencies throughout South Dakota for 35 years. The program was established in 1988 and has operated continuously since that time. The SDLTAP maintains a strong reputation for meeting its customers on their premises, listening to their needs and delivering quality service to them. Services have been extended where possible to tribal transportation departments, private contractors involved in local projects and the engineering consulting community. Strong partnerships have been built with many agencies and companies to support both SDLTAP and those we work with. The 2023 SDLTAP Work Plan provides a summary of the services provided in the past year and plans for service and the methods of assisting our clients in the coming year.

The SDDOT Office of Research oversees the SDLTAP program and provides insight to the program, manages the financial and contractual agreements between the DOT, FHWA and SDSU, and approves out of state travel requests for LTAP staff. The Office of Research also provides office space for SDLTAP technical assistance providers who work from Pierre. Research Program Manager Thad Bauer coordinates two semi-annual LTAP Advisory Board meetings attended by the entire SDLTAP staff, SDLTAP Advisory Board members, and various partners in the transportation industry.

In 2023, the annual contribution from FHWA was increased from \$150,000 to \$210,000 annually. The \$60,000 increase will be used to provide additional match from the SDDOT, allow travel to NLTAPA events, and increase our presence in both training and technical assistance to customers. SDLTAP is looking to add an additional staff member in 2024, which would not have been possible without the increase. SDLTAP's customer base continues to grow and the needs and time requirements to complete our tasks will require additional staff.

The SDLTAP Advisory Board consists of members of various associations and organizations with which we have direct contact. The Advisory Board members represent:

- South Dakota Department of Transportation
- Federal Highway Administration
- South Dakota Association of Counties
- South Dakota Municipal Street Managers Association
- South Dakota Associated General Contractors
- South Dakota Association of Towns and Townships
- American Public Works Association
- Great Plains Tribal Chairman's Association
- South Dakota Association of County Highway Superintendents
- South Dakota Engineering Society
- SD APWA

The Advisory Board oversees the LTAP program and offers input as to what LTAP is doing positively and where the individual groups would like to see improvements or opportunities for their customers. Advisory Board meetings are held to update members on current activities and reflect on results following the previous meeting.

REVIEW OF SDLTAP ACTIVITIES IN 2023

As of November 1, 2023, SDLTAP conducted or actively participated in 36 training sessions in 2023. The data compiled thus far shows 815 people participated in 2,177 cumulative hours of training. To accomplish this, significant use of partnerships continues to be a great help to SDLTAP. Our greatest support is from the SDDOT, which allows access to their video conference network, works with us to develop, and provide training, coordinates communication and meetings with our Advisory Board, allocates, and approves our funding. Another key partnership is training delivery via the Transportation Learning Network (TLN). The single greatest benefit of the TLN is being able to offer management level courses for our customers, which would cost a great deal if we had to bring the instructors to our state. Our customers are also able to access recorded training and make it available to their staff at any time.

Again, in 2024, there will continue to be a greater emphasis on returning to face-to-face training in classrooms and the field. Our customers responded very favorably as reflected in their interest and willingness to attend. Greg Vavra, Program Manager, Andrew Peterson, Field Services Manager, and field staff have devoted a significant amount of time to facilitate increased personal contact and in-house training to meet customer needs. Greg's experience in local transportation and good communication skills have been put to good use in the classroom and the field. Classroom and field training in the use of motor graders in gravel construction and maintenance continues to be the most requested service in this area. We will also look at new ways to reach our customers through online platforms where we can remotely communicate with customers anywhere at any given time. We currently have access to many online training options that we are trying to integrate into our customers' training plans.

In 2024, SDLTAP will continue to cross train each staff member on many different subjects allowing us to meet the training demands. The ability of staff members to train and present will ease the pressure from other staff members and allows us to be more efficient in our travels. Cliff Reuer continues to be our lead for safety training and covers signing, school zone layouts, construction layouts and all other types of safety related items. Gill Hedman has taken on the role as our primary trainer for all asphalt-related classes. Gill devotes much of his time to in the field requests on a wide range of asphalt related projects. Charles Fromelt's strength is in the local road and bridge field. As a former Highway Superintendent, Chuck is very committed to the locals. His extensive background in management of local roads serves this customer group well.

Building upon work in previous years, SDLTAP staff provided technical assistance in aggregate quality to many agencies in 2024. We continue to see lack of a defined specification for gravel road projects, chip seal projects, base construction and bedding for pipe or box culvert construction. SDLTAP continues to provide guidance on the cost associated with non-specified material which leads to a significant decrease in life cycle costs of projects. Testing and inspecting of materials are a very important part of the overall performance of the project and continual reminders to our customers are essential in this process.

In general, all SDLTAP staff members have been called on to provide more and more on-site technical assistance to county, city, town, township, and tribal transportation agencies. The scope of this work is very broad. Some examples are:

Proposed access and problems with existing agribusiness access routes, which nearly always involve impact on the surface from heavy trucks, but sometimes safety and geometry issues as well.

Aging, failing culverts and small structures on the local road system are becoming a very big issue. We estimate requests for information on this matter doubled this past year.

General road safety issues ranging from simple questions on sign installation to realignment of road sections to correct safety problems.

Assistance with processes such as gravel road reshape, placing new surface gravel and the correct way of preparing the surface for stabilization.

Assistance in assessing road conditions and making presentations to commissions and councils.

Providing resources and information to elected officials to help guide decisions which will impact their respective organizations moving forward.

SDLTAP coordinated two conferences in 2023. In February, SDLTAP hosted the 61st Annual SD Asphalt Conference. The conference was well received, with 171 in attendance. The Asphalt Conference was geared towards bringing the locals back to the conference and this proved to be successful. We are also reaching other organizations by building an agenda suited for workforce development through management and engineers. In October, SDLTAP hosted the 38th Annual Local Road Conference in Sioux Falls, SD. This year we had a great agenda geared towards innovation at the local level. We had many high-level speakers that discussed pavement maintenance, safety, gravel roads and winter maintenance. We will once again utilize the volunteer services of Kris Jacobsen from the South Dakota Association of Counties to manage our increasing number of vendors at this conference. Next year's conference will once again be at the Sioux Falls Convention Center. This venue provides ample space to the growing conference. Finally, in December, SDLTAP will participate in the annual SD Association of Towns and Townships Annual Meeting, which will be held in Oacoma on December 7th and 8th. These three conferences will bring over 600 local road managers, engineers, and elected officials together to provide training and networking opportunities. SDLTAP also supports the annual County and Municipal League conventions and is committed to building on these accomplishments in 2024. SDLTAP also supports the South Dakota Association of County Highway Superintendents which is held in Deadwood each March.

HOW SDLTAP WILL DELIVER ITS SERVICES IN 2024.

SDLTAP's general scope of service will be delivered in five primary ways:

1. Visit each county in SD at least once within two years. County highway departments will be visited along with cities, towns and townships as time allows.
2. Provide technical assistance upon request, either on-site if needed, or by phone or email. Facebook will continue to be used for general information updates.
3. Develop and provide formal training in workshops, seminars, or conference presentations. Some delivery by web and video conference will also be done.
4. Continue conference support for the local highway and street management associations, as well as overall management of the Regional Local Road Conference in Sioux Falls and the SD Asphalt Conference in Pierre.
5. Visit each new highway superintendent within the first three months of employment. This is key to the success of many of the new superintendents who have little or no managerial experience. Supply them with necessary documents and books to insure they have the needed resources to perform their duties.

There will be continued emphasis on face-to-face training and additional hands-on field demonstration which has proven to be a great need. Customer feedback was very positive again in 2023. It will be hard to expand those activities, but we are committed to sustaining them. SDLTAP will continue using video conferencing and webinar delivery when possible. The website and our Facebook page will be expanded to provide basic information on training and information delivery. We will strive to do Facebook posts at least once or twice a week. We utilize Facebook as another tool to communicate with our customers. We post training, important information and conference activities. We see Facebook as another platform of communication and utilize it as such. On occasion we do get technical assistance requests through the direct messaging feature. The number of Facebook followers continues to grow. Partnerships with other organizations will continue to be a critical link to reach customers and to provide some financial and logistical support. Our primary partner continues to be SDDOT and its Office of Research.

Working with Mr. Thad Bauer, SDDOT Research Program Manager, and the Local Government Assistance Office, we will continue to coordinate many activities with the SDDOT.

Use of SDDOT sites on the Dakota Digital Network in-state video conferencing system for access to 14 sites will be continued across the state at no charge. The reduction in travel for virtually anyone to less than 75 miles to participate in training is a great benefit. Using the same sites, we will continue to use the Transportation Learning Network (TLN) to both deliver and receive training cooperatively with four other states - CO, ND, WY, and MT. Other web-based training will be used as opportunities arise. We continue to evaluate this with special attention to the topic and time needed for delivery. Web-based delivery does not work for all topics and does not suit all presenters. A survey was completed to look at our customers' desires on how we operate the TLN sites. It was unanimous that our customers would like LTAP to host sites and make sure the connection is fully functional.

On-site training, either in the classroom, or in the field will continue. A mix of training delivery is necessary to serve SDLTAP customers. Classroom followed by field training has proven to be the most effective way to convey information. We will carefully evaluate how to be as effective as possible in time allocation, location, and content of our training. Gravel road related training will continue to be our priority but will be expanded to build upon what we have learned specific to material quality and good stabilization techniques where needed. We intend to offer this in several locations across the state. Three to five counties can be accommodated at each classroom location. Field demonstrations with smaller groups allowing hands-on instruction in the use of the motor grader will be conducted as time allows. We intend to cooperatively offer training to counties as hosts and include townships, towns, tribes, and contractors as much as possible.

In 2024, SDLTAP plans to collaborate with regional partners to provide a series of training events. The regional organizations will team up to provide training in many areas of the states where we can efficiently travel and reach many customers. Each program has experts in many different technical areas which we will utilize to strengthen the areas of weakness in our training programs. We will work on three major topics with the expansion of curriculum as needed in the area we are training. The primary training will consist of bridge training, gravel road maintenance and materials and pavement maintenance. We will choose other topics as needed and defined by the region we will be training within. Our partnership with regional LTAPs has proven very successful in the past and we will expand the partnership in 2024.

We will expand our service by providing the best advice possible to rehabilitate aging and deteriorating asphalt surfaces. We have added to our knowledge base and training resources on this topic by looking at gravel, stabilized gravel, and blotter surfacing alternatives. A life-cycle cost calculation tool, which was originally developed by SDLTAP using a simple Microsoft Excel™ spreadsheet, was modified by the Upper Great Plains Transportation Institute and is now available online to help local management and elected officials make databased decisions on the best rehabilitation option.

Some time and effort need to be reserved in 2024 to accommodate special requests from our customers, such as more requests for on-site evaluation of road surfaces, culverts, traffic safety issues, right-of-way problems to name a few. This often leads to follow-up requests to attend commission, council or board meetings which are often held in the evenings to present recommended solutions. As in the past, we continue to recognize it may be difficult to sustain all the services we promise to our customers. We will strive to be as efficient as possible in scheduling training, making sure advertisement reaches everyone who may wish to attend, to avoid duplicate requests for the same service by a neighboring agency and use electronic delivery when possible. In 2024, SDLTAP will also provide training, news media blasts and workshops to help our customers understand what BIL will mean to them and how to access the funds. BIL is a bipartisan infrastructure bill which will include many funding opportunities to our local customers and partners.

Once again, the plans we have for serving our customers can only happen with good partnerships. We remain committed to maintaining or building partnerships with others to serve our customers. At the same time, we will strive to avoid unethical situations such as allowing a corporate sponsor to use a training forum to exclusively promote their product. Our primary partners are:

- SD Department of Transportation
- SD Association of County Highway Superintendents (SDACHS)
- SD Association of Towns and Townships (SDATAT)
- SD Street Maintenance Managers Association (SDSMMA)
- SD Counties (County Commissioners & County Officials)
- SD Associated General Contractors - Highway & Heavy Construction Division (SDAGC)
- Safety Benefits Inc.
- South Dakota Engineering Society
- SD Municipal League (SDML)
- North American Salt Inc.
- Butler Machinery Company
- SD Chapter of the APWA
- Gravel Roads Academy
- Dust Busters Inc.
- RDO Equipment
- Other LTAPs nationwide
- Recognize our partnership with NELTAP, COLTAP, NDLTAP, WYLTAP and MTLTAP as partners in the Local Road Conference.

Department visits to local highway and street departments will continue as staff time allows. Our priorities are accommodating direct requests for on-site assistance, visiting new managers, and identifying local agencies that have demonstrated success in managing their road and street systems. If an agency is willing to share, staff members will travel there, gather information, and get photos (if applicable) so the technology or methods can be transferred to others. These visits will generally be accomplished in assigned geographic areas as shown in Attachment 2 on page 13 of this document.

The SDLTAP will continue to support several conferences, conventions, and meetings across the state. Examples are the SD Association of County Highway Superintendent's Annual Short Course and Summer Meetings, the SD Street Maintenance Managers Association's Spring and Fall Meetings, and the SD Association of Towns and Townships Annual Road Conference. This includes not only making presentations, but also sitting on planning committees for some of these conferences, as well as providing audio/visual equipment support, if needed. SDLTAP will take the lead in facilitating the Annual Local Road Conference and managing the SD Asphalt Conference in 2024. In 2024 the Asphalt Conference will once

again be held in Oacoma at the Cedar Shore Resort. The move provided a more conference friendly environment and more centralized location for the conference geographically to meet the asphalt needs of South Dakota. The 39 Annual Local Road Conference will remain in Sioux Falls in 2024. The new venue allowed for large equipment vendors and additional small vendor space, all of which help grow and maintain a large footprint for vendors and guests. From these activities, we not only maintain direct contact with our customers, but also gain valuable input for future training needs and technical assistance.

SDLTAP has been awarded a 2-year grant in partnership with UPGTI in North Dakota to conduct Tribal outreach in South Dakota. SDLTAP will provide technical services as well as training to all 9 Tribes in South Dakota. SDLTAP will also have an annual meeting with each Tribe to discuss the past year's work and discuss the needs of the Tribes moving forward. SDLTAP will look to add one additional part time employee in 2024 to enhance their Tribal program as well as serve the LTAP customers in a timely manner. SDLTAP is looking into the possibility of hosting a day and half workshop to enhance the Tribal workforce development.

We continue to explore delivery of more services via our website, but strict content supervision is still an issue in that area. Our Facebook page has proven to be a great tool for keeping our customers aware of our services and activities. Our toll-free number 1-800-422-0129 and generic email address sdltap@sdstate.edu will continue to be available for any LTAP customer to reach us for direct technical assistance.

ACTIVITY PLAN TO ADDRESS THE FOUR FHWA FOCUS AREAS FOR LTAP/TTAP

1) ROADWAY AND WORKER SAFETY

- a) Conduct Mine Safety and Health Administration (MSHA) compliance training in ±35 locations across SD in partnership with Safety Benefits, Inc.
- b) Offer both Work Zone and Routine Traffic Control training as an in-house seminar upon request.
- c) Advertise the ATSSA Northland Chapter's "How To" Safety Conference.
- d) Advertise appropriate highway and worker safety courses offered via TLN.
- e) Do additional work on documentation of safety issues on local roads to improve our training visuals and content.
- f) Support the SDDOT Transportation Safety Conference.
- g) Emphasize safety in every presentation that is applicable.

2) INFRASTRUCTURE MANAGEMENT

- a) Continue to partner with the SDDOT Office of Research to update cost data in the Surface Selection Criteria Study previously published in 2004.
- b) Work with NDSU to deliver an online platform for our customers to evaluate costs of doing business and to define costs more accurately in their five-year plans.
- c) Continue to work on developing resources and training about alternatives to paving.
- d) Provide technical assistance during on-site visits utilizing the experience of our staff at a practical level.
- e) Manage the 2024 SD Asphalt Conference. Andrew will serve as the conference coordinator and three of our staff members will serve on the planning committee. All are actively involved in recruiting speakers and/or making presentations.
- f) Continue to study the impact of Agribusiness and Industrial and Commercial Development on SD local roads and streets. We continue to add to our training resources on this topic and will present updated information as opportunities arise.
- g) Share results of the SDDOT Gravel Guidelines project with all customers and work towards a final

report with the contractor.

3) WORKFORCE DEVELOPMENT

- a) Provide training in fundamental design and material specifications as requested.
- b) Provide hands-on instruction on surface maintenance of gravel surfaced roads along with rehabilitation if requested.
- c) Provide Management training if requested. (This has been a great challenge. We see the need for this, but customers often do not.)
- d) To conduct department visits to all new highway superintendents to make them aware of LTAP services.
- e) Assist the SD Association of County Highway Superintendents with training and oversight of the exam for the SD Highway Superintendent Certification Program.

4) MISCELLANEOUS SERVICE

- a) Maintain our toll-free number for our customers, LTAP/TTAP, or others to reach us for assistance.
- b) Hold a staff/team development activity twice annually.
- c) Continue promoting social media in delivering information on our Facebook site.
- d) Continue to serve as conference coordinator and host the Regional Local Road Conference to be held in Sioux Falls, SD in 2024. Trudy Anderson, SDLTAP's Program Assistant, will continue to manage registration and budget for the conference as a service to our neighbors in eight surrounding states.
- e) Strive to continue to provide miscellaneous services to our friends and partners around the country such as sharing of our large photo log, presentations, and other resources.
- f) Support the National and Regional LTAP/TTAP Conference and NACE Conference.
- g) Support SDDOT in various research projects and deliver the findings to our customers in a timely manner.
- h) Support the EDC initiatives that the DOT has adopted and bring awareness and training to our customers that are pertinent to the locals.

The budget allocated to accomplish these activities is shown in Attachment 3, page 16.

ATTACHMENT 1: SDLTAP STAFF**Office and Administrative Staff:**

Dr. Nadim Wehbe, P.E., Director
 Mr. Greg Vavra, Program Manager
 Mr. Andrew Peterson, Field Services Manager
 Ms. Trudy Anderson, Program Assistant

Field Staff:

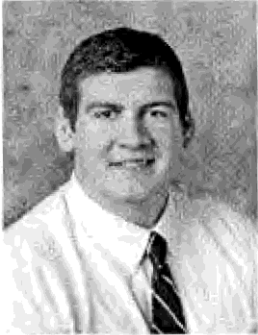
Mr. Cliff Reuer, Technical Assistance Provider, Western Area
 Mr. Chuck Fromelt, Technical Assistance Provider, NE & SE Areas
 Mr. Gill Hedman, Technical Assistance Provider, Central

ABBREVIATED RESUMES OF STAFF – 2023

Dr. Nadim Wehbe, PhD., PE -Nadim is the John M. Hanson Professor in Structural and Construction Engineering and head of the Civil and Environmental Engineering department. He also has served as the SDSU program director of the program Mountain Plains Consortium (MPC) University Transportation since he established the program in 2007. His main research interests include resilient and sustainable transportation infrastructural systems and bridge engineering. He is a fellow of the American Society of Civil Engineers (F.ASCE), the American Concrete Institute (F.ACI), and the Structural Engineering Institute (F.SEI).



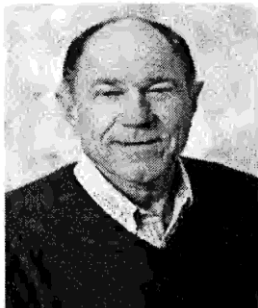
Greg Vavra - In October 2012, Greg started as SDLTAP's Field Services Manager and became Program Manager in October 2015. He previously worked as Jerauld County's Highway Superintendent for 18 years and has served as Mayor of Wessington Springs for the past 13 years. Greg provides technical assistance in gravel road maintenance, culvert installation, presentation development, and various cooperative efforts. He has extensive background in county and township maintenance and has served as Past President and Secretary treasurer for the SDACHS Association.



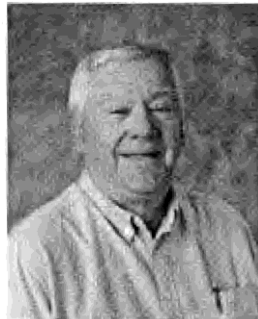
Andrew Peterson - Andrew joined LTAP as the field services manager in March 2016. He received his Bachelor of Science degree from South Dakota State University in Construction Management with a minor in Business. He served in the Air National Guard as a Pavement and Construction Equipment Specialist. Before starting at LTAP, Andrew worked for Knife River Midwest in Sioux City, IA as project manager and estimator, where he managed asphalt projects in Nebraska, Iowa, and South Dakota.



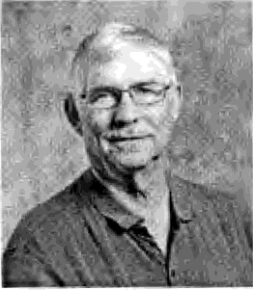
Trudy Anderson - Trudy joined LTAP in July 2017. She worked 9 years for SDSU in the Division of Technology & Security as a Budget Assistant. Prior to working for SDSU, she worked in various administrative and accounting positions in Brookings. Trudy has an associate degree in Executive Secretarial from Nettleton College, Sioux Falls, SD.



Cliff Reuer - Cliff worked for the SDDOT for 40 years as a Field Technician, Highway Beautification Agent, Maintenance Analyst, Project Engineer, Traffic and Safety Engineer and at the Office of Project Development. He has a Bachelor of Science degree from SDSU in Agricultural Business (Economics). Cliff has received specialized training from Northwestern University - Traffic Institute at Evanston, IL, training from the Institute of Transportation Engineers (ITE) and from the FHWA. Cliff joined SDLTAP in 2010.



Chuck Fromelt - Chuck joined SDLTAP in June 2015 and has a life-long background in the road and bridge environment. Chuck holds an AAS in Civil Engineering Technology from the ND State School of Science. He has 22 years of experience as a certified Day County Highway Superintendent and has eight years of experience leading and managing the construction, development, and designs for Waste Management and Tricon-Kent Construction. Chuck was president of the SD Association of County Highway Superintendents (SDACHS) and has served as a committee member of Bylaws and Resolutions of SDACHS, and as an executive board member of SDACHS.

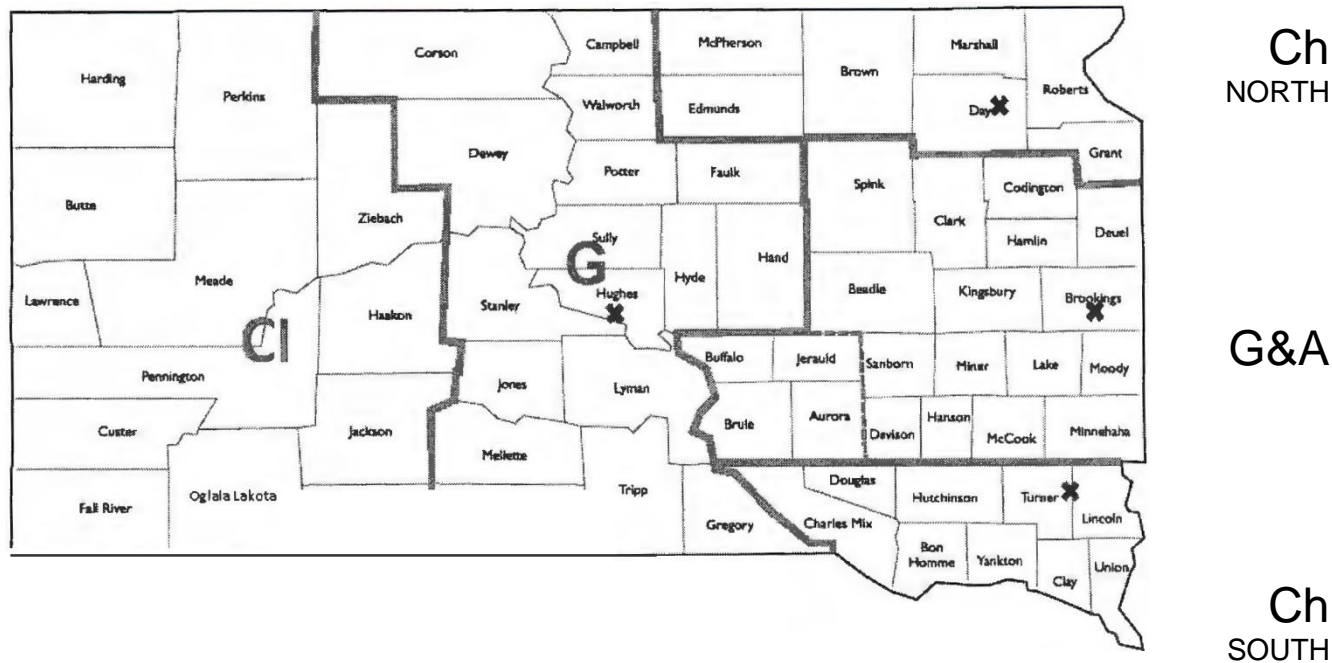


Gil Hedman - Gil joined SDLTAP in July 2017 and has been involved in road and bridge for many years. Gill is a graduate of the South Dakota School of Mines in 1975 with a BS in Civil Engineering, Gill worked 29+ years with South Dakota Department of Transportation the last 25 as Pavement Design Engineer specializing in pavement design, pavement rehabilitation, and pavement preservation activities.

Staff Changes:
None

ATTACHMENT 2: GEOGRAPHIC STAFF RESPONSIBILITIES

This map shows the general geographic areas covered by each of the four members of the field staff in doing on-site technical assistance or local department visits.



Geographic Areas for Tech Assistance & Dept Visits

- CI - Cliff (13 counties)
- G - Gill (17 counties)
- G&A - Greg & Andrew (20 counties)
- Ch - Chuck (16 counties)

Location of SDLTAP Staff X

ATTACHMENT 3: PROPOSED BUDGET FOR 2024 CALENDAR YEAR

ATTACHMENT 3: PROPOSED BUDGET FOR 2024 CALENDAR YEAR						
SALARY AND WAGES	FTE	SDSU		SDDOT	Total	SDSU
		Billed	Donated	Donated		Fringe Calcs
Director (N Wehbe) (Less 10% Donated)	0.10	10,352	9,876		\$ 20,228	0.10
Program Manager (Vavra)	0.85	70,526			\$ 70,526	1.00
Program Assistant (Anderson)	0.90	45,793			\$ 45,793	1.00
Field Services Manager (Peterson)	0.90	66,527			\$ 66,527	1.00
Technical Assistance Provider (Fromelt)	0.30	21,209			\$ 21,209	0.40
Technical Assistance Provider (Reuer)	0.30	24,024			\$ 24,024	0.40
Technical Assistance Provider (Hedman)	0.30	20,052			\$ 20,052	0.40
Technical Assistance Provider (New Hire) (6 months)	0.40	9,388			\$ 9,388	0.40
SDDOT Contact (Bauer)	0.05			5,757	\$ 5,757	
SDDOT Contact (Brooks)	0.05			2,130	\$ 2,130	
Subtotal	4.15	267,871	9,876	7,887	\$ 285,634	4.70
FRINGE BENEFITS		SDSU		SDDOT	Total	
		Billed	Donated	Donated		
SDSU (15.0%+9,872/FTE) -- PT FTE/Fringe at 9%		69,493	2,095		\$ 71,588	
SD DOT (51.9% S&W)				4,093	\$ 4,093	
Subtotal		69,493	2,095	4,093	\$ 75,680	
TRAVEL & PERDIEM		SDSU		SDDOT	Total	
		Billed	Donated	Donated		
National/Regional LTAP Travel		20,000			\$ 20,000	
All Other Travel-Trng & Tech Support		10,000			\$ 10,000	
Advisory Board		500			\$ 500	
Subtotal		30,500			\$ 30,500	
VEHICLES		SDSU		SDDOT	Total	
		Billed	Donated	Donated		
Car Lease at SDSU		15,420			\$ 15,420	
Car Lease in Pierre		8,655			\$ 8,655	
Subtotal		24,075			\$ 24,075	
PUBLICATIONS AND POSTAGE		SDSU		SDDOT	Total	
		Billed	Donated	Donated		
Newsletters & Marketing		900			\$ 900	
Subtotal		900			\$ 900	
OTHER DIRECT COSTS		SDSU		SDDOT	Total	
		Billed	Donated	Donated		
Supplies & Copying		1,500			\$ 1,500	
Telephones		2,915			\$ 2,915	
Meeting Rooms		1,500			\$ 1,500	
National LTAP Dues		750			\$ 750	
Publications & Videos		1,400			\$ 1,400	
Training Consultants		12,000			\$ 12,000	
Training Computers & Equipment		5,000			\$ 5,000	
Subtotal		25,065	-	-	\$ 25,065	
TOTAL DIRECT COSTS		417,904	11,971	11,980	\$ 441,855	
INDIRECT COSTS		SDSU		SDDOT	Total	
		Billed	Donated	Donated		
SDSU (28%) total direct billed & (1.34%) donated costs		117,013	5,600		\$122,613	
SDSU (29.34%) of total direct donated costs			3,512		\$ 3,512	
Subtotal		117,013	9,112		\$ 126,125	Grand Total
GRAND TOTAL by Organization		534,917	21,083	11,980	\$ 567,980	567,980
FUNDING SOURCES		AMOUNT	PERCENT			
FHWA Local Technical Assistance		\$210,000	36.9			
SD Local Road & Bridge		\$324,917	57.2			
SDSU (donated)		\$ 21,083	3.71			
SDDOT (donated)		\$ 11,980	2.11			
TOTAL		\$ 567,980	100.00			

ATTACHMENT 4: ANNUAL WORK PLAN ADDENDUM

LTAP Center: South Dakota

Period of Performance: October 1, 2023 - December 31, 2023

Address the following components (only address time of addendum)

- No change in center personnel resources.
- Planned training. See Table 1 below.
- We continue to work on state works groups. Ex. STIP, EDC, and research panels.
- We will continue as much in-person training as possible.

TRAINING

Five training courses will be presented during the fourth quarter of CY2023:

Course Title	Delivery Method	Duration (hours)	Delivery Period (month/year)	Delivery Location	Trainer/Organization
Motor Grader	In Person	8	Oct & Nov 2023	Multiple	SDLTAP
Region Training	In Person	6	Nov & Dec 2023	Multiple	SDLTAP
SD Association of Towns and Townships	In Person	4	Dec	Sioux Falls	SDLTAP
Snow and Ice Structures	In Person	1	Dec	Multiple	SDLTAP
	In Person	.5	Oct	Sioux Falls	SDLTAP

BUDGET

We expect to spend approximately 25% of the CY2023 budget during this quarter of the year. Exact expenditure amounts will not be known until mid-January 2024.

EXHIBIT B

STATE OF SOUTH DAKOTA
DEPARTMENT OF TRANSPORTATION
STANDARD TITLE VI / NONDISCRIMINATION ASSURANCES
APPENDIX A & E
MARCH 1, 2016

During the performance of this Agreement, the Contractor, for itself, its assignees, and successors in interest (hereinafter referred to as the "contractor") agrees as follows:

1. **Compliance with Regulations:** The contractor (hereinafter includes consultants) will comply with the Acts and the Regulations relative to Non-discrimination in Federally-assisted programs of the U.S. Department of Transportation, Federal Highway Administration, as they may be amended from time to time, which are herein incorporated by reference and made a part of this contract.
2. **Non-discrimination:** The contractor, with regard to the work performed by it during the contract, will not discriminate on the grounds of race, color, or national origin in the selection and retention of subcontractors, including procurements of materials and leases of equipment. The contractor will not participate directly or indirectly in the discrimination prohibited by the Acts and the Regulations, including employment practices when the contract covers any activity, project, or program set forth in Appendix B of 49 CFR Part 21.
3. **Solicitations for Subcontracts, Including Procurements of Materials and Equipment:** In all solicitations, either by competitive bidding, or negotiation made by the contractor for work to be performed under a subcontract, including procurements of materials, or leases of equipment, each potential subcontractor or supplier will be notified by the contractor of the contractor's obligations under this contract and the Acts and the Regulations relative to Non-discrimination on the grounds of race, color, or national origin.
4. **Information and Reports:** The contractor will provide all information and reports required by the Acts, the Regulations, and directives issued pursuant thereto and will permit access to its books, records, accounts, other sources of information, and its facilities as may be determined by the Recipient or the Federal Highway Administration to be pertinent to ascertain compliance with such Acts, Regulations, and instructions. Where any information required of a contractor is in the exclusive possession of another who fails or refuses to furnish the information, the contractor will so certify to the Recipient or the Federal Highway Administration, as appropriate, and will set forth what efforts it has made to obtain the information.
5. **Sanctions for Noncompliance:** In the event of a contractor's noncompliance with the Non-discrimination provisions of this contract, the Recipient will impose such contract sanctions as it or the Federal Highway Administration may determine to be appropriate, including, but not limited to:
 - a. withholding payments to the contractor under the contract until the contractor complies; and/or
 - b. cancelling, terminating, or suspending a contract, in whole or in part.
6. **Incorporation of Provisions:** The contractor will include the provisions of paragraphs one through six in every subcontract, including procurements of materials and leases of equipment, unless exempt by the Acts, the Regulations and directives issued pursuant thereto. The contractor will take action with respect to any subcontract or procurement as the Recipient or the Federal Highway Administration may direct as a means of enforcing such provisions including sanctions for noncompliance. Provided, that if the contractor becomes involved in, or is threatened with litigation by a subcontractor, or supplier because of such direction, the contractor may request the Recipient to enter into any litigation to protect the interests of the Recipient. In addition, the contractor may request the United States to enter into the litigation to protect the interests of the United States.

During the performance of this Agreement, the Contractor, for itself, its assignees, and successors in interest (hereinafter referred to as the "contractor") agrees to comply with the following non-discrimination statutes and authorities; including but not limited to:

Pertinent Non-Discrimination Authorities:

- Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq., 78 stat. 252), (prohibits discrimination on the basis of race, color, national origin); and 49 CFR Part 21.
- The Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, (42 U.S.C. § 4601), (prohibits unfair treatment of persons displaced or whose property has been acquired because of Federal or Federal-aid programs and projects);
- Federal-Aid Highway Act of 1973, (23 U.S.C. § 324 et seq.), (prohibits discrimination on the basis of sex);
- Section 504 and 508 of the Rehabilitation Act of 1973, (29 U.S.C. § 794 et seq.), as amended, (prohibits discrimination on the basis of disability); and 49 CFR Part 27;
- The Age Discrimination Act of 1975, as amended, (42 U.S.C. § 6101 et seq.), (prohibits discrimination on the basis of age);
- Airport and Airway Improvement Act of 1982, (49 USC § 471, Section 47123), as amended, (prohibits discrimination based on race, creed, color, national origin, or sex);
- The Civil Rights Restoration Act of 1987, (PL 100-209), (Broadened the scope, coverage and applicability of Title VI of the Civil Rights Act of 1964, The Age Discrimination Act of 1975 and Section 504 of the Rehabilitation Act of 1973, by expanding the definition of the terms "programs or activities" to include all of the programs or activities of the Federal-aid recipients, sub-recipients and contractors, whether such programs or activities are Federally funded or not);
- Titles II and III of the Americans with Disabilities Act, which prohibit discrimination on the basis of disability in the operation of public entities, public and private transportation systems, places of public accommodation, and certain testing entities (42 U.S.C. §§ 12131-12189) as implemented by Department of Transportation regulations at 49 C.F.R. parts 37 and 38;
- The Federal Aviation Administration's Non-discrimination statute (49 U.S.C. § 47123) (prohibits discrimination on the basis of race, color, national origin, and sex);
- Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, which ensures Non-discrimination against minority populations by discouraging programs, policies, and activities with disproportionately high and adverse human health or environmental effects on minority and low-income populations;
- Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency, and resulting agency guidance, national origin discrimination includes discrimination because of Limited English proficiency (LEP). To ensure compliance with Title VI, you must take reasonable steps to ensure that LEP persons have meaningful access to your programs (70 Fed. Reg. at 74087 to 74100);
- Title IX of the Education Amendments of 1972, as amended, which prohibits you from discriminating because of sex in education programs or activities (20 U.S.C. 1681 et seq).

EXHIBIT C**PROPRIETARY AND PATENT RIGHTS**

(1) Contractor agrees to disclose each subject invention to State within a reasonable time after it becomes known to Contractor personnel responsible for the administration of patent matters, and that State may receive title to any subject invention not disclosed to it within such time.

(2) Contractor agrees to make a written election within two (2) years after disclosure to State (or such additional time as may be approved by State) whether Contractor will retain title to a subject invention: provided, that in any case where publication, on sale, or public use, has initiated the one (1) year statutory period in which valid patent protection can still be obtained in the United States, the period for election may be shortened by State to a date that is not more than sixty (60) days prior to the end of the statutory period: and provided further, that State may receive title to any subject invention in which Contractor does not elect to retain rights or fails to elect rights within such times.

(3) When Contractor elects rights in a subject invention, Contractor agrees to file a patent application prior to any statutory bar date that may occur under 35 USCS Section 1 et seq. due to publication, on sale, or public use, and will thereafter file corresponding patent applications in other countries in which Contractor wishes to retain title within reasonable times, and that State may receive title to any subject inventions in the United State or other countries in which Contractor has not filed patent applications on the subject invention within such times.

(4) With respect to any invention in which Contractor elects rights, State and United States government will have a nonexclusive, nontransferable, irrevocable, paid-up license to practice or have practiced for or on behalf of State or the United States Government any subject invention throughout the world: provided, that the funding agreement may provide for such additional rights; including the right to assign or have assigned foreign patent rights in the subject invention, as are determined by State or United States Government as necessary for meeting the obligations of the United States under any treaty, international agreement, arrangement of cooperation, memorandum of understanding, or similar arrangement, including military agreement relating to weapons development and production.

(5) State retains the right to require periodic reporting on the utilization or efforts at obtaining utilization that are being made by Contractor or Contractor's licensees or assignees: provided, that any such information as well as any information on utilization or efforts at obtaining utilization obtained as part of a proceeding under 35 USCS Section 203 will be treated by State as commercial and financial information obtained from a person and privileged and confidential and not subject to disclosure under 5 USCS Section 552.

(6) Contractor agrees that in the event a United States patent application is filed by or on Contractor's behalf or by any assignee of Contractor there will be included within such application and any patent issuing thereon, a statement specifying that the invention was made with State support and that State has certain rights in the invention.

(7) In the case Contractor is a nonprofit organization, (A) Contractor agrees to prohibit the assignment of rights to a subject invention in the United States without the approval of State, except where such assignment is made to an organization which has as one of its primary functions the management of inventions (provided that such assignee will be subject to the same provisions as Contractor): (B) Contractor will share royalties with the inventor; (C) except with respect to a funding agreement for the operation of a Government-owned-contractor-operated facility, that the balance of any royalties or income earned by Contractor with respect to subject inventions, after payment of expenses (including payments to inventors) incidental to the administration of subject inventions, will be utilized for the support of scientific research or education; (D) that, except where it proves infeasible after a reasonable inquiry, in the licensing of subject inventions will be given to small business firms; and (E) with respect to funding agreement for the operation of a Government-owned-contractor-operated facility, (i) that after payment of patenting costs, licensing costs, payments to inventors, and other expenses incidental to the administration of subject inventions, 100 percent of the balance of any royalties or income earned and retained by Contractor during any fiscal year up to an amount equal to 5 percent of the annual budget of the facility, will be

used by Contractor for scientific research, development, and education consistent with the research and development mission and objectives of the facility, including activities that increase the licensing potential of other inventions of the facility; provided that if said balance exceeds 5 percent of the annual budget of the facility, that 75 percent of such excess will be paid to State and the remaining 25 percent will be used for the same purposes as described above in this clause (D); and (ii) that, to the extent it provides the most effective technology transfer, the licensing of subject inventions will be administered by Contractor employees on location at the facility.

(8) The requirements of 35 USCS Sections 203 and 204 apply to this research.

(9) If Contractor does not elect to retain title to a subject invention in cases subject to this section, State may consider and after consultation with Contractor grant requests for retention of rights by the inventor subject to the provisions of 35 USCS Section 202 and regulations promulgated hereunder.

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

AGENDA ITEM: 5 – S
DATE: December 13-14, 2023

SUBJECT

Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1.1.4](#) – Executive Director

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, 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

Maintenance and Repair Projects

(\$50,000 - \$250,000)

Black Hills State University

Student Union: BHSU is utilizing \$146,000 of IRP and SEP Grant funds to remove the existing wheel fans and associated motors for multiple pieces of mechanical equipment and replace them with a Motor Fan Array at the Student Union building. These fans are energy efficient with a simple payback analysis of 14.96 years. The project will be bid per the State of SD Procurement regulations, to include turnkey installation.

Northern State University

Briscoe Hall: NSU is utilizing \$250,000 of Residence Hall Project Revenue and Briscoe Hall Funds for asbestos abatement in preparation for the demolition of Briscoe Hall. Project cost is estimated based on the asbestos assessment survey completed by Sno Enviro Inc.

Briscoe Hall: NSU is utilizing \$200,000 of Residence Hall Project Revenue to demolish Briscoe Hall to make room for the NSU Business and Health Innovation Center.

Kramer Hall: NSU is utilizing \$130,000 of Kramer Hall and RRR Series 2017 funds to replace an existing air conditioning unit.

South Dakota State University

SAR 2175 Exhaust Fan 6 Redundancy: SDSU is utilizing \$250,000 ADRDL Pet Food/Remedy Fees to add a second exhaust fan for added redundance and capacity at EF 6 at the Animal Disease Research and Diagnostic Lab (ADRDL). SDSU will utilize West Plains Engineering under their IDIQ contract to do this design work. An OMNIA state contract will be utilized to procure the fan and a standing contractor to install. The total project cost is currently estimated at \$250,000.

Capital Asset Purchase

(greater than \$250,000)

South Dakota State University

GC-TQMS System: SDSU is utilizing \$370,468.62 of grant funding from the US Department of Agriculture to purchase a GC-TQMS System. The GC-TQMS instrumentation will expand the capabilities of multiple researchers to perform research

focus on metabolites and metabolomics at South Dakota State University. The GC-TQMS system will be used on a regular basis by 13 principal investigators and 48 associated members. Partnerships with USDA ARS and Prairie AquaTech will strengthen campus-community collaboration and contribute to innovation, entrepreneurship, and business development in South Dakota.

Clerical BOR Policy Updates

In late October 2023, the BOR Policy Manual was converted to a new numbering format to coincide with the migration to PowerDMS, the new policy management system. All existing policies were reformatted to adjust to new numbering and/or formatting.

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses

All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – T
DATE: December 13-14, 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 October 10, 2023, the building committee for the BHSU-Rapid City/SDSU West River Nursing Addition and Renovation, represented by Regent Partridge, approved the Facility Design Plan.

On November 27, 2023, the building committee for the SDSMT Surbeck Center Addition, represented by Regent Morrison, selected CO-OP Architecture to serve as the architect for the project.

On November 30, 2023, the building committee for the NSU Lincoln Hall Renovation, represented by Regent Frederick, approved the Facility Design Plan.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 5 – U
DATE: December 13-14, 2023

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of capital improvement projects
Payment of appropriated funds

[SDCL § 5-14-3](#) – Preparation of plans and specifications for capital improvements - State building committees - Approval by board or commission in charge of institution

[BOR Policy 6.4](#) – Capital Improvements

BACKGROUND / DISCUSSION

The attached list identifies the current capital improvement projects within the Board of Regents system and each project’s regental building committee representative, estimated dollar amount, the source of funds, and the current status.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. As a reminder, the review and approval steps for capital projects are as follows:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins the architect evaluation process and the Building Committee interviews and selects the architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board’s Ten-Year Plan.

(Continued)

INFORMATIONAL ITEM

5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. The Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. The Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

N/A

ATTACHMENTS

Attachment I – December 2023 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - December 2023

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES								
Black Hills State University								
E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012 HB1045-2020 SB43-2020	FY22 HEFF Bonds Other M&R Bonding	\$3,000,000 \$3,972,345 \$2,400,000 \$9,372,345	Oct-20 Design Plan	Complete	2022	Partridge
BHSU-RC Addition & Renovation for West River Nursing		SB43-2022 SB172-2023	ARPA HEFF Private General	\$8,000,000 \$5,114,644 \$2,000,000 \$1,500,000 \$16,614,644	Dec. 23 Design Plan	Design	2025	Partridge
Dakota State University								
DSU-ARL		SB130-2022	Private	\$50,000,000	Dec-23 Program Plan	A/E & CM Selection Design	2025	Rave
Athletics Events Center		HB1021-2022	Private	\$40,500,000	Mar-22 Design Plan	CM Selection Construction	2024	Rave
Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	Oct-17 Design Plan	Completed	March-2020	Rave
Northern State University								
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Final Inspection	2021	Morrison
Lincoln Hall Replacement		SB44-2022 SB173-2023	General Funds General Funds	\$29,500,000 \$1,500,000 \$31,000,000	Oct-21 Facility Program Plan	Design	2024	Brown
Gerber Hall Renovation		HB1049-2023	General Funds HEFF/General Funds&M&R Match	\$2,500,000 \$2,500,000 \$5,000,000	Mar-23	Preliminary Facility Statement	2025	Frederick
South Dakota School of Mines and Technology								
Nucor Mineral Industries Building		SB156-2021 SB33-2023	Private Local State	\$12,000,000 \$6,400,000 \$23,400,000 \$41,800,000	Dec-21 Facility Design GMP Approved by BC	Construction	2024	Partridge
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning	TBD	Ditman
Student Innovation Center			Private		Jun-14	A/E Selection	TBD	Lochner
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection	TBD	Lochner
South Dakota State University								
Beg Ag Hall Renovate 1st & 2nd floors - Phase 2		SB 84 - 2022	Donations HEFF M&R Precision Ag Funds	\$4,000,000 \$5,450,315 \$100,000 \$9,550,315	Mar-22 Design Plan (Revised)	Construction	2023	Roberts
Cottonwood Range and Livestock Field Station			General Funds	\$6,000,000	May-23 Program Plan	Design	TBD	Partridge
Dairy Unit - Dairy Research and Training Facilities		HB 1153- 2021	Private General Funds	\$7,500,000 \$7,500,000 \$15,000,000	Apr-20 Facility Stmt	Design	2023	Rave
Lincoln Hall - Renovation			Private HEFF M&R 2021 HEFF Bonds	\$0 \$5,416,880 \$10,000,000	Jan-22 Design Plan (Revised)	Construction	2023	Bastian

South Dakota Board of Regents Capital Improvement Projects - December 2023

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
McFadden Northern Plains Biostress		HB 1049 - 2023	General Funds HEFF M&R/Other	\$15,416,880 \$6,000,000 \$6,000,000 \$12,000,000	March 2023 Facility Stmt (Revised)	Design	TBD	Roberts
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning		Rasmussen
SJ Marshall Center - Addition, Phase 2		HB1022-2022	Private Local HEFF M&R	\$44,000,000 \$4,000,000 \$6,000,000 \$54,000,000	Dec-21 Design Plan (Revised)	Construction	2024	Roberts
South Dakota Art Museum-New Construction			Donations	TBD	Mar-22 Facility Stmt	Planning	TBD	Brown
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds Private	\$7,500,000 \$3,315,000 \$10,815,000	Jun-20 Facility Stmt	Planning	TBD	Frederick
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	\$5,000,000 \$5,043,000 \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2029	Roberts

University of South Dakota

Health Science Building		SB40-2020	HEFF Bond M&R Bond One-Time State Funds Private Funds Local Funds	\$7,500,000 \$5,000,000 \$5,000,000 \$4,500,000 \$875,000 \$22,875,000	Oct-21 Design Plan (Revised)	Construction	2022	Partridge
South Dakota Union Renovation			One-Time State Funds M&R HEFF M&R General	\$3,430,000 \$54,631 \$4,335,369 \$7,820,000	Mar-23 Design Plan	Construction	2024	Brown

REVENUE FACILITIES

Black Hills State University

University Wellness Center Addition			GAF & Private		Dec-16 Facility Stmt	Planning	TBD	Partridge
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Dakota State University

New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 \$500,000 \$12,500,000	Dec-19 Design Plan	Completed	Aug-21	Roberts
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South Dakota School of Mines and Technology

Surbek Center Addition			Private		Apr-14 Facility Stmt	A/E Selection	TBD	Morrison
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South Dakota State University

Larson Commons Renovation			Private Auxiliary	TBD	Oct-22 Facility Stmt	Design	2025	Roberts
Pierson Hall Renovations			Rent Revenues	\$12,200,000	Apr-21 Facility Stmt	Construction	2023	NA Exempted
University Student Union Renovations & Remodeling - Phase 4			General Activity Fees	\$7,920,300	Jun-23 Program Plan	Design	2024	

University of South Dakota

Wellness Center Expansion		SB42-2022	Auxiliary Funds Auxiliary Bonds	\$5,000,000 \$3,900,000	Jun-22 Design Plan	Construction	2024	Roberts
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South Dakota Board of Regents Capital Improvement Projects - December 2023

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
			Private Funds	\$13,989,588	(Revised)			
			Local Funds	\$8,360,412				
				\$31,250,000				

Board Action:

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- 3) Design
- 4) Bid - Board approves substantive changes from program Plan

Project Status:

- 1) Planning
- 2) A/E Selection
- 3) Design
- 4) Bid
- 5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – V
DATE: December 13-14, 2023

SUBJECT

SDSU Football Stadium FY23 Financials

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the December 2013 Board of Regents meeting, the Board approved the SDSU football stadium project, and the authorizing legislation was approved in 2014. A provision within the approval was that SDSU had to provide the Board with annual updates of actual stadium performance compared to the pro forma submitted. In June 2019, the Board approved updates to the football stadium financial reporting requirements, which included the continuation of the SDSU stadium financial report being submitted annually to the full Board as an informational item.

The stadium’s fiscal year 2023 actual financial performance, as well as projections for future years are included in Attachment I.

As of June 30, 2023, the stadium fund had a cash balance of \$262k, the stadium M&R fund had a cash balance of \$1.3M, and the Stadium Debt Service Reserve had a cash balance of \$2.4M.

Revenues for FY23 were up compared to projections, largely tied to increased Premium Seating Leases and Concessions due to higher than anticipated attendance at the stadium.

With the increase in attendance, there was a corresponding increase in costs necessary to operate the stadium. The Gameday expense is tied to attendance and its increase will continue to follow the revenue. Facility Operating Costs will need to be continually monitored by SDSU. This figure almost doubled in FY23 compared to FY22 and was almost ten times higher than projected. Facility costs tend to be more fixed in nature so any future drop in attendance will not necessarily mean a drop in this type of expense.

(Continued)

INFORMATIONAL ITEM

SDSU transferred \$600k to the Stadium R&R fund in FY23, which was less than projected. The M&R fund is for major repair projects. During the stadium's infancy there has not been a need to access these funds, but as the facility ages, the need to have a revenue source available to cover major repair costs is important.

IMPACT AND RECOMMENDATIONS

In FY23, the debt service coverage ratio was 1.29 and the projected was 1.23. This means that the stadium is producing enough net revenue to cover its debt service. This ratio needs to be improved to accommodate the required M&R transfers.

ATTACHMENTS

Attachment I – SDSU Football Stadium Financial Information

SDSU Football Stadium Historical and Projected Financial Update(in \$000's)

Ref	Actuals								Projected			
	FY17 Actuals	FY18 Actuals	FY19 Actuals	FY20 Actuals	FY21 Actuals	FY22 Actuals	FY23 Actuals	FY23	FY24	FY25	FY26	
	OPERATING REVENUES											
1	Ticket Sales - SDSU Football	\$447	\$489	\$322	\$474	\$191	\$476	\$663	\$581	\$581	\$581	\$621
2	Ticket Sales - SDSU Football (Sixth Game)	\$141	\$107	\$140	\$115	\$0	\$115	\$135	\$124	\$124	\$124	\$133
3	Ticket Sales SDSU Football- Demand Games	\$712	\$832	\$571	\$761	\$0	\$764	\$870	\$850	\$963	\$893	\$1,011
4	Facility Fee (\$2/ticket sold)	\$83	\$105	\$65	\$75	\$26	\$89	\$131	\$105	\$105	\$105	\$105
5	Premium Seating Leases	\$2,169	\$1,883	\$2,043	\$1,986	\$1,219	\$1,981	\$2,410	\$2,043	\$2,084	\$2,125	\$2,168
6	Premium Seating Stadium Gifts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Advertising & Sponsorship	\$0	\$268	\$515	\$283	\$292	\$300	\$310	\$310	\$319	\$328	\$338
	Addtl Advertising funds (Athletics)					\$1,200						
7a	Interest Revenue	\$201	\$31	\$20	\$54	\$67	\$41	\$22	\$0	\$0	\$0	\$0
8	Ticket Sales - Other Events	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	Gross Concessions	\$217	\$98	\$65	\$108	\$4	\$152	\$206	\$125	\$131	\$138	\$145
10	Net Catering	\$44	\$45	\$45	\$38	\$0	\$0	\$92	\$57	\$60	\$63	\$66
11	Net Novelties	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	Gross Game Day Parking	\$29	\$30	\$29	\$31	\$0	\$27	\$74	\$35	\$36	\$37	\$38
13	Other Revenue	\$47	\$40	\$56	\$53	\$0	\$50	\$30	\$67	\$70	\$74	\$77
14	Total Revenue	\$4,090	\$3,928	\$3,871	\$3,978	\$2,999	\$3,995	\$4,943	\$4,297	\$4,474	\$4,468	\$4,703
15												
16												
17	Existing Football Ticket Sales	(\$649)	(\$662)	(\$675)	(\$689)	\$0	(\$600)	(\$731)	(\$731)	(\$745)	(\$760)	(\$776)
18	Existing Football Concessions	(\$40)	(\$41)	(\$42)	(\$42)	\$0	(\$40)	(\$45)	(\$45)	(\$46)	(\$47)	(\$48)
19	Existing Football Event Parking	(\$38)	(\$39)	(\$40)	(\$40)	\$0	(\$40)	(\$43)	(\$43)	(\$44)	(\$45)	(\$45)
19a	Additional Transfer to Athletic Operations	(\$280)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	TOTAL REVENUES	\$3,083	\$3,186	\$3,114	\$3,207	\$2,999	\$3,315	\$4,124	\$3,478	\$3,638	\$3,617	\$3,834
21												
22	OPERATING EXPENDITURES											
23	Salary - Permanent Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24	Benefits - Permanent Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25	General & Administrative	\$29	\$110	\$106	\$63	\$87	\$145	\$113	\$116	\$117	\$118	\$119
26	Utilities	\$48	\$58	\$72	\$64	\$122	\$103	\$130	\$67	\$69	\$71	\$73
27	Annual Facility Operating Costs	\$19	\$20	\$36	\$25	\$125	\$124	\$227	\$23	\$24	\$25	\$25
28	Event Insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
29	Advertising	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
30	Miscellaneous	\$23	\$28	\$32	\$11	\$9	\$0	\$8	\$29	\$30	\$30	\$30
31	Gameday Expenses	\$57	\$64	\$78	\$118	\$0	\$156	\$326	\$74	\$76	\$79	\$81
32	Insurance/Service Fee (3% Bldg Authority)	\$78	\$78	\$78	\$78	\$78	\$78	\$77	\$77	\$77	\$77	\$77
33	Total Operating Expenses	\$254	\$358	\$402	\$359	\$421	\$606	\$881	\$387	\$393	\$400	\$406
34												
35												
36												
37	Facility Related Expenses and Transfers											
38	Annual Debt Service	\$2,514	\$2,510	\$2,510	\$2,510	\$2,510	\$2,511	\$2,510	\$2,511	\$2,512	\$2,514	\$2,514
39	Stadium Capital Expenditures	\$142	\$244	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
41	M&R Contribution	\$0	\$0	\$287	\$448	\$0	\$150	\$600	\$793	\$809	\$825	\$858
42	M&R Additional Contribution	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
43	Additional Debt Service Reserve	\$0	\$0	\$0	\$54	\$67	\$0	\$0	\$0	\$0	\$0	\$0
44	Total Facility Related Expenses	\$2,656	\$2,754	\$2,797	\$3,012	\$2,577	\$2,661	\$3,110	\$3,304	\$3,321	\$3,339	\$3,372
40	Transfer from Debt Service Reserve	\$0	\$0	(\$267)	\$0	\$0	(\$39)	\$0	(\$230)	(\$80)	(\$130)	\$0
45	TOTAL EXPENDITURES	\$2,910	\$3,112	\$2,932	\$3,371	\$2,998	\$3,228	\$3,991	\$3,461	\$3,634	\$3,609	\$3,778
46	Total Revenue / Expenditures net	\$173	\$74	\$182	(\$164)	\$1	\$87	\$133	\$17	\$4	\$8	\$56
47	Ending Cash Balance	\$173	\$247	\$382	\$73	\$85	\$166	\$262	\$413	\$418	\$426	\$482
48	Debt Service Coverage Ratio	1.13	1.13	1.08	1.13	1.03	1.08	1.29	1.23	1.29	1.28	1.36

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – W
DATE: December 13-14, 2023

SUBJECT

Reduced Tuition Annual Report

CONTROLLING STATUTE, RULE, OR POLICY

- [BOR Policy 5.5.1](#) – Tuition and Fees: On-Campus Tuition
- [SDCL § 3-20-1](#) – Reduced Tuition for Certain State Employees
- [SDCL § 33-6-5](#) – Tuition Benefits for National Guard Members
- [SDCL § 13-55-2](#) – Veterans Entitled to Free Tuition at State Institutions
- [SDCL § 13-55-6](#) – Free Education of Children of Residents Who Died During Service in the Armed Forces
- [SDCL § 13-55-10](#) – Free Tuition to Child or Spouse of NG Member Disabled or Deceased in the Line of Duty
- [SDCL § 13-55-11](#) – Free Tuition and Fees for Visually Impaired Persons
- [SDCL § 13-55-22](#) – Free Tuition for Survivors of Certain Firefighters, Certified Law Enforcement Officers, and Emergency Medical Technicians
- [SDCL § 13-55-24](#) – Reduced Tuition for Elementary or Secondary Teachers or Vocational Instructors

BACKGROUND/DISCUSSION

Board Policy 5.5.1 outlines the tuition reduction programs available to students. The tuition reduction programs included in this report cover both Board approved and legislatively mandated programs and relate to on-campus courses for the 2023 academic school year (summer 2022, fall 2022, and spring 2023).

BOARD APPROVED PROGRAMS

- Persons 65 Years of Age or Older (SC): The tuition for resident students sixty-five (65) years of age or older during the calendar year enrolled shall be one-fourth (1/4) of the cost of resident tuition.
- Reserve Officer Training Corps Cadets (ROT): South Dakota residents who are junior and senior students and who are contracted senior Reserve Officer Training Corps (ROTC) cadets shall be charged fifty percent (50%) of the undergraduate resident tuition rate established by the Board of Regents for not more than four semesters.

(Continued)

INFORMATIONAL ITEM

- Western Regional Graduate Program (WRG): Students from the WICHE states can participate in the Western Regional Graduate Program. The graduate programs that have been approved by the Board for South Dakota allow students to pay in-state tuition rates.
- Western Undergraduate Exchange Tuition Rate for Residents of WICHE States (MWUE – SDSMT): Undergraduate residents of WICHE states are eligible to attend any of the SD universities at 150% of the resident on-campus tuition rate. Students attending SDSM&T who are new freshmen and first-time transfers starting the summer of 2016 shall be charged the Western Undergraduate Exchange (WUE) tuition rate for undergraduate courses. The states included are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming.
- Active-Duty Military Personnel (MIL): The undergraduate on-campus tuition rate assessed to active-duty military personnel may not exceed the federal tuition assistance benefit for active-duty military. In addition, active-duty military personnel will not be charged mandatory or discipline fees.
- Spouse and Dependent of Active Military (MILDS): The reduced rate is offered to spouse or dependent of and activity military, undergraduate and graduate students attending courses at Ellsworth Air Force Base and online courses through BHSU. Rate was approved June 2021.
- Department of Defense Civilians (DODCV): The reduced rate is offered to DOD Civilians, undergraduate and graduate students attending courses at Ellsworth Air Force Base, online courses through BHSU and at the BHSU Rapid City Center. Rate was approved June 2021
- Children of Alumni (COAB/COAD/COAN/COAM/COAS/COAU): Effective summer 2015, first-time freshmen and new transfer students who attend the same university where their parent or legal guardian received a degree, provided the student meets eligibility criteria established by the home institution, shall be assessed the resident tuition rate. The Board expanded this program to certain graduate students beginning in FY24, if they received an undergraduate degree from an SDBOR institution.
- South Dakota Advantage (ISR/PHARI/LAWIS). First-time freshmen and new transfer students from Colorado, Iowa, Montana, Nebraska, North Dakota, and Wyoming beginning with the summer 2019 term shall be assessed the resident tuition rate. Beginning in FY24, the Board expanded this program to the states of Illinois and Wisconsin and to graduate students, provided they received an undergraduate degree from an SDBOR institution.

LEGISLATIVE APPROVED PROGRAMS

- **Child of Deceased Veteran (SDCL § 13-55-6) (CDV)**: Any person under the age of twenty-five years, a resident of this state, and is a child of a deceased parent, mother or father who was a veteran as defined in § 33-17-2, is entitled to free tuition to pursue any course of study in any state educational institution under the control and management of the Board of Regents.
- **Dependents of National Guardsmen Disabled or Deceased in Line of Duty (SDCL § 13-55-10) (DDD)**: South Dakota residents under the age of 25 years whose father, mother, or spouse died or sustained a total permanent disability resulting from duty as a South Dakota National Guard member, while on state active duty or any authorized training duty, shall be entitled to tuition without cost and be entitled to attend any course or courses of study.
- **Employees of the State of South Dakota (SDCL § 3-20-1) (SDE)**: Employees of the state who meet eligibility requirements and are admitted to the university may be eligible for a fifty percent (50%) tuition reduction for undergraduate and graduate courses up to a maximum of six credit hours per semester.
- **Survivors of Fire Fighters, Certified Law Enforcement Offices and Emergency Medical Technicians (SDCL § 13-55-22) (SFP)**: If a firefighter or certified law enforcement officer or an emergency medical technician dies as a direct result of injuries received in performance of official duties, the survivor, upon being duly accepted for enrollment into any state-supported university of higher education or state-supported technical or vocational school, shall be allowed to obtain a bachelor's degree or vocational degree for so long as the survivor is eligible, free of any tuition. However, the bachelor's degree or vocational degree shall be earned within a thirty-six month or eight semester period or its equivalent.
- **Certain Elementary and Secondary Teachers and Vocational Instructors (SDCL § 13-55-24) (TC)**: Certain elementary and secondary school teachers and vocational instructors may pursue any undergraduate or graduate course on campus upon payment of fifty percent (50%) of tuition and 100% of required fees.
- **Veterans and Others Who Performed War Service (SDCL § 13-55-2 through 13-55-4) (QV)**: Veterans and others who performed active war service may pursue any undergraduate course or courses without payment of charges for tuition for each month of qualified service or major fraction thereof a month in academic time. No eligible person shall be entitled to less than one or more than four academic years of free tuition.
- **Dependents of Prisoner of War or Missing in Action (SDCL § 13-55-9.2) (DPM)**: Any dependent of a prisoner of war or a person missing in action, upon his being duly accepted for enrollment into any state-supported institution of higher education or state-supported technical or vocational school, shall be entitled to eight semesters or twelve quarters, free of tuition and mandatory fees other than subsistence expenses, for either full or part-time study, for so long as he is eligible.

- Visually Impaired Persons (SDCL §§ 13-55-11 through 13-55-13) (VH): Residents of South Dakota who are visually impaired and are eligible for admission may pursue any course of study without payment of tuition and fees that other students are required to pay directly to the university until they have received two hundred twenty-five (225) semester hours of credit or its equivalent.
- National Guard Members (SDCL § 33-6-5) (NGS/NGF/PHNGF/PHNGS): National Guard students are entitled to a benefit of fifty percent (50%) of the in-state resident tuition to be paid or otherwise credited by the Board of Regents. Beginning in FY24, this benefit will be expanded to one hundred percent (100%) of the in-state resident tuition. National Guard students that receive partial FTA will also receive STA if eligible.
- Resident Tuition for Rehabilitation Services Clients (VR): All nonresidents who are receiving tuition support from the South Dakota Division of Rehabilitation Services are entitled to pay tuition at resident rates.

IMPACT AND RECOMMENDATIONS

For the academic year of 2022-2023, total tuition waived was \$13,604,624, which includes National Guard waived tuition of \$749,422. Fees totaling \$109,898 were waived for qualifying students. Total revenue collected from students receiving some type of reduced tuition amounted to \$69,522,934.

Attachment I provides the amount of tuition dollars waived for each of the programs including the National Guard program explained above.

ATTACHMENTS

Attachment I – All Campus Tuition Reduced Tuition Programs for Academic Year 2023 - Estimate of System Tuition Waived

Board Approved	Number of Students	Total Credit Hours	TUITION		FEES		Housing		Meals	
			Billed to Student	Savings to Student	Billed to Student	Savings to Student	BILLED	BILLED	BILLED	BILLED
			\$	\$	\$	\$	\$	\$	\$	\$
SC Senior Citizen	19	153	39,034	12,203	5,713	-	-	-	-	
ROT ROTC Undergrad Resident Rate	3	41	7,357	4,163	5,188	-	-	-	-	
WRG Western Regional Graduate Prog	64	839	333,370	112,469	80,982	6,947	2,231	2,231	2,231	
MWUE SDSMT WUE rate	192	3,697	1,430,644	49,421	342,905	276,743	138,157	138,157	138,157	
MIL Reserves,act Resr,act Military	188	1,768	465,611	175,517	-	10,187	5,294	5,294	5,294	
MILDS Military Dependent or Spouse	11	160	43,110	13,873	3,954	-	-	-	-	
DODCV DOD Civilian	2	9	2,400	800	-	-	-	-	-	
COAB BHSU Child of Alum	6	167	44,014	15,618	7,122	19,874	16,163	16,163	16,163	
COAD DSU Child of Alum	4	99	27,351	7,962	5,684	14,671	9,786	9,786	9,786	
COAM SDSMT Child of Alum	29	811	225,609	92,217	82,103	73,937	32,332	32,332	32,332	
COAN NSU Child of Alum	4	79	23,586	4,550	2,590	5,012	3,006	3,006	3,006	
COAS SDSU Child of Alum	313	8,642	2,429,391	789,575	674,091	712,275	441,050	441,050	441,050	
COAU USD Child of Alum	42	1,157	317,885	113,373	81,616	117,798	97,234	97,234	97,234	
ISR In-State Res Rate Adj State	4,501	116,260	32,650,813	10,588,183	8,200,513	10,050,858	6,840,737	6,840,737	6,840,737	
PHARI Pharmacy Adj State	2	2	10,192	11,614	16,716	-	-	-	-	
LAWIS Law NR w/LSAT amt for Res Rate	2	24	33,824	-	9,618	-	-	-	-	
Total Board Approved	5,382	133,909	38,084,191	11,991,537	9,518,794	11,288,301	7,585,990	7,585,990	7,585,990	

Legislature Approved	Number of Students	Total Credit Hours	TUITION		FEES		Housing		Meals	
			Billed to Student	Savings to Student	Billed to Student	Savings to Student	BILLED	BILLED	BILLED	BILLED
			\$	\$	\$	\$	\$	\$	\$	\$
DDD Dependent Dead/Disabled SDNG	19	484	212,749	145,760	27,155	19,061	12,849	12,849	12,849	
SDE Resident SD Employee	101	969	570,500	304,356	59,790	98	-	-	-	
TC Resident Teacher Certificate	320	1,993	14,274	96,107	13,671	243	-	-	-	
QV Qualified Veteran Undergrad	25	375	-	777	9,075	2,356	1,720	1,720	1,720	
DPM Dependent of POW or MIA	1	3	-	-	-	-	-	-	-	
VH Visually Handicapped	13	232	-	76,366	-	7,748	5,939	5,939	5,939	
NGF NG full rate partial STA	87	1,483	804,270	650,107	109,882	103,936	67,379	67,379	67,379	
NGS NG 50% rate full STA	242	4,998	2,548	2,548	380,691	173,457	133,520	133,520	133,520	
PHNGF NG Pharm full rate partial STA	1	17	2,548	2,548	5,161	-	-	-	-	
PHNGS NG Pharm 50% rate full STA	1	17	2,548	2,548	5,058	-	-	-	-	
Total Legislature Approved	810	10,572	1,906,869	1,503,189	610,483	306,898	221,407	221,407	221,407	
Grand Total	6,192	144,480	39,991,060	13,494,726	10,129,277	11,595,200	7,807,398	7,807,398	7,807,398	
			Total Savings to Students	\$ 13,604,624						
			Total Billed to Students	\$ 69,522,934						

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – X
DATE: December 13-14, 2023

SUBJECT

Student Accounts Receivable Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.5](#) – Tuition and Fees General Procedures

[BOR Policy 5.21](#) – System Collection Policy

[SDCL 1-55](#) – Obligation Recovery Center

[ARSD 10.11](#) – Obligation Recovery Center

BACKGROUND / DISCUSSION

A report on outstanding student receivables is presented to the Board annually. While debt can be taken off the books, the debt remains on the students’ record indefinitely. It should be noted that the receivables represent less than 1% of total student revenues for years FY18 through FY23. According to a 2023 NACUBO survey, nationally 34% of students had unpaid balances at the end of FY22, with the dollars outstanding representing 3.6% of the total dollars invoiced.

There are a number of reasons a student might owe the institution money and the account would go into collection. Not all students have their financial aid in place when they start school. Students may be admitted assuming they will have sufficient aid or family contribution, and in the end, they are short. Students who pay most of their bill are usually retained, but if they do not return the next term, they may end up with an amount due. Students who incur fines and fees throughout the semester may not have funds to pay until the following semester. Again, if they do not return the following term, they end up owing money. There are many circumstances that arise, and the campuses have discretion to manage the exceptions.

A common way to gauge receivables is to compare them with the total dollars collected. The BOR institutions have excellent collection rates with receivables below the national average. The BOR overall outstanding receivables rate for the five-year period is 1.07% of total student revenues. The table attached identifies the total amounts uncollected for FY2019 through FY2023 and prior as of the end of fiscal year 2023. The receivables amount includes all student debt and includes amounts that have been written off.

(Continued)

INFORMATIONAL ITEM

Student Accounts Receivable Activity

Throughout the year the universities use in-house collections, third-party collection agencies for older accounts, and the services of the Obligation Recovery Center (ORC) to collect outstanding student receivables. BOR Policy 5:21 - System Collections, provides that when in-house and Obligation Recovery Center (ORC) collection efforts are exhausted and the account is at least two years delinquent, the account will be submitted to the South Dakota Board of Finance for write-off. Note that the bad debt accounts are written off the financial statements while the receivable remains on the student's account in Student Banner with a HOLD marker.

The period in which institutions submit requests to the Board of Finance varies. The institutions usually submit write-offs annually.

The table in Attachment I shows the dollar amount of receivables the campuses have written off as of 6/30/23. The amounts written off represent less than 1% of the total charges for the fiscal years 2019 through 2023.

Obligation Recovery Center Activity

BOR Policy 5:21 - System Collections, provides that when in-house collections have been exhausted, accounts under \$250 may be referred and accounts over \$250 shall be referred to the State of South Dakota's Obligation Recovery Center (ORC) collection efforts. Attachment II summarizes the activity with ORC for the past two fiscal years. ORC has collected 20.28% of the debt they are holding as of 6/30/2023.

The ORC was created to be a central repository for the collection of debts owed to any agency or department of the State of South Dakota. The center works to collect those bad debts and determines the appropriate method of collection through powers granted by codified law. For debt equal to or greater than \$1,000, the center shall provide notice to the licensing agencies that the debtor may not renew, obtain, or maintain any motor vehicle registration, motorcycle registration, boat registration, or driver license unless the debt and cost recovery fee is paid in full or the debtor has entered into a payment plan and the plan remains current. For debt equal to or greater than \$50, the center shall provide notice to the licensing agencies that the debtor may not obtain any hunting or fishing license, or state park or camping permit unless the debt and cost recovery fee is paid in full or the debtor has entered into a payment plan and the plan remains current.

IMPACT AND RECOMMENDATIONS

The BOR institutions have exceptionally good collection rates. The overall outstanding system receivables for the four-year period of FY19 – FY23 is 0.54% of total student charges - \$9,578,954 balance outstanding on \$1,775,609,625 in total charges.

ATTACHMENTS

- Attachment I – Student Charges and Outstanding Balances for FY23 and prior
- Attachment II – BOR Activity with ORC for FY22 and FY23

	Balance as of		Percent of		Balance as of		Percent of		Balance as of		Percent of		Accounts			
	06/30/2019	Outstanding	Charges	Outstanding	06/30/2020	Outstanding	Charges	Outstanding	06/30/2021	Outstanding	Charges	Outstanding	06/30/2022	Outstanding	Written Off	Accounts Submitted
USD	Total Charges														Included in	in 06/30/2023
1990 - Spring 2017	\$ 3,035,697	\$ 3,252,185	n/a	n/a	\$ 3,080,096	\$ 2,967,474	n/a	n/a	\$ 2,898,151	\$ 2,702,850	n/a	n/a	\$ 2,651,205	\$ 1,651,205	\$ -	\$ 1,191,798
Summer 2018 - Spring 2019 - FY19	\$ 109,447,018	\$ 603,673	0.55%	0.51%	\$ 447,448	\$ 411,351	0.41%	0.38%	\$ 382,958	\$ 355,078	0.28%	0.25%	\$ 2,704	\$ 2,704	\$ -	\$ 334,302
Summer 2019 - Spring 2020 - FY20	\$ 104,503,467	\$ 1,085,208	1.04%	1.04%	\$ 473,383	\$ 555,115	0.45%	0.41%	\$ 452,279	\$ 412,959	0.34%	0.31%	\$ 305	\$ 305	\$ -	\$ 412,959
Summer 2020 - Spring 2021 - FY21	\$ 103,343,607	\$ 1,321,914	1.28%	1.18%	\$ 1,597,702	\$ 1,639,929	1.17%	1.17%	\$ 751,339	\$ 751,339	0.53%	0.42%	\$ 3,333	\$ 3,333	\$ -	\$ 522,419
Summer 2021 - Spring 2022 - FY22	\$ 104,292,570														\$ -	\$ 521,379
Summer 2022 - Spring 2023 - FY23	\$ 107,409,997														\$ -	\$ 237,934
	\$ 528,996,660	\$ 3,639,370	\$ 4,898,224	\$ 5,322,841	\$ 5,361,762	\$ 5,728,411	\$ 1,651,516	\$ 3,097,819							\$ -	\$ 3,097,819

	Balance as of		Percent of		Balance as of		Percent of		Balance as of		Percent of		Accounts			
	06/30/2019	Outstanding	Charges	Outstanding	06/30/2020	Outstanding	Charges	Outstanding	06/30/2021	Outstanding	Charges	Outstanding	06/30/2022	Outstanding	Written Off	Accounts Submitted
SDSU	Total Charges														Included in	in 06/30/2023
1990 - Spring 2017	\$ 3,073,529	\$ 3,208,270	n/a	n/a	\$ 2,919,411	\$ 2,801,595	n/a	n/a	\$ 2,702,850	\$ 2,500,000	n/a	n/a	\$ 2,379,934	\$ 917,209	\$ -	\$ 1,657,470
Summer 2018 - Spring 2019 - FY19	\$ 143,745,195	\$ 749,798	0.52%	0.44%	\$ 477,844	\$ 399,359	0.33%	0.28%	\$ 355,078	\$ 325,000	0.25%	0.21%	\$ 2,704	\$ 2,704	\$ -	\$ 334,302
Summer 2019 - Spring 2020 - FY20	\$ 134,431,220	\$ 1,904,100	1.42%	1.42%	\$ 726,058	\$ 555,115	0.54%	0.41%	\$ 452,279	\$ 412,959	0.34%	0.31%	\$ 305	\$ 305	\$ -	\$ 412,959
Summer 2020 - Spring 2021 - FY21	\$ 135,915,139														\$ -	\$ 522,419
Summer 2021 - Spring 2022 - FY22	\$ 140,082,009														\$ -	\$ 521,379
Summer 2022 - Spring 2023 - FY23	\$ 141,732,059														\$ -	\$ 237,934
	\$ 695,905,622	\$ 3,823,327	\$ 5,743,436	\$ 5,721,015	\$ 6,112,254	\$ 6,173,949	\$ 923,550	\$ 3,686,462							\$ -	\$ 3,686,462

400

	Balance as of		Percent of		Balance as of		Percent of		Balance as of		Percent of		Accounts			
	06/30/2019	Outstanding	Charges	Outstanding	06/30/2020	Outstanding	Charges	Outstanding	06/30/2021	Outstanding	Charges	Outstanding	06/30/2022	Outstanding	Written Off	Accounts Submitted
DSU	Total Charges														Included in	in 06/30/2023
1990 - Spring 2017	\$ 976,039	\$ 1,115,665	n/a	n/a	\$ 1,048,932	\$ 1,030,071	n/a	n/a	\$ 1,006,301	\$ 917,209	n/a	n/a	\$ 880,157	\$ 380,157	\$ -	\$ 548,552
Summer 2018 - Spring 2019 - FY19	\$ 27,874,927	\$ 148,029	0.61%	0.53%	\$ 123,289	\$ 114,291	0.44%	0.41%	\$ 105,507	\$ 102,842	0.38%	0.35%	\$ 80,582	\$ 80,582	\$ -	\$ 102,842
Summer 2019 - Spring 2020 - FY20	\$ 28,101,672	\$ 215,138	0.77%	0.77%	\$ 114,481	\$ 90,540	0.41%	0.32%	\$ 80,540	\$ 75,360	0.29%	0.26%	\$ 305	\$ 305	\$ -	\$ 75,360
Summer 2020 - Spring 2021 - FY21	\$ 28,430,434														\$ -	\$ 107,360
Summer 2021 - Spring 2022 - FY22	\$ 29,036,267														\$ -	\$ 144,341
Summer 2022 - Spring 2023 - FY23	\$ 29,975,767														\$ -	\$ 131,098
	\$ 143,419,067	\$ 1,145,669	\$ 1,478,831	\$ 1,684,494	\$ 1,976,799	\$ 2,140,994	\$ 380,157	\$ 1,184,980							\$ -	\$ 1,184,980

	Balance as of		Percent of		Balance as of		Percent of		Balance as of		Percent of		Accounts			
	06/30/2019	Outstanding	Charges	Outstanding	06/30/2020	Outstanding	Charges	Outstanding	06/30/2021	Outstanding	Charges	Outstanding	06/30/2022	Outstanding	Written Off	Accounts Submitted
NSU	Total Charges														Included in	in 06/30/2023
1990 - Spring 2017	\$ 807,665	\$ 1,115,665	n/a	n/a	\$ 941,344	\$ 918,110	n/a	n/a	\$ 906,036	\$ 623,931	n/a	n/a	\$ 192,416	\$ 192,416	\$ -	\$ 192,416
Summer 2018 - Spring 2019 - FY19	\$ 20,359,627	\$ 117,847	0.58%	0.51%	\$ 82,546	\$ 69,480	0.41%	0.34%	\$ 66,528	\$ 66,528	0.33%	0.33%	\$ -	\$ -	\$ -	\$ 66,443
Summer 2019 - Spring 2020 - FY20	\$ 18,769,031	\$ 150,883	0.80%	0.80%	\$ 57,477	\$ 48,413	0.31%	0.26%	\$ 38,692	\$ 38,692	0.21%	0.21%	\$ -	\$ -	\$ -	\$ 34,905
Summer 2020 - Spring 2021 - FY21	\$ 18,735,299														\$ -	\$ 75,230
Summer 2021 - Spring 2022 - FY22	\$ 19,466,760														\$ -	\$ 74,803
Summer 2022 - Spring 2023 - FY23	\$ 18,449,450														\$ -	\$ 60,710
	\$ 95,780,168	\$ 925,512	\$ 1,255,867	\$ 1,252,024	\$ 1,277,650	\$ 1,322,492	\$ 624,345	\$ 504,507							\$ -	\$ 504,507

	Total Charges		Balance as of		Percent of		Balance as of		Percent of		Balance as of		Percent of		Accounts	
	06/30/2019	06/30/2020	06/30/2019	06/30/2020	Outstanding	Charges	06/30/2021	06/30/2022	Outstanding	Charges	06/30/2023	06/30/2023	Outstanding	Charges	Written Off	Submitted to
1990 - Spring 2017	\$ 429,192	\$ 505,670	n/a	n/a	0.21%	\$ 463,624	\$ 442,487	n/a	0.23%	\$ 433,180	\$ 313,271	n/a	0.09%	\$ -	\$ -	\$ 113,668
Summer 2018 - Spring 2019 - FY19	\$ 37,233,584	\$ 73,595	0.20%	\$ 78,906	0.73%	\$ 63,571	\$ 85,499	0.17%	\$ 85,499	\$ 32,099	\$ -	\$ -	0.24%	\$ -	\$ -	\$ 31,877
Summer 2019 - Spring 2020 - FY20	\$ 34,790,716	\$ -	\$ -	\$ 254,916	0.35%	\$ 123,099	\$ 92,207	0.27%	\$ 83,244	\$ 83,244	\$ -	\$ -	0.20%	\$ -	\$ -	\$ 83,025
Summer 2020 - Spring 2021 - FY21	\$ 32,021,592	\$ -	0.77%	\$ -	\$ 246,237	\$ -	\$ 57,474	0.18%	\$ 63,393	\$ 63,393	\$ -	\$ -	0.17%	\$ -	\$ -	\$ 61,188
Summer 2021 - Spring 2022 - FY22	\$ 34,962,549	\$ -	\$ -	\$ -	0.33%	\$ 114,552	\$ -	0.33%	\$ 58,649	\$ 58,649	\$ -	\$ -	0.50%	\$ -	\$ -	\$ 42,381
Summer 2022 - Spring 2023 - FY23	\$ 35,057,552	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 43,792
	\$ 174,065,994	\$ 502,786		\$ 839,492		\$ 896,531	\$ 792,219		\$ 847,140	\$ 313,271	\$ 375,931					

	Total Charges		Balance as of		Percent of		Balance as of		Percent of		Balance as of		Percent of		Accounts	
	06/30/2019	06/30/2020	06/30/2019	06/30/2020	Outstanding	Charges	06/30/2021	06/30/2022	Outstanding	Charges	06/30/2023	06/30/2023	Outstanding	Charges	Written Off	Submitted to
1990 - Spring 2017	\$ 1,585,270	\$ 1,717,959	n/a	n/a	0.78%	\$ 1,658,988	\$ 1,574,702	n/a	0.54%	\$ 1,543,731	\$ 866,496	n/a	0.54%	\$ -	\$ -	\$ 602,337
Summer 2018 - Spring 2019 - FY19	\$ 29,373,973	\$ 225,481	0.77%	\$ 228,453	1.97%	\$ 304,891	\$ 245,713	0.87%	\$ 197,386	\$ 197,386	\$ -	\$ -	0.70%	\$ -	\$ -	\$ 115,963
Summer 2019 - Spring 2020 - FY20	\$ 28,098,121	\$ -	\$ -	\$ 554,742	2.74%	\$ 745,852	\$ 493,600	1.86%	\$ 203,786	\$ 203,786	\$ -	\$ -	1.11%	\$ -	\$ -	\$ 307,524
Summer 2020 - Spring 2021 - FY21	\$ 27,242,037	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1.72%	\$ -	\$ -	\$ 213,569
Summer 2021 - Spring 2022 - FY22	\$ 26,568,721	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 130,581
Summer 2022 - Spring 2023 - FY23	\$ 26,159,261	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 137,442,113	\$ 1,810,751		\$ 2,501,154		\$ 2,896,572	\$ 2,845,328		\$ 2,856,216	\$ 866,496	\$ 1,546,031					

401

	Total Charges		Balance as of		Percent of		Balance as of		Percent of		Balance as of		Percent of		Accounts	
	06/30/2019	06/30/2020	06/30/2019	06/30/2020	Outstanding	Charges	06/30/2021	06/30/2022	Outstanding	Charges	06/30/2023	06/30/2023	Outstanding	Charges	Written Off	Submitted to
1990 - Spring 2017	\$ 9,907,392	\$ 10,800,722	n/a	n/a	0.48%	\$ 10,112,395	\$ 9,734,438	n/a	0.34%	\$ 9,490,248	\$ 4,752,269	n/a	0.30%	\$ -	\$ -	\$ 4,306,240
Summer 2018 - Spring 2019 - FY19	\$ 368,034,324.31	\$ 1,940,023	0.53%	\$ 1,751,296	1.19%	\$ 1,381,540	\$ 1,238,798	0.38%	\$ 1,101,065	\$ 1,101,065	\$ -	\$ -	0.34%	\$ -	\$ -	\$ 1,019,679
Summer 2019 - Spring 2020 - FY20	\$ 348,694,228.16	\$ -	\$ -	\$ 4,164,987	1.19%	\$ 1,799,388	\$ 1,404,799	0.52%	\$ 1,173,758	\$ 1,173,758	\$ -	\$ -	0.49%	\$ -	\$ -	\$ 1,150,289
Summer 2020 - Spring 2021 - FY21	\$ 345,688,109.27	\$ -	\$ -	\$ -	1.30%	\$ 4,480,155	\$ 2,075,767	0.60%	\$ 1,692,778	\$ 1,692,778	\$ -	\$ -	0.51%	\$ -	\$ -	\$ 1,600,792
Summer 2021 - Spring 2022 - FY22	\$ 354,408,876.02	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,912,211	1.10%	\$ 1,805,299	\$ 1,805,299	\$ -	\$ -	1.06%	\$ -	\$ -	\$ 1,464,430
Summer 2022 - Spring 2023 - FY23	\$ 358,784,087.18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 854,305
	\$ 1,775,609,625	\$ 11,847,415		\$ 16,717,005		\$ 17,773,478	\$ 18,366,013		\$ 19,069,202	\$ 4,759,335	\$ 10,395,736					

6/30/2023

	BHSU		DSU		NSU		SDSMT		SDSU		USD		Total SDBOR	
	# Accts	Total	# Accts	Total	# Accts	Total	# Accts	Total	# Accts	Total	# Accts	Total	# Accts	Total
Debts Referred	138	\$ 352,421	148	\$ 354,313	85	\$ 133,921	59	\$ 107,140	425	\$ 1,198,227	383	\$ 961,553	1,238	\$ 3,107,574
Debts Recalled	13	\$ 40,725	18	\$ 21,258	142	\$ 194,591	8	\$ 50,385	55	\$ 219,626	219	\$ 494,256	455	\$ 1,020,840
Debts Adjusted	626	\$ 7,654	276	\$ 22,397	155	\$ 6,291	132	\$ (3,648)	843	\$ 28,909	918	\$ 5,304	2,950	\$ 66,907
Debts Closed - Deceased	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Debts Closed - Bankrupt	-	\$ -	1	\$ 6,371	-	\$ -	-	\$ -	-	\$ -	2	\$ 4,095	3	\$ 10,466
Debts Closed - Paid in Full	88	\$ 166,150	60	\$ 98,742	37	\$ 33,977	50	\$ 79,676	156	\$ 388,918	149	\$ 310,055	540	\$ 1,077,517
Payments - Received	980	\$ 196,625	635	\$ 124,086	331	\$ 47,255	194	\$ 56,699	1,489	\$ 422,420	1,843	\$ 399,592	5,472	\$ 1,246,677
Payments - Returned	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	3	\$ (8,583)	3	\$ (8,583)
Payments - Net	980	\$ 196,625	635	\$ 124,086	331	\$ 47,255	194	\$ 56,699	1,489	\$ 422,420	1,840	\$ 391,008	5,469	\$ 1,238,094
Payment Agreements Established	242	\$ 368,831	154	\$ 262,390	82	\$ 104,192	63	\$ 86,613	376	\$ 800,557	486	\$ 816,732	1,403	\$ 2,439,314
Total outstanding balances at ORC as of 6/30/2023	665	\$ 1,546,037	545	\$ 1,184,980	270	\$ 504,507	164	\$ 375,931	1,205	\$ 3,686,462	1,183	\$ 3,097,819	4,032	\$ 10,395,736

6/30/2022

	BHSU		DSU		NSU		SDSMT		SDSU		USD		Total SDBOR	
	# Accts	Total	# Accts	Total	# Accts	Total	# Accts	Total	# Accts	Total	# Accts	Total	# Accts	Total
Debts Referred	224	\$ 657,477	59	\$ 110,931	46	\$ 86,494	121	\$ 254,136	193	\$ 720,334	319	\$ 868,949	962	\$ 2,698,321
Debts Recalled	23	\$ 43,121	8	\$ 16,659	2	\$ 3,127	26	\$ 58,868	12	\$ 29,382	28	\$ 236,543	99	\$ 387,701
Debts Adjusted	284	\$ 4,879	233	\$ 857	152	\$ 9,315	110	\$ 53,563	505	\$ 12,092	637	\$ (224)	1,921	\$ 80,482
Debts Closed - Deceased	-	\$ -	-	\$ -	1	\$ 1,374	-	\$ -	-	\$ -	-	\$ -	1	\$ 1,374
Debts Closed - Bankrupt	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	2	\$ 5,329	2	\$ 5,329
Debts Closed - Paid in Full	77	\$ 131,003	40	\$ 57,602	32	\$ 32,570	54	\$ 127,241	67	\$ 168,133	139	\$ 213,335	409	\$ 729,884
Payments - Received	804	\$ 139,869	403	\$ 70,364	314	\$ 35,085	200	\$ 56,349	1,065	\$ 236,852	1,555	\$ 254,840	4,341	\$ 793,359
Payments - Returned	-	\$ -	-	\$ -	-	\$ -	-	\$ -	1	\$ (25)	-	\$ -	1	\$ (25)
Payments - Net	804	\$ 139,869	403	\$ 70,364	314	\$ 35,085	200	\$ 56,349	1,064	\$ 236,827	1,555	\$ 254,840	4,340	\$ 793,334
Payment Agreements Established	164	\$ 194,941	110	\$ 120,701	73	\$ 54,678	51	\$ 82,732	171	\$ 373,431	319	\$ 379,238	888	\$ 1,205,720
Total outstanding balances at ORC as of 6/30/2022	737	\$ 1,569,688	550	\$ 1,012,487	292	\$ 413,966	169	\$ 344,091	1,088	\$ 3,213,987	1,226	\$ 2,850,167	4,062	\$ 9,404,387

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – Y
DATE: December 13-14, 2023

SUBJECT

General Education Assessment Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.7](#) – Undergraduate General Education Requirements

[BOR Policy 2.3.9](#) – Assessment

[AAC Guideline 2.3.7.A](#) – General Education Curriculum Requirements

[AAC Guideline 2.3.9.A](#) – General Education Assessment Reporting

BACKGROUND / DISCUSSION

BOR Policy 2.3.9, Section 2.1, outlining institutional and system responsibilities regarding the assessment of the general education program, states that each institution shall:

“Assess and analyze student achievement of the goals and learning outcomes of the established SDBOR System General Education Requirements. Each university will submit a report of their assessment findings annually to the Board at its December meeting. AAC Guidelines outline the required components of the report.”

AAC Guideline 2.3.7.A, Section 5 specifies that each university assess two of the six general education goals per year on a rotating basis, prepare a general education report, and submit the report to the Board of Regents Vice President for Academic Affairs using the University Annual General Education Assessment Report Template.

Each institution assessed Goal 3: Social Sciences and Goal 6: Natural Sciences in 2021-2022, ensuring that their process included general education courses from across the relevant content areas, modalities, locations, and terms. Student artifacts (papers, assignments, projects, test responses) were evaluated using rubrics aligned to the relevant student learning outcomes listed in AAC Guideline 2.3.7.A General Education Curriculum Requirements.

Across the system, observed proficiency rates were satisfactory across all learning outcomes. In aggregate, over 70% of the artifacts reviewed were evaluated to be proficient

(Continued)

INFORMATIONAL ITEM

or excellent for the three student learning outcomes for Goal 3, and 75% of the artifacts reviewed were deemed to be proficient or excellent for the Goal 6 student learning outcomes. Institution-level analyses suggest student performance remained consistent (if not improved) across each student learning outcome compared to the last time Goals 3 and 6 were evaluated (2018-2019).

In each of the attached assessment reports, the institutions described the results of their analyses. All of the reports described changes and improvements made to the general education assessment process compared to the previous assessment cycle. Multiple reports ascribed improvements in student performance to greater coordination among the faculty within disciplines, specifically developing shared course learning outcomes, using the same texts and materials, and developing common assessment methods.

The institutional reports also discussed how the assessment process might be improved in the future. Common recommendations included sampling more sections, developing more precise rubrics, coordinating artifact selection, and creating assessment training opportunities. Faculty also noted that there would be value in facilitating conversations between the various disciplines represented in Goals 3 and 6. Improvement could be supported at the system level by working with the respective discipline councils to write clearer student learning outcomes for each of the general education goals. Dr. Carriveau will continue to work with the relevant discipline councils and the system general education committee to discuss the findings, revisit the student learning outcomes, and discuss improvements to the assessment process.

IMPACT AND RECOMMENDATION

Informational item.

ATTACHMENTS

Attachment I – BHSU General Education Assessment Report
Attachment II – DSU General Education Assessment Report
Attachment III – NSU General Education Assessment Report
Attachment IV – SDSMT General Education Assessment Report
Attachment V – SDSU General Education Assessment Report
Attachment VI – USD General Education Assessment Report



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

Black Hills State University	2021-2022	
Institution	Academic Year Reporting Period	
Dan May	<i>Dan May</i>	11/14/2023
Assessment Representative	Institutional Approval Signature	Date
Jon Kilpinen		
Provost	Provost Approval Signature	Date

Section 1. Introduction

This document is an overview of the assessment of General Education Goal 3: Social Sciences and Goal 6: Natural Sciences performed at Black Hills State University in 2021-2022. The System General Education Goal 3 for the Social Sciences reads: “Students will understand the organization, potential, and diversity of the human community through study of the social sciences.” The System General Education Goal 6 for the Natural Sciences reads: “Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.”

Section 2: Goals Assessed

Goal Assessed: Goal 3: Social Sciences

Methodology: BHSU faculty gathered student artifacts, created a rubric to assign performance indicators to the artifacts, and then applied that rubric to the artifacts.

Level of Achievement/Learning Outcome: BHSU faculty used the language in the goal to create specific performance indicators to assess the System General Education Goal. A rubric for applying these indicators was applied to student artifacts across the following Learning Outcomes:

SLO1: Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines.

SLO2: Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts.

SLO3: Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts.

The results are summarized in the next section.

Goal Assessed: Goal 6: Natural Sciences

Methodology: BHSU faculty gathered student artifacts, created a rubric to assign performance indicators to the artifacts, and then applied that rubric to the artifacts.

Level of Achievement/Learning Outcome: BHSU faculty used the language in the goal to create specific performance indicators to assess the System General Education Goal. A rubric for applying these indicators was applied to student artifacts across the following Learning Outcomes:

SLO1: Explain the nature of science, including how scientific explanations are formulated, tested, and modified or validated.

SLO2: Distinguish between scientific and non-scientific evidence and explanations and use scientific evidence to construct arguments related to contemporary issues.

SLO3: Apply basic observational, quantitative, or technological methods to gather and analyze data and generate evidence-based conclusions in a laboratory setting.

SLO4: Understand and apply foundational knowledge and discipline-specific concepts to address issues, solve problems, or predict natural phenomena.

Section 3. Findings

Goal Assessed: Goal 3: Social Sciences

Interpretation of Findings: Each artifact was analyzed using the rubric. Artifacts exceeding the standard (“Exemplary”) were given a 3, those meeting the standard (“Proficient”) were given a 2, and those not achieving the standard (“Below Proficient”) were given a 1.

The following table summarizes the results.

Learning Outcome(s)	Assessment(s)	Type	Data/Results
SLO1: Identify and explain basic concepts, terminology,	Analysis Papers: Students in AIS 257 (N=15) and	Performance Assessment: This type of assessment integrates knowledge, skills, and activity to demonstrate competence.	All artifacts (N=34) – the mean score was 1.94 Only AIS students (N=15) – the mean score was 1.93

theories, and systems of inquiry of the selected social science disciplines.	PSYC 101 (N=29) wrote analysis papers requiring them to explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines.		Only PSYC students (N=19) – the mean score was 1.95. Among these students, 73.5% met or exceeded the standard. Analysis of student analysis papers indicates that students are achieving expectations in this area as indicated by mean scores near 2 for the sampled artifacts.
SLO1: Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines.	Online Discussion: Students in SOC 100 (N=23) participated in online discussions requiring them to explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines.	Locally Developed Achievement Measures: This type of assessment generally is one that has been created by the individual faculty members, their department, the college or the university to measure specific achievement outcomes, usually identified by the department and its faculty.	All artifacts (N=16) – the mean score was 2.13. Among these students, 75.0% met or exceeded the standard. Analysis of student discussions indicates that students are achieving expectations in this area as indicated by mean scores above 2 for the sampled artifacts.
SLO2: Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts.	Analysis Papers: Students in AIS 257 (N=15) and PSYC 101 (N=29) wrote analysis papers requiring them to apply social science concepts and theories to real-world issues.	Performance Assessment. This type of assessment integrates knowledge, skills, and activity to demonstrate competence.	All artifacts (N=34) – the mean score was 1.97 Only AIS students (N=15) – the mean score was 2.00 Only PSYC students (N=19) – the mean score was 1.95. Among these students, 82.4% met or exceeded the standard. Analysis of student analysis papers indicates that students are achieving expectations in this area as indicated by mean scores near or above 2 for the sampled artifacts.

<p>SLO2: Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts.</p>	<p>Online Discussion: Students in SOC 100 (N=23) participated in online discussions requiring them to apply social science concepts and theories to real-world issues.</p>	<p>Locally Developed Achievement Measures: This type of assessment generally is one that has been created by the individual faculty members, their department, the college or the university to measure specific achievement outcomes, usually identified by the department and its faculty.</p>	<p>All artifacts (N=16) – the mean score was 1.63. Among these students, 56.3% met or exceeded the standard. Analysis of student discussions indicates that students are not achieving expectations in this area as indicated by mean scores below 2 for the sampled artifacts.</p>
<p>SLO3: Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts.</p>	<p>Analysis Papers: Students in AIS 257 (N=15) and PSYC 101 (N=29) wrote analysis papers requiring them to analyze the extent and impact of diversity on individuals, cultures, or societies using social science methods and concepts.</p>	<p>Performance Assessment. This type of assessment integrates knowledge, skills, and activity to demonstrate competence.</p>	<p>All artifacts (N=33) – the mean score was 1.91 Only AIS students (N=15) – the mean score was 2.00 Only PSYC students (N=18) – the mean score was 1.78. Among all students, 69.7% met or exceeded the standard. Analysis of student analysis papers indicates that students are not achieving expectations in this area as indicated by the mean scores below 2 for the sampled artifacts.</p>
<p>SLO3: Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science</p>	<p>Online Discussion: Students in SOC 100 (N=23) participated in online discussions requiring them to analyze the extent and impact of diversity on individuals,</p>	<p>Locally Developed Achievement Measures: This type of assessment generally is one that has been created by the individual faculty members, their department, the college or the university to measure specific achievement outcomes, usually identified by the department and its faculty.</p>	<p>All artifacts (N=16) – the mean score was 2.19. Among these students, 81.3% met or exceeded the standard. Analysis of student discussions indicates that students are achieving expectations in this area as indicated by mean scores above 2 for the sampled artifacts.</p>

methods and concepts.	cultures, or societies using social science methods and concepts.		
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Comparison of Findings from Prior Period: The overall mean achievement scores for SLO 1, SLO 2, and SLO 3 were lower than the mean scores calculated three years ago. The mean for SLO 2 is considerably lower than the previous mean score. Although student achievement in AIS remained steady, the achievement scores for PSYC 101 and SOC 100 were lower than comparable courses in 2019.

The reported results demonstrate that most students achieved or exceeded each of the student learning outcomes outlined in General Education Goal 3. The range was 74.0% of students meeting or exceeding the requirements for SLO 1 and SLO 2, to 75.5% of students meeting or exceeding the requirements for SLO 3. These percentages fell by about 4 points for SLO 1 and SLO 2, while SLO 3's percentages were essentially unchanged. The lack of data from other social science disciplines prevents drawing firm conclusions.

Goal Assessed: Goal 6: Natural Sciences

Interpretation of Findings: Each artifact was analyzed using the rubric. Artifacts exceeding the standard ("Exemplary") were given a 3, those meeting the standard ("Proficient") were given a 2, and those not achieving the standard ("Below Proficient") were given a 1.

The following table summarizes the results.

Learning Outcome(s)	Assessment(s)	Type	Data/Results
SLO1: Explain the nature of science, including how scientific explanations are formulated, tested, and modified or validated.	Quiz: Students in BIOL 103 (N=15) were given a quiz testing their understanding of the scientific method.	Locally Developed Achievement Measures: This type of assessment generally is one that has been created by the individual faculty members, their department, the college or the university to measure specific achievement outcomes, usually identified by the department and its faculty.	All artifacts (N=14) – the mean score was 1.93. Among these students, 71.4% met or exceeded the standard. Analysis of student quizzes indicates that students are achieving expectations in this area as indicated by mean scores near 2 for the sampled artifacts.
SLO1: Explain the nature of science, including how scientific	Analysis Paper: Students in CHEM 106 (N=22) wrote an analysis	Performance Assessment. This type of assessment integrates knowledge, skills, and activity to demonstrate competence.	All artifacts (N=19) – the mean score was 1.95. Among these students, 89.5% met or exceeded the standard. Analysis of student analysis papers indicates that students

explanations are formulated, tested, and modified or validated.	paper requiring them to explain the scientific method and apply it to a real-world problem.		are achieving expectations in this area as indicated by mean scores near 2 for the sampled artifacts.
SLO2: Distinguish between scientific and non-scientific evidence and explanations and use scientific evidence to construct arguments related to contemporary issues.	Analysis Papers: Students in BIOL 103 (N=15) and in CHEM 106 (N=22) wrote analysis papers requiring them to distinguish between scientific and pseudo-scientific claims reported in popular media.	Performance Assessment. This type of assessment integrates knowledge, skills, and activity to demonstrate competence.	All artifacts (N=20) – the mean score was 2.00 Only BIOL students (N=8) – the mean score was 2.25 Only CHEM students (N=12) – the mean score was 1.83. Among all students, 80.0% met or exceeded the standard. Analysis of student analysis papers indicates that students are achieving expectations in this area as indicated by mean scores at or above 2 for the sampled artifacts.
SLO3: Apply basic observational, quantitative, or technological methods to gather and analyze data and generate evidence-based conclusions in a laboratory setting.	Labs: Students in BIOL 103 (N=15) and in CHEM 106 (N=22) conducted laboratory experiments to gather and analyze data and make evidence-based conclusions based on those data.	Performance Assessment. This type of assessment integrates knowledge, skills, and activity to demonstrate competence.	All artifacts (N=36) – the mean score was 2.08 Only BIOL students (N=15) – the mean score was 2.20 Only CHEM students (N=21) – the mean score was 2.00. Among all students, 86.1% met or exceeded the standard. Analysis of student labs indicates that students are achieving expectations in this area as indicated by the mean scores at or above 2 for the sampled artifacts.
SLO4: Understand and apply foundational knowledge and discipline-specific concepts to address	Analysis Paper: Students in BIOL 103 (N=15) wrote an analysis paper requiring them to explain the scientific method and	Locally Developed Achievement Measures: This type of assessment generally is one that has been created by the individual faculty members, their department, the college or the university to measure specific achievement	All artifacts (N=10) – the mean score was 2.80. Among these students, 100.0% met or exceeded the standard. Analysis of student analysis papers indicates that students are achieving expectations in this area as indicated by mean scores above 2 for the sampled artifacts.

issues, solve problems, or predict natural phenomena.	apply it to a real-world problem.	outcomes, usually identified by the department and its faculty.	
SLO4: Understand and apply foundational knowledge and discipline-specific concepts to address issues, solve problems, or predict natural phenomena.	Lab: Students in CHEM 106 (N=22) conducted a laboratory experiment requiring them to apply foundational knowledge and discipline-specific concepts to solve a real-world problem.	Performance Assessment. This type of assessment integrates knowledge, skills, and activity to demonstrate competence.	All artifacts (N=19) – the mean score was 2.00. Among these students, 100.0% met or exceeded the standard. Analysis of student labs indicates that students are achieving expectations in this area as indicated by mean scores at 2 for the sampled artifacts.

Comparison of Findings from Prior Period: The mean scores for SLO 1 and SLO 2 dropped slightly from the mean scores calculated three years ago, but the mean scores for SLO 3 and SLO 4 rose slightly over the same period. Less data was gathered than from three years ago, so it is impossible to draw firm conclusions regarding student learning across the natural sciences. Still, the mean scores comparing BIOL 101 (2019) to BIOL 103 (2022) and CHEM 106 (both years) show declining achievement across SLO 1, SLO2, and SLO3. The CHEM 106 scores on SLO 4 also declined, but the BIOL 103 scores rose significantly.

The reported results demonstrate that nearly all students achieved or exceeded three of the student learning outcomes outlined in General Education Goal 6. The range was 81.8% of students meeting or exceeding the requirements for SLO 1 to 100.0% of students meeting or exceeding the requirements for SLO 4. These percentages rose about 6 points for SLO 2, and 10 points for SLO 4, while SLO 1's percentages were practically unchanged. The dramatic increases across two of the learning objectives suggest that the changes recommended in the last General Education Assessment are working.

The reported results reveal that fewer students achieved or exceeded Student Learning Outcome 3, however. In fact, the percentage of students who achieved or exceeded SLO 3 fell nearly 20 points from three years ago. Much of this decrease can be attributed to the nearly 1-point achievement drop in the CHEM 106 labs on the Rapid City campus, although its mean falls near the middle of the range of the CHEM and GEOL lab means reported in 2019.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 3: Social Sciences

Most students achieved or exceeded each of the student learning outcomes outlined in General Education Goal 3. The relative decrease in percentage of students doing so, however, warrants continued monitoring. The reported drop in student achievement for SLO 2 in SOC 100 ($M = 1.63$ versus 1.85 for SOC 150 in 2019) suggests that the online discussions may need to be revised.

Goal Assessed: Goal 6: Natural Sciences

Most students achieved or exceeded each of the student learning outcomes outlined in General Education Goal 6. The lower levels of student achievement in SLO3 in some courses, including on the Rapid City campus, suggests further monitoring and possible revisions of those sections. Furthermore, the smaller amount of data from some laboratory courses prevents drawing firm conclusions, but the reported drop in laboratory learning overall suggests that the natural science labs may need to be redesigned.

Section 5. Summary

This document describes the assessment procedure of SDBOR General Education Goal 3: Social Sciences and Goal 6: Natural Sciences performed at Black Hills State University in 2021-2022. According to that assessment, most students achieved or exceeded each of the student learning outcomes outlined in both of those goals.



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General Education Assessment Form

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NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

Dakota State University	2021-2022	
Institution	Academic Year Reporting Period	
Dr. Jeanette McGreevy		
Assessment Representative	Institutional Approval Signature	Date
Dr. Rebecca Hoey		October 31, 2022
Provost	Provost Approval Signature	Date

Section 1. Introduction

Dakota State University assesses all six general education System Graduation Requirements (SGRs) annually. Each of the six general education areas (English, Oral Communication, Social Sciences, Fine Arts/Humanities, Math, and Natural Sciences) has a designated faculty assessment leader who, in collaboration with other faculty teaching general education courses during the academic year, determines the course sections that will be included in each general education assessment area annually, course-embedded measures aligned with learning outcomes, targets, benchmarks, and use of results for improvement.

General education assessment leaders annually report learning outcome results to DSU’s institutional Academic Assessment Coordinating Committee for accountability and feedback. The information provided in this report is extracted from DSU’s Trojan Assessment Profile (TAP), an online assessment platform from the vendor Nuventive that DSU began piloting in 2019-2020. General Education assessment leaders started using TAP in 2020-2021 as the repository for assessment plans, reports, and document storage.

As required by BOR Policy 2.11 (Assessment), this report includes learning outcomes results for Dakota State University students for the 2021-2022 academic year in the general education areas of SOCIAL SCIENCES and NATURAL SCIENCES.

Section 2: Goals Assessed 2021-2022:

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Methodology:

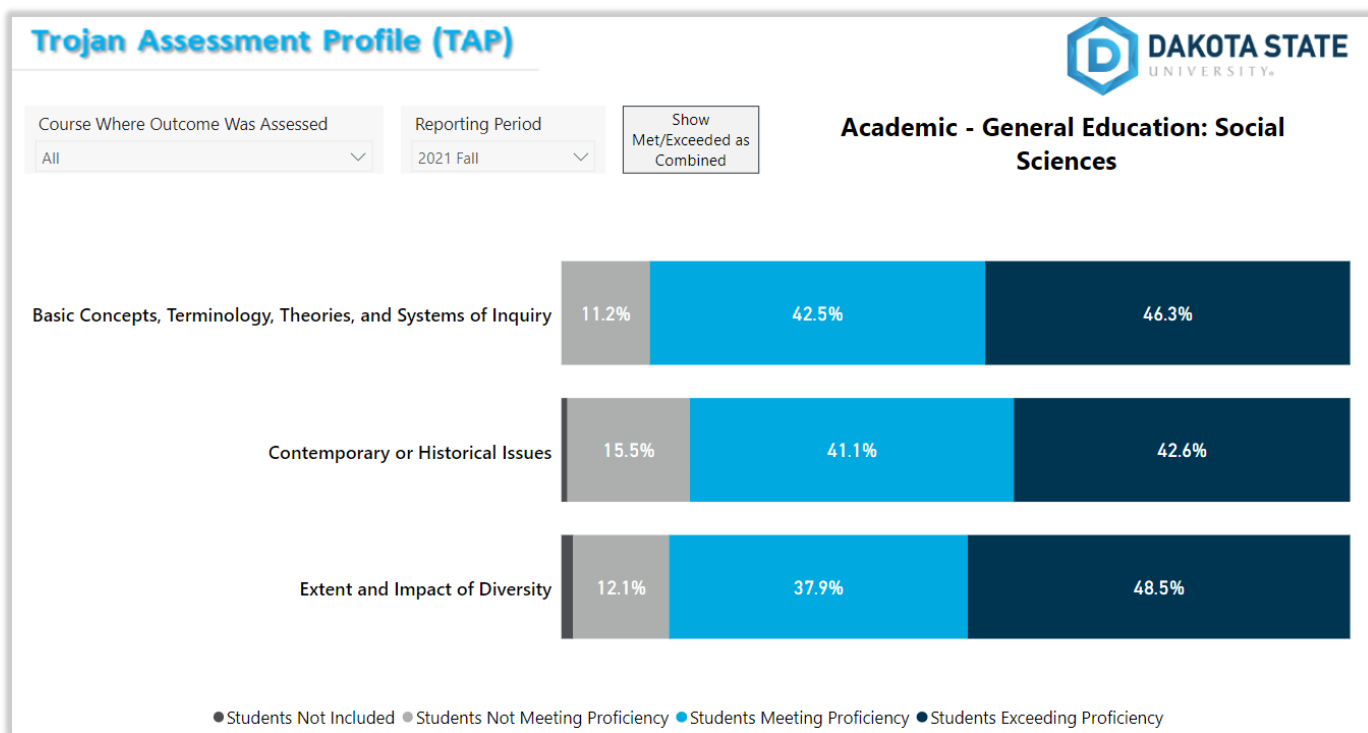
- Number of courses in sample
 - Basic Concepts, Terminology, Theories, and Systems of Inquiry: 3
 - Contemporary or Historical Issues: 3
 - Extent and Impact of Diversity: 3

- Number of students assessed
 - Basic Concepts, Terminology, Theories, and Systems of Inquiry: 134
 - Contemporary or Historical Issues: 129
 - Extent and Impact of Diversity: 132
- Measurement instruments selected
 - Exam #1: Covering Introductory Economics and Supply/Demand, Final Project (Individual and Team Parts, Exam 1, Unit Exam, Final Essay, Exam 2 Elasticity and Government Policies, Culture Project and Final Project, Course Discussions, Exam 4 Externalities/Goods/Common Resources

Level of Achievement/Learning Outcome

Note: "Students Not Included" indicates the % of students, for example, who did not hand in the assignment used for learning outcomes assessment.

- Basic Concepts, Terminology, Theories, and Systems of Inquiry
 - Exceeding Proficiency: 46.3%
 - Meeting Proficiency: 42.5%
 - Not Meeting Proficiency: 1.2%
 - Students Not Included: 0%
- Contemporary or Historical Issues
 - Exceeding Proficiency: 42.6%
 - Meeting Proficiency: 41.1%
 - Not Meeting Proficiency: 15.5%
 - Students Not Included: 1%
- Extent and Impact of Diversity
 - Exceeding Proficiency: 48.5%
 - Meeting Proficiency: 37.9%
 - Not Meeting Proficiency: 12.1%
 - Students Not Included: 1.5%



GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

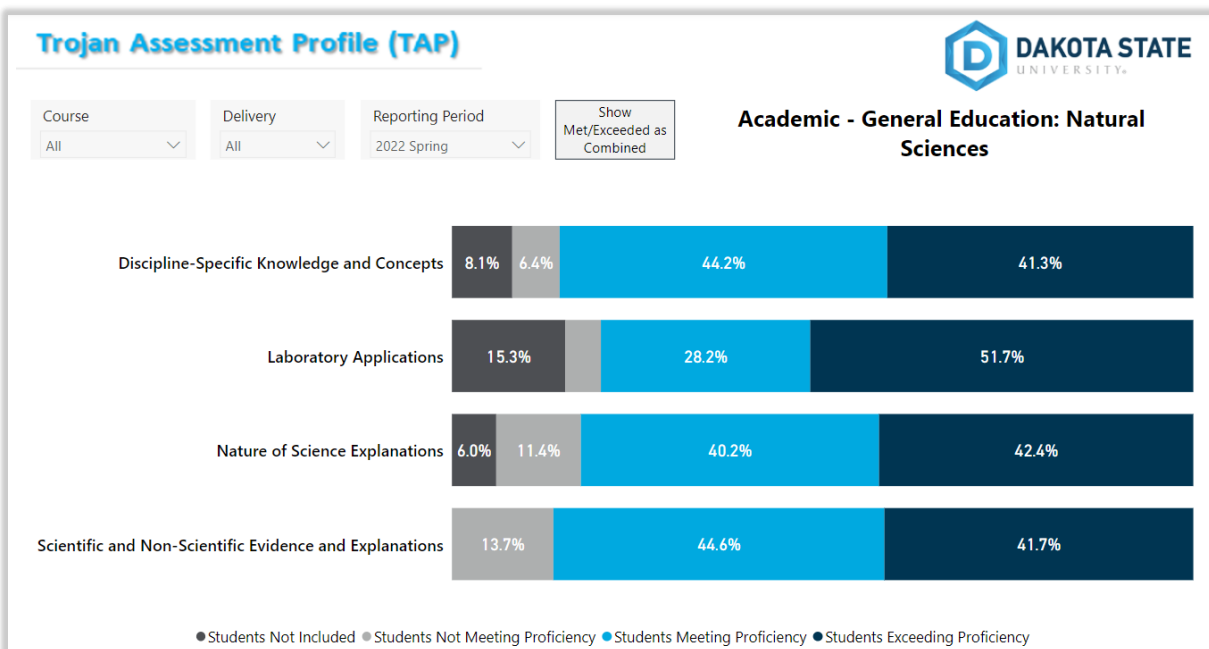
Methodology:

- Number of courses in sample
 - Laboratory Applications: 4
 - Natural Phenomena: 4
 - Nature of Science Explanations: 4
 - Scientific and Non-Scientific Evidence and Explanations: 4
- Number of students assessed
 - Laboratory Applications: 209
 - Natural Phenomena: 172
 - Nature of Science Explanations: 184
 - Scientific and Non-Scientific Evidence and Explanations: 168
- Measurement instruments selected
 - Lecture Group Assignment, Lab, Quiz: Scientific Method Concepts & Experiment Design, Exam, Group Presentations, Laboratory Activity & Report, Laboratory Experiment & Analyzed Results, Physical Simulation Laboratory, Final Exam, Lab Exercises 2, 5, & 9 Real-Life Scenarios.

Level of Achievement/Learning Outcome:

Note: "Students Not Included" indicates the % of students, for example, who did not hand in the assignment used for learning outcomes assessment.

<ul style="list-style-type: none"> • Laboratory Applications <ul style="list-style-type: none"> ○ Exceeding Proficiency: 51.7% ○ Meeting Proficiency: 28.2% ○ Not Meeting Proficiency: 4.8% ○ Students Not Included: 15.3% • Discipline-Specific Knowledge & Concepts <ul style="list-style-type: none"> ○ Exceeding Proficiency: 41.3% ○ Meeting Proficiency: 44.2% ○ Not Meeting Proficiency: 6.4% ○ Students Not Included: 8.1% 	<ul style="list-style-type: none"> • Nature of Science Explanations <ul style="list-style-type: none"> ○ Exceeding Proficiency: 42.4% ○ Meeting Proficiency: 40.2% ○ Not Meeting Proficiency: 11.4% ○ Students Not Included: 6.0% • Scientific and Non-Scientific Evidence and Explanations <ul style="list-style-type: none"> ○ Exceeding Proficiency: 41.7% ○ Meeting Proficiency: 44.6% ○ Not Meeting Proficiency: 13.7% ○ Students Not Included: 0%
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Section 3. Findings

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Interpretation of Findings:

Samples of faculty conclusions from DSU's Trojan Assessment Profile:

- Even though more than two students in the class received D's and F's, they still met the proficiency requirements for this learning outcome, which was great. Class attendance and not submitting weekly assignments contributed to the lower grades in the class.
- The test questions were related to the material covered. In the future, I will make the questions using a higher level of knowledge/recall.
- Students who did not meet proficiency performed in a way that showed they did not properly prepare for the exam.
- The final essay was instrumental in showing the ability of the students to apply sociological theory to the subject of their choosing, and their ability to analyze the subject using the lens of sociological theory.
- Students did poorly who didn't read the question.
- Continue to accentuate the importance of learning the S/D/ model involving price controls, per-unit taxes, and elasticity.
- Using both the Final Project and a midterm Culture Project made it easy to assess the outcome. Students also really enjoyed (and got into) the Culture Project, so meeting and exceeding the proficiency was not only easier for them, but also fun.
- The discussions are beneficial for the students in helping them assess concepts and apply them to their daily lives. Reflecting on how race/ethnicity, gender roles, and social class have impacted their lives and discussing these issues with their colleagues is an excellent way to share different approaches to these issues.
- Students who did poorly didn't prepare adequately.
- Close to meeting the benchmark. Continue to accentuate the ideas of externalities, public goods, and common resources—and the diversity that they add to the field of microeconomics as a pure social science.

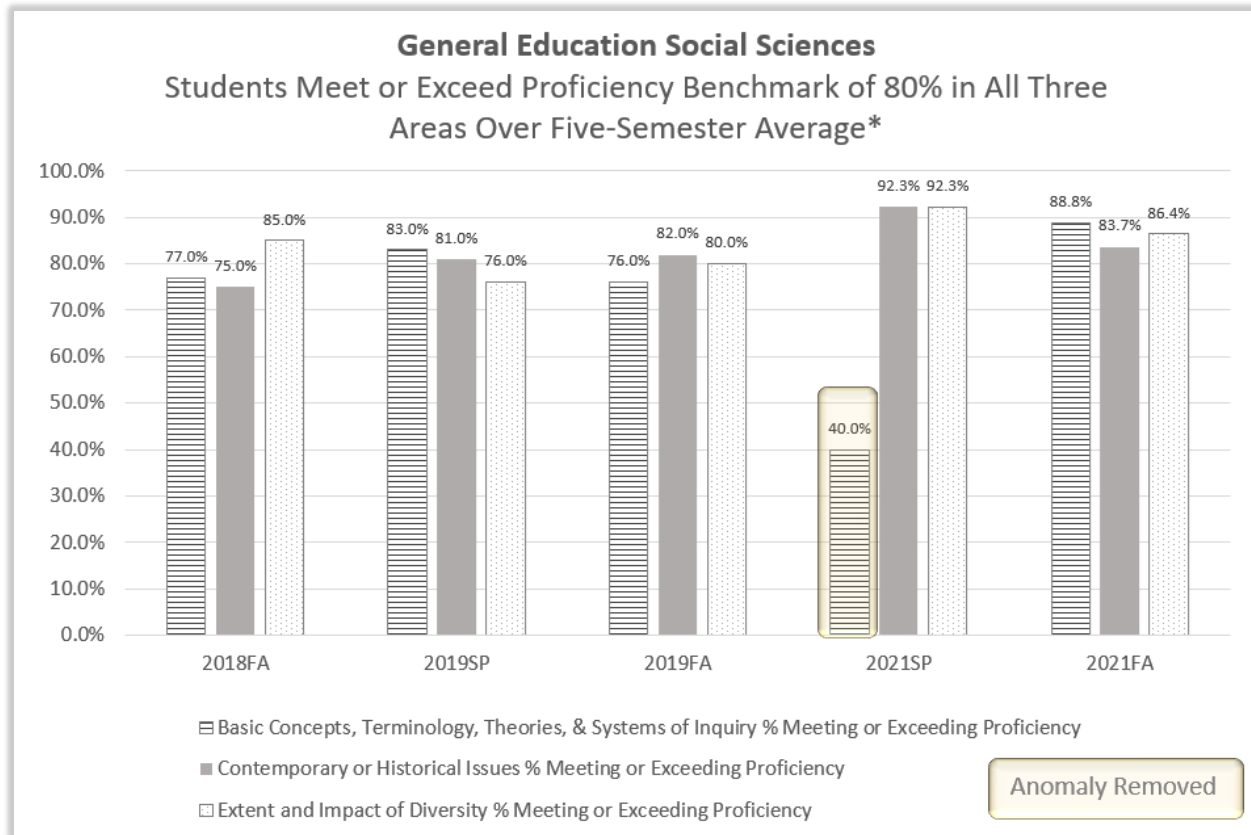
Comparison of Findings from Prior Period:

% of Students Meeting or Exceeding Proficiency in Social Sciences		
Social Studies Goal Areas	2020-2021 Academic Year (Spring 2021)	2021-2022 Academic Year (Fall 2021)
Basic Concepts, Theories, and Systems of Inquiry	(anomaly) 40.0%	88.8%*
Contemporary or Historical Issues	92.3%*	83.7%*
Extent and Impact of Diversity	92.3%*	86.4%*

*Met Long-Term Benchmark of 80% Meeting or Exceeding Proficiency

Student performance results are best reviewed from the perspective of long-term trends to reduce invalid inferences as a result of sampling bias, testing error, and/or score anomalies. Prior to DSU's implementation of its Trojan Assessment Profile (TAP) in 2020, the university collected general education results via a Qualtrics survey. Prior results from that process in addition to TAP provide a longer view of DSU student performance in social science goal areas (see next page).

SOCIAL SCIENCES General Education Learning Outcomes Reporting Terms	Basic Concepts, Terminology, Theories, & Systems of Inquiry % Meeting or Exceeding Proficiency	Contemporary or Historical Issues % Meeting or Exceeding Proficiency	Extent and Impact of Diversity % Meeting or Exceeding Proficiency
2018FA	77.0%	75.0%	85.0%
2019SP	83.0%	81.0%	76.0%
2019FA	76.0%	82.0%	80.0%
2021SP	(anomaly) 40.0%	92.3%	92.3%
2021FA	88.8%	83.7%	86.4%
	324.8%	414.0%	419.7%
	65%	83%	84%
	Average	Average	Average



OL learners scored higher than F2F learners in social sciences concepts, terminology, theories, and systems of inquiry.

Social Sciences 2021-2022				Meeting or Exceeding Proficiency	
General Education Learning Outcome Area with OL vs F2F Comparison	Proficiency Level	% of Students		F2F	OL
		F2F	OL		
Basic Concepts, Terminology, Theories, and Systems of Inquiry	Exceeding Proficiency	46.7%	45.5%	84.5%	97.8%
	Meeting Proficiency	37.8%	52.3%		
	Not Meeting Proficiency	15.6%	2.3%		
	Students Not Included	0.0%	0.0%		

GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

Interpretation of Findings:

Samples of faculty conclusions from DSU's Trojan Assessment Profile:

- The assignment is effective for covering this learning outcome.
- Students understood the material which covered both content of the course, as well as understanding how the scientific method works in an experiment.
- Students understood the material.
- Lectures and class discussions empowered students to acquire and demonstrate a solid understanding of the basics of scientific methods and the testing of hypotheses.
- Additional information on non-scientific evidence should be presented.
- Students do well on questions dealing with current issues because of relevancy to their lives.
- Students showed a remarkable understanding of using science to study current issues.
- The laboratory is an effective tool for student learning of this benchmark.
- Students understood the material regarding the application of observational, quantitative, and geographic (map) methodologies.
- Students were able to effectively apply observational and quantitative methods to arrive at evidence-based conclusions in a lab setting.
- This laboratory is an effective learning tool.
- Students met the proficiency and understood the material provided.
- Students demonstrated an understanding of the material presented.
- The results are generally encouraging, but there is still room for improvement.

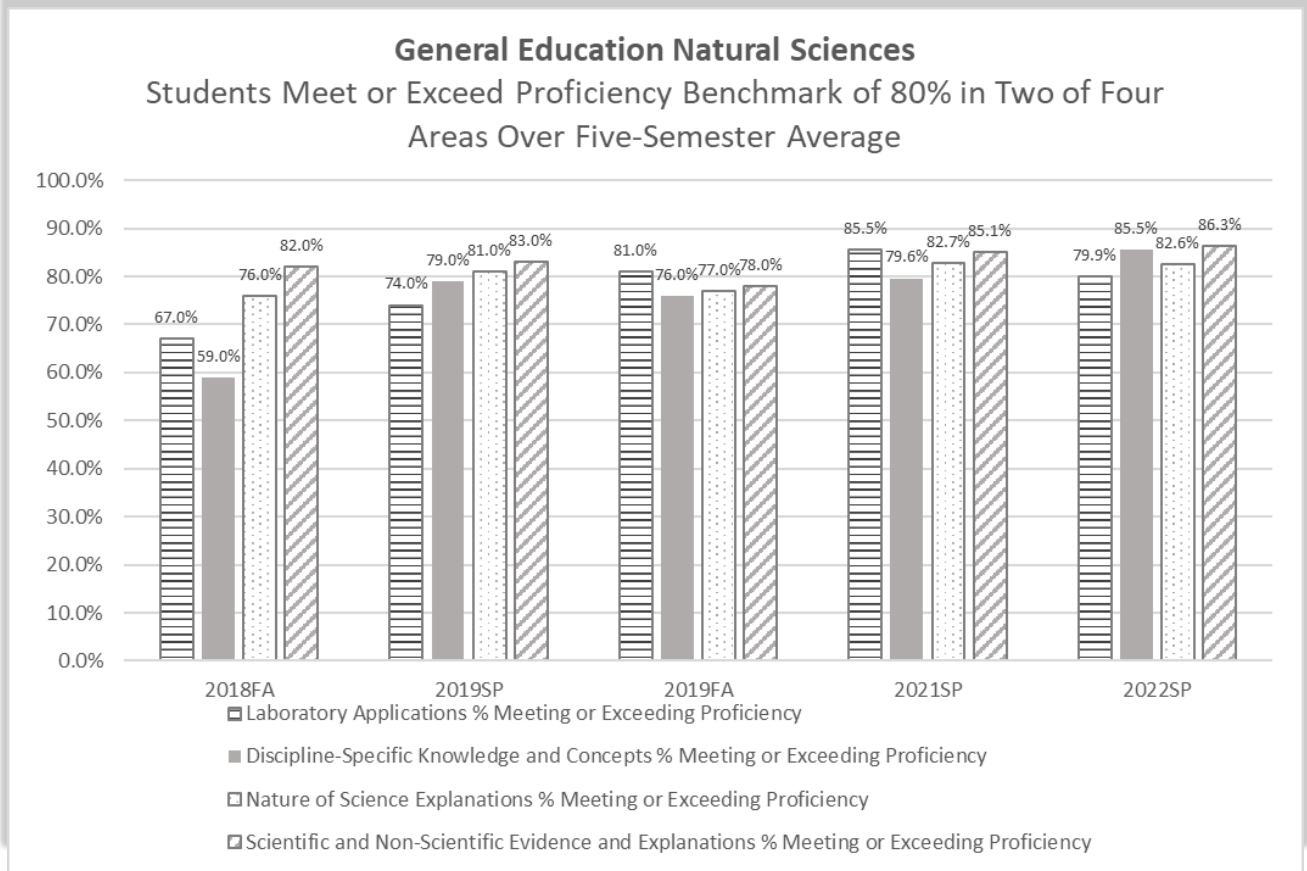
Comparison of Findings from Prior Period:

% of Students Meeting or Exceeding Proficiency in Natural Sciences		
Natural Sciences Goal Areas	2020-2021 Academic Year (Spring 2021)	2021-2022 Academic Year (Spring 2022)
Laboratory Applications	85.5%*	79.9%*
Natural Phenomena	79.6%*	85.5%*
Nature of Science Explanations	82.7%*	82.6%*
Scientific & Non-Scientific Evidence/Explanations	85.1%*	86.3%*

*Met Long-Term Benchmark of 80% Meeting or Exceeding Proficiency

Student performance results are best reviewed from the perspective of long-term trends to reduce invalid inferences as a result of sampling bias, testing error, and/or score anomalies. Prior to DSU's implementation of its Trojan Assessment Profile (TAP) in 2020, the university collected general education results via a Qualtrics survey. Prior results from that process in addition to TAP provide a longer view of DSU student performance in social science general education goal areas.

NATURAL SCIENCES General Education Learning Outcomes Reporting Terms	Laboratory Applications % Meeting or Exceeding Proficiency	Discipline-Specific Knowledge and Concepts % Meeting or Exceeding Proficiency	Nature of Science Explanations % Meeting or Exceeding Proficiency	Scientific and Non-Scientific Evidence and Explanations % Meeting or Exceeding Proficiency
2018FA	67.0%	59.0%	76.0%	82.0%
2019SP	74.0%	79.0%	81.0%	83.0%
2019FA	81.0%	76.0%	77.0%	78.0%
2021SP	85.5%	79.6%	82.7%	85.1%
2022SP	79.9%	85.5%	82.6%	86.3%
	387.4%	379.1%	399.3%	414.4%
	77%	76%	80%	83%
	Average	Average	Average	Average



Online learners scored higher than F2F learners in knowledge/concepts and evidence/explanations; lower in laboratory application

Natural Sciences 2021-2022		% of Students		Meeting or Exceeding Proficiency		
		F2F	OL	F2F	OL	
General Education Learning Outcome Area	Proficiency Level	F2F	OL	F2F	OL	
	Discipline-Specific Knowledge and Concepts	Exceeding Proficiency	52.8%	21.9%	82.4%	90.7%
		Meeting Proficiency	29.6%	68.8%		
		Not Meeting Proficiency	8.3%	3.1%		
Students Not Included		9.3%	6.3%			
Laboratory Applications	Exceeding Proficiency	73.0%	23.1%	91.5%	64.9%	
	Meeting Proficiency	17.8%	41.8%			
	Not Meeting Proficiency	8.5%	35.2%			
	Students Not Included	0.0%	0.0%			
Nature of Science Explanations	Exceeding Proficiency	66.1%	0.0%	83.9%	80.3%	
	Meeting Proficiency	17.8%	80.3%			
	Not Meeting Proficiency	16.1%	3.0%			
	Students Not Included	0.0%	16.7%			
Scientific and Non-Scientific Evidence and Explanations	Exceeding Proficiency	31.5%	60.0%	84.3%	90.0%	
	Meeting Proficiency	52.8%	30.0%			
	Not Meeting Proficiency	15.7%	10.0%			
	Students Not Included	0.0%	0.0%			

Section 4. Plans for Continuous Improvement

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

- Opportunities for Improvement: Our main accomplishment is that the majority of students are meeting or exceeding proficiency in each of the three goal areas. We chose to only have a few faculty complete the assessment initially so that we could determine issues and problems with assessing and reporting. Therefore, while all of the Social Sciences are not represented in our numbers, the small sample still highlights that students are meeting or exceeding proficiency in the three goal areas.
Faculty Use of Results:
 - The course grade did not necessarily equate with meeting or exceeding the proficiency in this outcome. Therefore, I will investigate the reasons why further, so that meeting and exceeding the proficiency aligns more with course grades. It appears that not doing the weekly assignments and/or coming to class contributed to a lower course grade (even though proficiencies were met).
 - I will cover more of the exam material in review.
 - The final essay was instrumental in showing that ability of the students to apply sociological theory to a subject of their choosing and their ability to analyze the subject using the lens of sociological theory.
 - I will cover exam taking more thoroughly.
 - I will cover diversity better next time.
- Areas of Strength:
 - As discussed in the Greatest Accomplishments category, we started out with only having a few faculty members enter data, so that we could monitor any issues with assessing or reporting. One issue that arose was using exams as an assessment tool. The higher percentage than we would like of not meeting proficiency occurred because a faculty member used short answer/ essay questions as part of his assessment. However, a high percentage of students in his classes do not answer those questions, so his results definitely skewed our overall results. This is something that he is addressing, and that we have shared with all Social Science faculty.
 - Another improvement that we are considering making is just having all Social Science faculty who teach General Education classes assess and report each class each semester. That way our data will be more representative and useful to us, since only one or two faculty teach in each of the Social Science disciplines on campus. We will also have a larger array of assessment activities from which to evaluate and suggest for faculty who don't feel their tool is giving an accurate assessment.

GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

- Opportunities for Improvement: Faculty did not recommend any changes at this time and suggested that courses continue to be evaluated once a year. However, evaluation will rotate among Fall, Spring, and Summer as courses offered each semester differ.
Faculty Use of Results:
 - I will continue to teach the scientific method using real-world examples.
 - Students did well on this learning outcome. I will continue to provide a quality learning experience to my students and offer extra assistance to those who need it.
 - Additional examples of non-scientific evidence will be presented to students.
 - I will continue to offer my students the best instruction and help that I am capable of.
 - The assignment will continue to be used for this benchmark as well as additional labs.
 - The assessment was redesigned in the past to be a more effective tool.
 - I will carefully review the results at a more granular level to identify specific areas of improvement in the course.
- Areas of Strength: Student progress toward learning outcomes seems to be at or above expectations for most SLOs.

Section 5. Summary

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

In each of the three general education social sciences learning outcomes, the Dakota State University students assessed and reported during the 2021-2022 academic year met or exceeded the faculty-determined benchmark of 80% proficiency. Faculty teaching general education social sciences courses will continue to refine assessments aligned with learning outcomes, make adjustments in pedagogy to meet students' needs, and analyze multiple semesters of learning outcomes results to inform decision making. In five semesters of results (with one anomaly removed) of general education social sciences results starting in 2018FA, students have met the faculty-determined 80% proficiency benchmark 71% of the time across the three learning outcome areas. Additionally, online learners out-performed face-to-face learners in the social science area of basic concepts, terminology, theories, and systems of inquiry, the one area that allowed for online and face-to-face comparison results.

GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

In each of the four general education natural sciences learning outcomes, the Dakota State University students assessed and reported during the 2021-2022 academic year met or exceeded the faculty-determined benchmark of 80% proficiency. Faculty teaching general education social sciences courses will continue to refine assessments aligned with learning outcomes, make adjustments in pedagogy to meet students' needs, and analyze multiple semesters of learning outcomes results to inform decision making. In five semesters of results of general education natural sciences results starting in 2018FA, students have met the faculty-determined 80% proficiency benchmark 50% of the time across four learning outcome areas. Additionally, online learners scored higher than face-to-face learners in the natural sciences areas on discipline-specific knowledge/concepts and scientific/non-scientific evidence and explanations.



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Northern State University	<u>2021-2022</u>	
Institution	Academic Year Reporting Period	
Kristi Brownfield		10/11/2022
Assessment Representative	Institutional Approval Signature	Date
Michael Wanous		10/11/2022
Provost	Provost Approval Signature	Date

Section 1. Introduction

During 2021-22, Northern State University faculty assessed student learning related to General Education Goals 3 & 6. Per BOR Policy 2.11, Goal 3 is stated as: Students will understand the diversity and complexity of the human experience through study of the social sciences. Goal 6 is: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

Section 2: Goals Assessed

Goal Assessed: Goal 3

Methodology:

Instructors of Goal 3 courses designed assignments that prompted students to demonstrate their abilities related to each of the three learning outcomes in Goal 3. Results were collected during both the fall and spring terms from 46 sections across four different departments originating from 3 different colleges/schools for a total of 1,110 students assessed. Faculty typically used different assignments for each of the outcomes and used assignments that took place during the middle or at the end of the semester. Assignments used were varied but the most frequently reported type of assessments were exams, quizzes, and papers. Instructors were asked to complete student assessment ratings for all three outcomes according to the BOR-established rubric for each outcome within their D2L course shells with the Goal 3 rubric attached for ease of scoring student work. Faculty were also asked to submit a cover sheet for each section of a Goal 3 course they taught which summarized results and shared them with the Office of Institutional Research and Assessment, where office staff aggregated and disaggregated those results to report on student learning for the whole campus.

Level of Achievement/Learning Outcome:

For each learning outcome, faculty used three levels of proficiency for student ratings: Below Proficient, Proficient, Exemplary. The percentage of students per proficiency category and learning outcome are displayed in the following table.

Goal 3 Assessment Results	Below Proficient	Proficient	Exemplary
Learning Outcome 1: Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines	6%	46%	48%
Learning Outcome 2: Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts	7%	48%	45%
Learning Outcome 3: Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts	8%	40%	52%

Goal Assessed: Goal 6*Methodology:*

Instructors of Goal 6 courses designed assignments that prompted students to demonstrate their abilities related to each of the four learning outcomes in Goal 6. Results were collected during both the fall and spring terms from 20 sections for a total of 595 students assessed. Faculty typically used different assignments for each of the outcomes and used assignments that took place at the end of the semester. Assignments used were varied but the most frequently reported type of assessments were exams, quizzes, and lab activities or experiments. Instructors were asked to complete student assessment ratings for all four outcomes according to the BOR-established rubric for each outcome within their D2L course shells with the Goal 6 rubric attached for ease of scoring student work. Faculty were also asked to submit a cover sheet for each section of a Goal 6 course they taught which summarized results and shared them with the Office of Institutional Research and Assessment, where office staff aggregated and disaggregated those results to report on student learning for the whole campus.

Level of Achievement/Learning Outcome:

For each learning outcome, faculty used three levels of proficiency for student ratings: Below Proficient, Proficient, Exemplary. The percentage of students per proficiency category and learning outcome are displayed in the following table.

Goal 6 Assessment Results	Below Proficient	Proficient	Exemplary
Learning Outcome 1: Explain the nature of science including how scientific explanations are formulated, tested, and modified or validated.	10%	49%	41%

Learning Outcome 2: Distinguish between scientific and non-scientific evidence and explanations, and use scientific evidence to construct arguments related to contemporary issues.	19%	24%	57%
Learning Outcome 3: Apply basic observational, quantitative, or technological methods to gather and analyze data and generate evidence-based conclusions in a laboratory setting.	6%	38%	56%
Learning Outcome 4: Understand and apply foundational knowledge and discipline-specific concepts to address issues, solve problems, or predict natural phenomena.	19%	33%	48%

Section 3. Findings

Goal Assessed: Goal 3

Interpretation of Findings:

Students appear to perform relatively the same in terms of proficiency for outcomes 1 and 2. Outcome 3 has a higher proportion of students being rated as “Exemplary” versus “Proficient” in comparison to the other 2 outcomes. This is noteworthy given the rubric which asks for lower levels of reasoning ability and critical thinking (i.e., identify and apply) in outcomes 1 and 2 compared to outcome 3 (i.e., analyze). During the debrief session, faculty suggested this increase in exemplary versus proficient may be due to measurement error and faculty generally “giving the students the benefit of the doubt.”

Students performed relatively the same between the different delivery methods with Rising Scholars ratings for outcome 1 and the ratings for our Huron campus students being outliers. The high number of Rising Scholars students rated as “Exemplary” for outcome 1 (94%) is likely due to these students all coming from the same section and instructor. However, without previous assessment data for either location, it is difficult to make any substantive comparison. Further, the smaller number of students in these categories also skews the results. When comparing based on delivery term, students were more likely to be rated as “Exemplary” rather than “Proficient” in the fall compared to the spring terms. The much lower number of assessments completed in the spring compared to the fall may be a factor in this difference as this trend is the opposite compared to the last Goal 3 assessment in AY2018-2019. During the debrief session, faculty suggested this difference may be related to higher levels of “optimism” in the fall compared to the spring. There is little variation in the results between disciplines, though both CJUS and GEOG courses were more likely to rate students as “Exemplary” compared to other disciplines. Given that course sections within one discipline could all be taught by the same instructor, there is little reason to believe that differences between disciplines is due to anything other than an instructor’s assessment process (e.g., choice of assignment, use of the rubric) or self-selection bias of students enrolling in particular courses.

With student artifacts being rated in D2L, we can now tie our assessment ratings to student demographics of interest to NSU. Students appear to perform similarly regardless of gender though the disparity in female versus male students taking these courses may skew the data. We

have small numbers of students of color when data are disaggregated by race/ethnicity (n=191) leading to more variation between the groups. When analyzing aggregate categories of white and non-white students, there is no statistical difference in proficiency ratings. Despite this, we will need to continue tracking performance to have a better idea of how students of color are adapting and performing in the classrooms overall.

Comparison of Findings from Prior Period:

This assessment cycle included the addition of new types of sections being assessed (e.g., Rising Scholars, Online E-Learning) and a greater number of students assessed compared to when Goal 3 was last assessed in 2018-2019. Three years ago, 81% of students were rated as proficient or exemplary for outcome 1 (94% in AY21-22), 82% of students were rated as proficient or exemplary for outcome 2 (91% in AY21-22), and 85% of students were rated as proficient or exemplary for outcome 3 (92% in AY21-22). This indicates an overall increase of proficiency.

In 2018-2019, students were more proficient in spring sections compared to fall section. This trend is reversed here as fall students were rated higher. In terms of delivery type, when comparing on-campus and online sections to previous assessments, there is a decrease in the below proficient category for on-campus courses and an increase in the exemplary ratings. This trend also holds true with our online sections, with a marked decrease in below proficient ratings compared to AY2018-2019: 20% of students were rated as below proficient in outcome one (4% in AY2021-2022), 21% were rated as below proficient in outcome two (5% in AY2021-2022), and 14% were rated as below proficient in outcome three (3% in AY2021-2022). This increase can be potentially explained by the greater number of students that were assessed in this cycle (n=1,110) versus the previous Goal 3 assessment cycle (n=613).

When comparing across disciplines, there also seems to be a general trend of higher assessment ratings for six disciplines that participated in AY2018-2019; no results were available from PSYC to compare in the previous assessment cycle. Despite the higher ratings, there is not much variation between the different disciplines and what variation that can be seen is likely due to an instructor's assessment process (e.g., choice of assignment, use of the rubric) or self-selection bias of students enrolling in particular courses.

Goal Assessed: Goal 6

Interpretation of Findings:

Students overall are achieving, at a minimum, proficient, though there is a great deal of variation between the four outcomes. Outcome 2 simultaneously has the highest percentage of "Below Proficient" overall at 19 percent and the highest percentage of "Exemplary" at 57 percent. Faculty indicated that this bimodal distribution on Outcome 2 may be colored by specific beliefs around what is considered "scientific" information on the parts of the students. One faculty member gave the example of the controversy surrounding vaccines and the use/misuse of scientific evidence to convince the public that vaccines are harmful. While the students may believe those sorts of explanations are true, the use of debunked science commonly referenced in popular culture, news, and social media would lead instructors to rate the students below proficient Outcome 3 also has a high level of "Exemplary" (56%) and "Proficient" (38%) ratings. Faculty indicated this higher level of performance in Outcome 3 may be linked specifically to lab work which is often offered in a collaborative environment. This allows for students to act as "free riders" and do well in the

lab experiments or activities by relying on higher performing group members. Further, faculty indicated that the nature of labs and lab work in the classroom tended to allow for students to either do well or do poorly in the problem-solving and hands-on environment. Finally, faculty indicated that the timing of the assignment chosen for assessment was likely part of the higher level of proficiency displayed in Outcomes 2 and 3 as assignments later in the semester allow for more student growth and instructor correction prior to the finished product used for assessment. Faculty believe timing is also why Outcome 1 is the only outcome with a higher percentage of “Proficient” ratings (49%) compared to “Exemplary” (41%). As Outcome 1 asks students to demonstrate a basic understanding of the scientific method, most faculty address this early in the course (first 1-3 weeks) so students have not engaged with the content enough to show levels of proficiency considered “Exemplary,” particularly for students who might be engaging with a Goal 6/college-level natural science class for the first time. Similarly, faculty also noted that this outcome was more likely to be tested with quiz or exam questions which allow for less observational input on the part of the faculty.

Students performed relatively the same between the different delivery methods with our Huron campus and Rising Scholars students being more likely rated “Exemplary” on all four outcomes compared to other delivery methods. Both our Huron and Rising Scholars students were rated by single instructors for each of the sections of these courses, so we have little reason to believe this is due to anything other than an instructor’s assessment process (e.g., choice of assignment, use of the rubric) or self-selection bias of students enrolling courses. However, without previous assessment data for either location, it is difficult to make any substantive comparison. Further, the smaller number of students in these categories also skews the results. Similarly, students taking a course on-campus were more likely to be marked “Below Proficient” (34%) for outcome 2 and for outcome 4 (27%) compared to other delivery methods. Faculty suggested this difference between on-campus and online proficiency ratings were likely due to the lower number of online students assessed (8 sections taught online did not submit ratings for AY21-22) and the potential for online students to cheat. For the discrepancy in Rising Scholars ratings, faculty indicated this was likely due to lack of rubric calibration to align instructor expectations to a higher standard expected by the faculty teaching within the program compared to our Rising Scholars teachers.

With student artifacts being rated in D2L, we can now tie our assessment ratings to student demographics of interest to NSU. Students appear to perform similarly regardless of gender though the disparity in female versus male students taking these courses may skew the data. Women tend to be rated “Exemplary” more often than men across all four outcomes and in Outcomes 1, 2, 3 men are more likely to be rated as “Below Proficient” compared to women. Faculty indicated this gap may be due to women showing more persistence in science courses and being less likely to “give up” when challenged by the course work. We have small numbers of students of color when data are disaggregated by race/ethnicity (n=80) leading to more variation between the groups. When analyzing aggregate categories of white and non-white students, there is no statistical difference in proficiency ratings. Despite this, we will need to continue tracking performance to have a better idea of how students of color are adapting and performing in the classrooms overall.

Comparison of Findings from Prior Period:

This assessment cycle included the addition of new types of sections being assessed (e.g., Rising Scholars, Online E-Learning) and a slightly larger number of students assessed compared to when Goal 6 was last assessed in 2018-2019 (n=513). Three years ago, 72% of students were rated as proficient or exemplary for outcome 1 (90% in AY20-21), 80% of students were rated as proficient or exemplary for outcome 2 (81% in AY20-21), 84% of students were rated as proficient or exemplary for outcome 3 (94% in AY20-21), and 75% of students were rated as proficient or exemplary for outcome 4 (81% in AY20-21). This indicates proficiency remained relatively the same across the two cycles. During the debrief session, faculty noted that the overall proficiency level remaining relatively the same despite COVID-19 and educational transitions related to the pandemic was an important achievement. This meant that faculty were able to deliver the same quality of teaching despite the challenges of teaching during the pandemic.

When comparing across delivery modes, students in online and on-campus sections seem to be rated higher compared to the results in AY18-19 across all outcomes. The results in Huron are similar across the two assessment cycles. Results are also similar across the terms compared to prior results.

In terms of the disciplines, students performed comparably in BIOL, CHEM, and PHYS courses. We do see a decrease in students rated as “Below Proficient” in BIOL courses for outcomes 1 (36% in AY18-19 and 11% in AY20-21), 3 (20% in AY18-19 and 8% in AY20-21), and 4 (28% in AY18-19 and 24% in AY20-21). There is a marginal increase in BIOL students being rated “Below Proficient” in AY20-21 (24%) compared to previous results (22% in AY18-19). We also see downward trends in “Below Proficient” ratings for our CHEM students for outcome 2 (22% in AY18-19 and 15% in AY20-21) and 4 (17% in AY18-19 and 9% in AY20-21). There were marginal increases in CHEM students being rated “Below Proficient” for outcomes 1 (5% in AY18-19 and 11% in AY20-21) and 3 (3% in AY18-19 and 4% in AY20-21). No results were available from GEOG courses to compare in the previous assessment cycle. Despite the marginally different ratings across the disciplines and outcomes, what variation that can be seen that can be seen is likely due to an instructor’s assessment process (e.g., choice of assignment, use of the rubric) or self-selection bias of students enrolling in particular courses.

Section 4. Plans for Continuous Improvement**Goal Assessed: Goal 3**

Due to the breadth of disciplines and multiple delivery modalities included in Goal 3, it is difficult to measure and ensure intercoder reliability. Faculty suggested requiring participation in a virtual “summit” for all Goal 3 instructors during the next assessment cycle at both the start and the end of the academic year. This would include group ratings with sample student artifacts and allow the Assessment Director to have some measure of intercoder reliability and check how consistently the rubric is being used and applied.

Faculty wanted a deeper analysis of the qualitative data from the cover sheets. First, they wanted a cross-tabulation of proficiency ratings by assignment types. That is, they wanted to understand if there is a connection between the type of assignment (e.g., exam, paper, etc.) and student performance on each outcome. This could be accomplished with the data currently collected but may need more detailed assignment summaries from instructors to provide more than superficial

analyses of the connections. Similarly, faculty wanted more investigation on the connections between the level of depth and substance required by the assignment and the student proficiency level by outcome. Final exams or term papers require more effort and should demonstrate more overall learning compared to assignments that are typically more lower stakes such as journals or quizzes. Faculty wanted to better understand the connection between the value of the assessment artifact relative to the course. We are currently unable to do this type of analysis with the qualitative data we are receiving but we could adjust or add questions to the cover sheet to allow for this. Faculty requested deeper analysis of the qualitative data provided both to better gauge the validity of the artifacts as applied to the outcomes but also to get a better understanding of how teaching strategies impact learning in Goal 3 courses in addition to simply measuring student proficiency.

Goal Assessed: Goal 6

Due to the multiple disciplines and multiple delivery modalities included in Goal 6, it is difficult to measure and ensure intercoder reliability. Faculty suggested requiring participation in a virtual “summit” for all Goal 6 instructors during the next assessment cycle at both the start and the end of the academic year. This would include group ratings with sample student artifacts and allow the Assessment Director to have some measure of intercoder reliability and check how consistently the rubric is being used and applied. Faculty noted that it was particularly important that Rising Scholars teachers, Master Teachers teaching online e-Learning courses, and adjuncts teaching online courses be involved in this calibration process to ensure better alignment across courses. Faculty suggested that in disciplines that draw more students (e.g., BIOL) the use of a uniform assignment for assessment might be appropriate. This would lead to better interrater reliability and alignment to the outcomes and rubric specifically. One faculty member noted that it would be important to approach the next assessment cycle with a view of “Why are we doing this the way we are?” to review not only assignments that are being assessed for Goal 6 but also to specifically evaluate the usefulness of the rubric.

Faculty also thought a deeper understanding of student demographics, proficiencies, and disciplines would be helpful in the future for providing better teaching, at least for disciplines that draw enough students to provide valid data (e.g., BIOL, CHEM). They wanted to understand the crosstabulations between gender and race and student performance in particular courses and disciplines rather than the overall proficiency levels provided by the Assessment Director to the campus.

Section 5. Summary

The 2021-22 academic year was the second cycle of general education assessment for Goals 3 and 6 under the current guidelines and faculty showed an understanding of the new process the overall and purpose of assessing student learning. The observed proficiency rates were generally satisfactory across all learning outcomes, although faculty noted potential areas for improvement in both Goals. Upon having a group discussion about the assessment results described in this report, faculty made suggestions that were meaningful and feasible for improving student learning across delivery modalities.

Moving forward, the Assessment Director will specifically work with faculty and instructors to increase interrater reliability as this was an area of concern noted by faculty during debriefs for

both Goals 3 and 6. The amount of missing data from sections not assessed in Goal 3 (n=15) and Goals 6 (n=18) is also an issue that will need to be addressed to ensure that we continue collecting assessment data in a consistent and regularized fashion. We have not, in this or previous assessment cycles, measured summer sections of our general education courses. This is due to the qualitative difference in length and intensity of 5- or 10-week summer course in comparison to the regular 15-week semester. However, beginning with AY2022-2023, Northern has begun offering 6-week and 8-week course sections of selected general education courses during the regular fall and spring semesters that may provide more reliable comparisons to summer sections. In our next assessment cycle, this is one of the potential new areas we should explore.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

South Dakota Mines	AY2021-2022	
Institution	Academic Year Reporting Period	
Darcy Briggs	Darcy Briggs	10.1.2023
Assessment Representative	Institutional Approval Signature	Date
Lance Roberts	Lance Roberts	10.1.2023
Provost	Provost Approval Signature	Date

Section 1. Introduction

General Education assessment at South Dakota Mines underwent a complete overhaul in AY 2021/2022, following the changes to the BOR system-level process that previously existed. The institution re-established the General Education Assessment Committee, comprised of Department Heads representing each department that housed general education coursework: Mathematics; Humanities/Arts/Social Sciences; Geology and Geological Engineering; and Chemistry, Biology & Health Sciences.

Over the course of the academic year, the General Education Assessment Committee accomplished the following:

- Reviewed existing BOR policy and Guidelines
- Reviewed Higher Learning Commission (HLC) criteria and Assumed Practices related to assessment
- Created an institutional procedure document to capture the steps, expectations, responsible parties, and timeline for general education assessment
- Created a new form to capture the course(s) and section(s)-level information involved in the general education assessment work each year (Gen Ed Assessment Course Information Form)
- Created a new form to capture some overarching information about the assessment area(s) of focus, assessment and evaluation activities, insights gained from the assessment work, strategies for continuous improvement, and resources needed to implement the improvement strategies (Gen Ed Assessment Summary Report).
- Created a new process allowing limited funding to be requested from the Office of the Provost to support continuous improvement initiatives and strategies for the Gen Ed Goal.
- Created a new form to allow easy tracking of continuous improvement efforts over time.

Section 2: Goals Assessed

Goal Assessed: Goal 3 – Social Sciences

Methodology:

The assessment and evaluation processes by this institution concerning Goal 3 can be summarized in five stages:

1. During the 2022 Goal 3 assessment process, instructors were first selected to demonstrate coverage across all Goal 3 areas.
2. Following the instructor selection stage, course sections were selected for assessment. At this selection stage, our institution selected, among other instructors, two psychology instructors who would be teaching parallel versions of Psychology 101 in two different modalities: in-person and online.
3. After the end of the instructional school-year, instructors were asked to select artifacts of student performance relative to Goal 3, with their selection supported by a brief narrative about the strengths and weaknesses of student performance relative to Goal 3 as well as any strategies for continuous improvement.
4. The selected instructors then convened to present and review the institution’s selected artifacts, narratives, and proposed strategies. During this review, instructors found that in the total institutional performance toward Goal 3, 18 artifacts showed “below proficient” performance, 33 showed “proficient” performance, and 56 showed “exemplary” performance.
It should be noted, furthermore, that these counts were made under the condition that students who did not complete all parts of the artifacts were not included.
5. Following this review, instructors discussed changes at the institutional level to promote alignment between student performance and Goal 3, and formulated requests for resources to promote continuous performance.

Level of Achievement/Learning Outcome:

Course	Outcomes	Below Proficient	Proficient	Exemplary
PSYC 101	Outcome 1	8	14	47
	Outcome 2	8	14	47
	Outcome 3	8	14	47
POLS 165	Outcome 1	2	4	3
	Outcome 2	2	4	3
	Outcome 3	2	4	3
SOC 100	Outcome 1	5	15	6
	Outcome 2	5	15	6
	Outcome 3	5	15	6

Goal Assessed: Goal 6 – Natural Sciences

Methodology:

GEOLOGY:

The assessment and evaluation activities included a strategic variety of graded assignments and exercises that span the outcome expectations. The outcome goal was 75% of students achieve proficiency across all outcome assessments. This goal was achieved for all assessments of Gen Ed Goal 6 Outcomes. Outcome 1 was assessed in both GEOL201 and GEOL201L. Outcomes 2 and 4 were assessed in GEOL201 and Outcome 3 was assessed in GEOL201L. The assessment revealed a problem with students not turning in assignments or completing exams. In the formal grading scheme, these omissions resulted in a respective score of zero, which can have severe implications on final grade

calculations. These scores of zero were not applied in the assessment, as they do not reflect the learning outcomes. Nonetheless, this issue may warrant a cross-cutting institutional strategy for freshman level students.

CHEMISTRY and BIOLOGY:

In Biol 153, each outcome had 3-4 questions per exam for a total of 13 questions on each outcome per semester. There were 13 questions total because on the final exam the exact same questions were given from the first exam. This will allow for a direct "Before and After" comparison of those questions. The participation in the assessment was extremely high (near 100%) and completed at four intervals throughout the semester, as the questions were posed to the students as part of their exams (one exam in each February, March, April, and May). Each outcome was evaluated separately. The 13 questions related to each outcome were scored, the number of correct answers summed and averaged across all four exams for each student. The average number of correct answers were used to assign each student to the prescribed categories: Below Proficient (<60%; i.e., < 8 questions correct), Proficient (60-84.9%; i.e., 8 to 11 questions correct), and Exemplary (85-100%; i.e., ≥ 12 questions correct).

In Chem 112, Four questions were identified in Exams I, II, III and IV and V. There are seven questions identified for Outcome 1, six questions identified for Outcome 2, and 7 questions identified for Outcome 4. For the Outcome 1 and 4, 1-2 questions correct were counted as below proficient, 3-5 questions correct were counted as proficient, and 6-7 questions correct were counted as exemplary.

In Biol 153L, the second formal lab report (planarian lab report) was chosen to evaluate the learning outcome 3 within this Goal. For this lab experiment, students have to come up with their own questions, experiment, calculations for concentrations of chemicals, what they will use for statistics to analyze their data, and carry it out over several weeks under instructor and TA supervision. Within this lab report, students are assessed for the content they have within their formal lab report. This includes abstract writing, hypothesis development, assesses how well the methodology was written, assesses how well the student can demonstrate interpretation of results, correct labeling and placement of figures and tables, how well the report was referenced with certain styles of referencing, describing the statistics used, and implications of results in the context of peer-reviewed research and literature.

In Chem 112L, the Empirical Formula experiment was chosen for assessment of Outcome 3. The lab involves using experiment techniques (Bunsen burner, balance, oven, apparatus setup), measurements, data collection, and data analysis to determine the empirical formula for the compound made by oxidizing magnesium metal using heating in the presence of atmospheric oxygen. Detailed grading rubrics were used to evaluate the results of the experiment. Of the 169 students enrolled in these lab sections, 163 attended the lab and are therefore included in this summary. The 6 that did not attend were excluded. Exemplary was considered 90% and above for the data alone, and 90% for the entire assignment. These may not be the same students as there were several students who had better or worse performance on the data vs. the entire assignment. Proficient was considered to be between 60% and 90% for the lab total and between 21 and 35 out of 40 for the data alone. Below proficient was less than 60% on the entire assignment or 20 or fewer points out of the 40 possible on the data alone.

PHYSICS:

The weekly quizzes allow for assessment of individual topics within the course and provide feedback to students within a shorter turnaround time. Exams serve as a similar assessment process, but do not assess student understanding until too much time has passed. As such, we feel the weekly quizzes make for a better assessment method for this summary.

To compliment to the short-term assessments provided by the weekly quizzes, we have also included the PRE/POST assessment surveys of our Concept Inventories. These assessments measure the student's knowledge and understanding of course concepts BEFORE the course begins covering content (PRE-assessment) and at the END of the semester (POST-assessment). Comparisons of PRE/POST scores are used to gauge improvement in student understanding and retention of course content. It also serves as a good course review before the final exam.

Level of Achievement/Learning Outcome:

Course	Outcomes	Below Proficient	Proficient	Exemplary
BIOL 153	Outcome 1	2	7	25
	Outcome 2	2	18	12
	Outcome 3	1	15	14
	Outcome 4	2	15	17
CHEM 112	Outcome 1	37	55	1
	Outcome 2	21	62	10
	Outcome 3	35	105	23
	Outcome 4	8	63	22
GEOL 201	Outcome 1a	2	15	1
	Outcome 1b	3	24	19
	Outcome 2	3	24	19
	Outcome 3	1	12	7
	Outcome 4	3	24	19
PHYS 211	Outcome 1	3	28	57
	Outcome 2	28	29	25
	Outcome 3	--	--	--
	Outcome 4a	3	28	57
	Outcome 4b	28	29	25
PHYS 213	Outcome 1	29	39	32
	Outcome 2	20	23	35
	Outcome 3	--	--	--
	Outcome 4a	29	39	32
	Outcome 4b	20	23	35

Section 3. Findings

Goal Assessed: Goal 3 – Social Sciences

Interpretation of Findings:

During the institutional assessment and evaluation of Goal 3 artifacts, instructors converged on one major area of insight, concerning student attrition and completion. The number of enrolled students who did not complete all parts of the assessed artifacts, while uncouncted, could be sufficient to trouble any quantitative analysis of this data.

All instructors involved in this process remarked that they had significant problems with student attrition. Two instructors described multiple students who had never logged in to the Learning Management System website during the semester. All instructors described students who, variously, ceased some or all learning activities, disengaged from classes, or did not respond to communications from instructors. This was a consistent problem across both online and in-person sections of the same Psychology 101 course.

It should furthermore be noted that the AU21-SP22 school year is unique due to resuming full in-person instruction at South Dakota Board of Regents institutions following the COVID-19 pandemic.

Comparison of Findings from Prior Period:

With the significant change to general education assessment practices that occurred after AY18/19, comparison to periods prior to AY18/19 are not possible.

Goal Assessed: Goal 6 – Natural Sciences

Interpretation of Findings:

GEOLOGY:

A major problem for freshman level students is the requirement to turn-in assignments. Although failure to turn-in an assignment resulted in a zero for formal course grading purposes, the zeros were left out of the GE assessment as they do not reflect GE learning outcomes. Further analysis is necessary to determine if this is an institution-wide problem, and if so, what strategies can be implemented to remedy the problem. The omission of zero scores in GE assessments is an ad hoc adjustment in need of a long-term solution.

Continuous Improvement strategies for GEOL201 and GEOL201L

1. Reinforce the importance of turning-in assignments for success at the university, as well as in the professional arena (GEOL201 and GEOL201L).
2. Increase the rigor of the Societal Impacts Project. Assessment results include too many exemplary outcomes. This suggests that the students are ready for increased challenges (GEOL201). Increases in rigor will include additional uncertainty analysis and an incremental increase in precision standards.
3. Laboratory and Field safety is fundamental to the “Laboratory Setting”. Safety is difficult to assess, but the newly adopted Situational Awareness and Tourniquet exercise presents an opportunity to quantitatively assess the students’ ability to operate safely in a laboratory or field environment. The initial roll-out of the exercise in Spring 2022 was not included in the assessment. Based on lessons-learned, the activity will be modified and quantitatively assessed in future offerings of the course (GEOL201L)

CHEMISTRY and BIOLOGY:

In Biol 153, an important insight gained from the assessment and evaluation; surprisingly, few students scored below proficient (just 2 students per outcome). Active learning strategies in the classroom (students drawing and presenting their diagrams, along with small group questions and pop questions), reinforced with Dynamic Study Modules (Pearson Publishing software) and homework exercises (animal behavior observation and online assignments), and additional selected resources—to up the number of possible modes of interaction students can have with the course material (posted videos, slides, recordings, outlines) really are helping students learn successfully. The main strategy for improvement includes streamlining activities and skills for more flipped classroom experiences for large classes. To achieve this goal, research and development of excellent in-class activities that can be done with a larger class size to positively impact students' proficiency will be explored.

In Biol 153L, thirty out of thirty-four students completed the lab report. Under the SGR #6, Natural Sciences rubric, for Outcome 3, 41% of students were *exemplary*, 43% were *proficient* earning a B or C, and 2.9% were *below proficient*. Strategies for improvement may include a stronger background in statistics and data analytics. Additional guide to help students improve their scientific writing. One example would be helping them break down their ideas embedded within larger questions from the peer-reviewed literature). These strategies may be implemented by providing more data analytics in experiments of BIOL 151L (the lab taken in the prior semester to BIOL 153L).

In Chem 112, one section of the course was taught in person and the other section was taught online asynchronously. For Outcomes 1, 2, and 4, there is no significant difference between online and in-person section. Notably, students did better in Outcomes 2 and 4 than in Outcome 1. On average, 60% were proficient or exemplary in Outcome 1, 77% were proficient or exemplary in Outcome 2, 86% were proficient or exemplary in Outcome 4. The results may reflect emphasis on problem solving in Chem 112 traditionally. Strategies for improvement in the course may include design and revision of the course materials related to scientific reasoning and thought process. To implement the strategies, case studies that can connect chemistry concepts/findings and contemporary issues may be useful. Additionally, detailed review of the solutions of the exam questions may also help students with formulating and validating scientific explanations.

In Chem 112L, the entire lab was used to assess Outcome 3. Among 163 students evaluated, 79% were proficient or exemplary. Potential improvement would be more guidance from graduate teaching assistant during the lab period to help students with data collection and calculations related to data analysis. Emphasis on pre-lab assignment and discussion may also help student improve their learning experience.

PHYSICS:

Assessments and evaluations demonstrated that our 4-credit versions of PHYS 211 & PHYS 213 appear very worthwhile; learning gains in these sections were significantly better than in the 3-credit sections (and much better than national averages). Going forward, we intend to keep the 4-credit sections of these introductory courses.

We learned that our new flipped-classroom teaching style, even with us not yet being experts on how to do it, appears to be at least about as good as the traditional lectures we did before. Our strategy going forward is to keep the 3-credit courses in an active-learning format for the foreseeable future while trying to adopt more active-learning Best Practices to see if the learning gains improve. We

hope to get faculty more knowledgeable and engaged about such Best Practices and trained in using them. We plan to continuously improve the active-learning environment and classroom experience for students of all majors.

Comparison of Findings from Prior Period:

With the significant change to general education assessment practices that occurred after AY18/19, comparison to periods prior to AY18/19 are not possible.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 3 – Social Sciences

There were two areas of strategic improvement identified: concerning engagement, and concerning alternate platforms for learning materials. Concerning engagement, some instructors proposed a return to more interactive in-person learning activities in order to incentivize student engagement. One instructor has had previous success using real-time simulations in his Political Science courses. Another instructor, who noted the number of students who did not engage with textbooks, proposed using social reading platforms such as Perusall to help students connect with learning materials.

To support interactive in-person learning activities, funding was requested and granted to purchase small whiteboards for use in larger courses. In larger courses, it can be difficult to have smaller groups of students working together, particularly when that group work can/should involve idea-sharing, or making visual representations, or capturing main points of group discussion. Providing the groups of students with a small whiteboard facilitates the group interaction more effectively. The use of the whiteboards will be monitored and information about the impact discussed in the next assessment cycle for Goal 3.

Goal Assessed: Goal 6 – Natural Sciences

GEOLOGY:

A university-wide improvement strategy may be needed to convey understanding to freshman-level students that turning-in assignments is a fundamental expectation of post-secondary education and timely completion of tasks is fundamental to professional success. Resources and equipment for the Laboratory and Field safety (see 3 Continuous Improvements) were obtained via an endowed departmental professorship. No other specific resources are needed at this time.

CHEMISTRY and BIOLOGY:

Resources needed to implement the plan include a classroom with dry-erase boards or the like (electronic options) to allow students to draw in groups and present their work in class. A professional development opportunity to formally learn more about flipped classrooms or other active pedagogical techniques for large classes would be beneficial. Other resources may become relevant, e.g., depending on the outcome of a professional development activity.

Supplemental instruction and enhanced tutorial service (such as proposed Chemistry Success Center) will help student learning. Better multimedia and sound equipment may also help for the large classroom for Chem 112 and Biol 153.

PHYSICS:

Resources needed in adopting Best Practices for active-learning techniques are professional development training opportunities for faculty with flipped classrooms: attending the AIP/APS new faculty trainings, getting someone to campus to train in a workshop, or providing travel funds for faculty to shadow faculty in nearby institutions who have successfully implemented active learning techniques in PHYSICS classes. Improving the active-learning environment requires one of the following: priority in classroom assignments to allow the courses to be taught in non-theatre-seating classrooms, additional, perhaps portable whiteboards to allow students (especially in EEP 253/EEP 254) to more easily collaborate on in-class group work, and in ways that the faculty can provide feedback on.

Section 5. Summary

As identified earlier in this report, general education assessment underwent a wholesale revamp in AY21/22 at South Dakota Mines. The revamp included convening a General Education Assessment committee, development of new forms to capture the needed information in an easy and manageable way, updating processes to make them as efficient and streamlined as possible so the true focus of the work would be on improving student learning, and creating an opportunity to request funding from the Provost's Office to support continuous improvement strategies and initiatives.

Since this revamp was occurring during AY21/22, there are still improvements and tightening up of processes and documentation that were identified. As the institution and academic departments gain more experience in this new process, the results and reporting will be more robust.

The ability to request funding to support continuous improvement efforts was a significant improvement, and allow faculty to really consider what they might do to improve student learning in their general education area. From the results of the AY21/22 assessment, funding was provided to purchase small whiteboards for use in larger classes, and a faculty was supported to attend a conference on flipped classroom instruction. That faculty attended the conference and is presenting information learned from that conference in a session available to all faculty at South Dakota Mines.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

South Dakota State University 2021-2022
Institution Academic Year Reporting Period

Teresa Seefeldt [Signature] 5/3/23
Assessment Representative Institutional Approval Signature Date

Dennis Hedge [Signature] 5-4-23
Provost Provost Approval Signature Date

Section 1. Introduction

The South Dakota State University General Education Assessment Plan outlines the purpose, principles, and processes which guide the assessment of student learning identified by the System General Education goals and student learning outcomes.

The goal of general education assessment is to determine how well and in what ways students are achieving the intended learning outcomes. In addition, the assessment process can provide meaningful information and feedback for faculty who teach general education courses. Most important, general education assessment identifies successes of student learning, areas for improvement, and documentation of evidence-based changes.

Good assessment practices encourage the use of multiple methods to examine student learning outcomes. SDSU's general education assessment plan incorporates multiple methods to assess student learning as related to the general education curriculum. These methods include:

1. Review of student artifacts from randomly selected general education courses/sections
2. Items from the Senior Exit Survey
3. Items from the National Survey of Student Engagement
4. Focus Groups (optional)

For all general education learning outcomes, SDSU has established a benchmark that 75% of students included in the sample will achieve proficiency or exemplary on general education student learning outcomes.

Section 2: Goals Assessed**Goal Assessed: SGR #3**

Methodology:

Following the SDSU Section and Artifact Sampling procedure (see General Education Assessment Plan), a sample of approximately 25% of the available courses on the approved list were selected by the Assistant Vice President of Institutional Research and Assessment.

For the 2021-22 cycle, the following courses were selected for Goal #3:

- AIS 211 (South Dakota American Indian Culture and Education)
- ECON 201 (Principles of Microeconomics)
- GEOG 111 (Sustainable Society)
- GEOG 212 (Geography of North America)
- INFO/PHIL 102 (Data Ethics)
- POLS 141 (Governments of the World)
- POLS 210 (State and Local Government)
- PSYC 101 (Introduction to Psychology)

Level of Achievement/Learning Outcome:

Social sciences/diversity included 10 course sections with a total of 683 scored student artifacts.

The artifacts were scored by each student learning outcome (SLO). The results for SLO 1 (n = 683) were 97 (14.2%) artifacts rated as below proficient, 372 (54.5%) rated as proficient, and 214 (31.3%) rated as exemplary. The results for SLO 2 (n = 683) were 192 (28.1%) artifacts rated as below proficient, 281 (41.1%) rated as proficient, and 210 (30.7%) rated as exemplary. The results for SLO 3 (n = 679) were 141 (20.8%) artifacts rated as below proficient, 334 (49.2%) rated as proficient, and 204 (30.0%) rated as exemplary.

Goal Assessed: SGR #6

Methodology:

Following the SDSU Section and Artifact Sampling procedure (see General Education Assessment Plan), a sample of approximately 25% of the available courses on the approved list were selected by the Assistant Vice President of Institutional Research and Assessment.

For the 2021-22 cycle, the following courses were selected for Goal #6:

- BIOL 103-103L (Biology Survey II and Lab)
- CHEM 106-106L (Chemistry Survey and Lab)
- CHEM 112-112L (General Chemistry I and Lab)
- PHYS 113-113L (Introduction to Physics II and Lab)
- PHYS 213-213L (University Physics II and Lab)

Level of Achievement/Learning Outcome:

Natural Sciences included 5 courses with a total of 911 scored student artifacts. The results for SLO 1 (n = 447) were 85 (19.0%) artifacts rated as below proficient, 79 (17.7%) rated as proficient, and 283 (63.3%) rated as exemplary. The results for SLO 2 (n = 416) were 90 (21.6%) artifacts rated as below proficient, 144 (34.6%) rated as proficient, and 182 (43.8%) rated as exemplary.

The results for SLO 3 (n = 911) were 69 (7.6%) artifacts rated as below proficient, 517 (56.8%) rated as proficient, and 325 (35.7%) rated as exemplary. The results for SLO 4 (n = 442) were 103 (23.3%) artifacts rated as below proficient, 166 (37.6%) rated as proficient, and 173 (39.1%) rated as exemplary.

Section 3. Findings Goal Assessed:

Interpretation of Findings: SGR 3

The results indicate that students performed at or above the benchmark for SGR Goal #3 (Social Sciences/Diversity) for SLOs 1 and 3. However, only 71.9% of students were proficient or exemplary for SLO 2.

Comparison of Findings from Prior Period: A higher percentage of students were rated proficient or exemplary on SLO 3 in 2022 compared to 2019. Performance on SLO 2 declined slightly.

Goal Assessed:

Interpretation of Findings:

The results indicate that students performed at or above the benchmark for all SGR #6 goals.

Comparison of Findings from Prior Period: Similar performance on all SGR #6 goals was achieved in 2019 and 2022.

Section 4. Plans for Continuous Improvement

Goal Assessed: SGR #3

The faculty and departments that teach courses for **SGR #3** will use the information in this report to improve student learning (and instructor pedagogical practices) in the following ways:

- Including more opportunities to apply social sciences concepts in courses
- Adding activities to help students make connections with course content
- Making students more aware of the SGR goals

Goal Assessed: SGR #6

The faculty and departments that teach courses for **SGR #6** will use the information in this report to improve student learning (and instructor pedagogical practices) in the following ways:

- Revising teaching methodology to include more relevant examples to real-life
- Giving students more opportunities to practice course content

Section 5. Summary

Overall, students performed well on the learning outcomes for SGR #3 and #6. Opportunities to enhance student learning were identified. The General Education Subcommittee has also identified opportunities to improve the assessment process by providing additional professional development opportunities for faculty teaching general education courses.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

General Education Assessment Form

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NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

University of South Dakota	2021-2022	
Institution	Academic Year Reporting Period	
Lisa K. Bonneau, Ph.D.		
Assessment Representative	Institutional Approval Signature	Date
Kurt Hackemer, Ph.D.		
Provost	Provost Approval Signature	Date

Section 1. Introduction

General Education is an academic program that provides students with a foundation of knowledge and skills to prepare them for success. General education requirements in South Dakota are outlined in SDBOR Policies 2:7, 2:11, and 2:26, and AAC Guidelines 8.3, 8.4, and 8.7. Faculty members in each discipline from all six BOR universities meet to review the goals and learning outcomes and create rubrics to evaluate the degree to which students meet the stated student learning outcomes for the given goal.

The two System General Education Goals and Student Learning Outcomes assessed this year are: Goal #3: Students will understand the diversity and complexity of the human experiences through the study of the social sciences, and Goal #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

Section 2: Goals Assessed

Goal Assessed: Goal 3 Social Sciences

Methodology: In December, a complete list of all course sections for courses that meet the general education goal was compiled for the spring semester. Faculty teaching the Arts & Sciences, University Honors, and Beacom School of Business sections were notified of the assessment process and provided with the student learning outcomes for the goal, information on artifact selection, the approved rubrics, and instructions for submission of results into the software solution, Nuventive. This was the first semester where Nuventive was utilized to collect assessment data from faculty participating in general education assessment. Assessment results were submitted by the end of the semester, and data for each goal were collated and analyzed by the Assistant Provost to generate a report for the institution.

Level of Achievement/Learning Outcome: There were 18 different courses that meet the general education Goal 3 offered in the spring semester of the 2021-22 academic year. There were 43 sections from 18 different courses and 8 different academic departments that submitted results. There were 15 online sections from 9 different courses and 5 sections of 4 different courses from additional locations that submitted results. There were 1522 student results submitted for the general education assessment of Goal 3.

For the Goal 3 results submitted, 88.8% were rated as proficient in Outcome 1; 88.4% were rated proficient in Outcome 2, and 88.2% were rated as proficient in Outcome 3. Data were analyzed separately for proficiency in traditional face-to-face sections and online sections.

- In face-to-face sections 88.5% of students were rated proficient for Outcome 1, 81.3% for Outcome 2, and 87.4% for Outcome 3.
- In sections taught in Sioux Falls, 83.4% of students were rated proficient for Outcome 1, 81.3% for Outcome 2, and 85.0% for Outcome 3.
- In sections taught online, 89.8% of students were rated proficient for Outcome 1, 90.3% for Outcome 2, and 89.3% for Outcome 3.

Generally, students in Sioux Falls had lower levels of proficiency than main campus and online students.

Goal Assessed: Goal 6 Natural Science

Methodology: In December, a complete list of all course sections for courses that meet the general education goal was compiled for the spring semester. Faculty teaching the sections were notified of the assessment process and provided with the student learning outcomes for the goal, information on artifact selection, the approved rubrics, and instructions for submission of results into the software solution, Nuventive. This was the first semester where Nuventive was utilized to collect assessment data from faculty participating in general education assessment. Some Natural Sciences faculty submitted assessment results for fall courses in addition to those from the spring semester. Assessment results were submitted by the end of the spring semester, and data for each goal were collated and analyzed by the Assistant Provost to generate a report for the institution.

Level of Achievement/Learning Outcome: There were 25 sections of 16 different courses that met the general education Goal 6 that submitted results for the 2021-2022 academic year. There were 8 online sections from 6 different courses and 4 sections of 4 different courses from additional locations that submitted results. There were 1,430 student results submitted for the general education assessment of Goal 6.

For the Goal 6 results submitted, 90.88% were rated as proficient in Outcome 1; 91.1% were rated proficient in Outcome 2, 87.3% were rated proficient in Outcome 3, and 88.6% were rated proficient in Outcome 4. Data were analyzed separately for proficiency in traditional face-to-face sections and online sections.

- In main campus face-to-face sections 88.2% of students were rated proficient for Outcome 1, 91.9% were proficient for Outcome 2, 84.2% were proficient for Outcome 3, and 88.4% were proficient for Outcome 4.
- In sections taught in Sioux Falls, 86.6% of students were rated proficient for Outcome 1, 86.7% were proficient for Outcome 2, 77.8% were proficient for Outcome 3, and 91.1% were proficient for Outcome 4.
- In sections taught online, 95.5% of students were rated proficient for Outcome 1, 89.9% were proficient for Outcome 2, 95.2% were proficient for Outcome 3, and 89.1% were proficient for Outcome 4.

Generally, proficiency across modalities varies based on learning outcome but Sioux Falls students tend to have lower proficiency ratings than online or Vermillion students.

Section 3. Findings

Goal Assessed: Goal 3 Social Sciences

Interpretation of Findings:

Anthropology & Sociology: There is only one report for all ANTH and SOC classes combined in this report -- indicating that more than 85% of our students are proficient in the subject matter on which they were examined. So, there's not much of an analytical job that we need to, or can, do. It will be important for us to break out data by discipline in the next evaluation period. The department will continue to strive for excellence!

WMST: Overall, the majority of students in WMST were proficient in reaching all three of the SLOs for SGR3. The course did experience minor, but continued, disruption from the ongoing pandemic which impacted attendance and the consistency of the classroom learning environment. Without these interruptions and with the suggestions for improvements, it is feasible that the proficiency levels in the course can be improved in future iterations.

History: It is not surprising that students in HIST 151-152 do quite well on the lower-order Concepts, Terminology measurement and split about evenly between proficient and exemplary on the higher-order analysis and application metrics. History surveys teach both the underlying information/chronology of dates, events, etc., [concepts, terminology] while getting students to work with primary sources [analysis and application], which is more difficult. The fact that the vast majority of students are assessed as proficient or exemplary indicates the superb job History faculty do teaching surveys. Under 10% below proficient seems accurate for Gen Ed courses which will always feature a certain percentage of students who are not prepared for college or who encounter unsurmountable obstacles once here.

Political Science: Although the data in aggregate report high levels of proficiency among our students, there are some notable relative differences in levels of proficiency. The data suggest our majors (in political science or criminal justice) show very high levels of proficiency in mastery of basic concepts; teamwork; ethical reasoning and oral communication. Relative weaknesses include analysis of (social) impacts (65 percent of criminal justice majors) and information literacy (75 percent of political science majors). There appear as well to be some important differences in student modality. Curiously, students who complete a course online exhibit higher overall levels of proficiency in the application of social science concepts (90.3 percent) than do students who complete a face-to-face course (87.6 percent). Although a slight

difference. this finding is surprising because (a) online students typically exhibit lower levels of course completion; and (b) online social science sections include a high proportion of dual-credit students whom we would not expect to be as proficient as their college-aged classmates. This result may reflect a selection effect (lower retention in online sections may remove low-performing students from end-of-semester assessment) or perhaps pedagogical differences between online and face-to-face instructors. These are results that merit further investigation.

Psychology: The assessment results for General Psychology are largely consistent with other outcomes associated with a large enrollment general education course. The course is offered on campus (3 sections per year), in Sioux Falls (4 sections per year), and online (5-6 sections per year) and results broken out by location would be helpful in assessment. The fact that the percentages in each category across the three student learning outcomes are so similar bring into question the independence of the measure of each. Evaluation of related IDEA evaluation items support further separation between the three SLOs. Two external factors of note that may have contributed to the assessment findings are an increase in the online section size from 35-75 students per section and the need to cover courses with adjunct or visiting faculty due to vacancies in the department. Additional interpretation appears below each Social Science SLO.

SLO1: Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines.

16% of students were below proficient, which is not entirely surprising considering the DFW rate for PSYC 101 during the same academic year is approximately 15%. On average 68% of students reported substantial or exceptional progress on gaining a basic understanding of the subject. Although every course addressed all SLOs many instructors' foundational knowledge since this course serves as the only pre-requisite for the overwhelming majority of advanced psychology courses.

SLO2: Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts.

IDEA evaluations show that approximately 64% of students report substantial or exceptional progress in applying information broadly. Lower Assessment values are expected since a significant component of PSYC 101 is about applying information to personal experience.

SLO3: Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts.

As this SLO is central to the discipline the number of students falling below competence as well as the less than 25% that are exemplary is something worthy of further exploration. Review of IDEA evaluation indicate that not all instructors marked items related to this SLO as either important or essential.

Honors: Honors students are overwhelmingly proficient in all three of the SLOs for SGR #3. This is not surprising, as students in the Honors program enter USD with HS GPAs at 3.7 or above high standardized test scores, and high rates of AP/dual credit. All students in the UHON 111 course have done well in first-year composition. The Honors Program will continue to provide students with opportunities to engage with social science concepts and improve their critical analysis skills and will continue to provide high-impact learning practices that characterize Honors education.

Comparison of Findings from Prior Period:

Direct comparison to results from 2018-2019 are not appropriate at this time, though percentages were higher with this assessment period than the previous assessment administration (Outcome 1 80% proficient or above, Outcome 2 77% proficient or above, Outcome 3 81% proficient or above). In 2018-2019, the sampling strategy was a random sample, with only 16 sections from 12 different courses sampled. There were 991 student artifacts evaluated while the current cycle assessed all course sections with 1522 student artifacts evaluated.

Goal Assessed: Goal 6 Natural Sciences*Interpretation of Findings:*

Sustainability & Environment: Assessments for Earth Science and Sustainability were taken from a sampling of materials and activities that represented the entire semester, the exception being with lab activities where only one lab activity was selected, hence our largest ‘below proficient’ category being in method application. We categorized above proficient as those who received largely As, Proficient as those who received Bs and Cs, and Below Proficient as those who received below a C. Across all categories >75% of students were proficient or above proficient. Across all our spring semester Gen Eds, we felt that the effects of the COVID pandemic had an impact on our courses in a way that we had not seen before. All professors reported students who did not know how to prepare for class, consistently missing class without making up work, and generally having no idea to manage their time without the safeguards put in place during the height of the pandemic. As a result, there was more missing work and absences resulting in more below proficient scores than would otherwise be the case. This is especially true for the “Methods” category as only one lab was chosen and so if a student missed that single lab, then they would be rated as below proficient.

Biology: The faculty felt that the Nature of Science (SLO 3) results were significantly lower than the results for the other three Student Learning Objectives, so that is the main focus of our response. Generally, proficiency rates that are less than 10% are expected given that Drop/Fail/Withdraw rates are typically within this range or much higher for many Biology courses. We felt that pooling results for BIOL 101 and BIOL 104 with results from BIOL 151 and BIOL 153 may have brought down the overall proficiency rate for SLO 3 and may obscure other patterns in the data. We would argue that the science majors who take BIOL 151/153 would have higher proficiency rates in all four SLOs than non-science majors who take BIOL 101 and BIOL 104.

Chemistry: Chemistry students show greater than 90% proficiency in the four SLOs within Goal #6 with the strongest proficiency in the SLO ‘Natural Science Concepts and Theories’. Chemistry courses well integrate theoretical and practical skills through implementing problem solving approaches in theory and laboratory contexts. This is reinforced with rigorous expectations for completing coursework and laboratory activities, and course/degree standards that meet the criteria for approval by the American Chemical Society. The data indicates a high level of impact and effectiveness of chemistry courses in meeting Goal #6.

Comparison of Findings from Prior Period:

Direct comparison to results from 2018-2019 are not appropriate at this time, though percentages were higher with this assessment period than the previous assessment cycle (Outcome 1 81%

proficient or above, Outcome 2 88% proficient or above, Outcome 3 81% proficient or above, Outcome 4 80% proficient or above). In 2018-2019, the sampling strategy was a random sample, with only 853 student artifacts evaluated while the current cycle assessed all course sections with 1430 student artifacts evaluated.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 3 Social Sciences

Faculty mentioned the following as methods to improve success in meeting the learning outcomes in courses meeting this goal.

- *WMST*: A. Opportunities for improvement: Given that the field of WGSS continues to diversity through the incorporation of new and emergent theories, perspectives, and methods, future offerings of WMST 247 can work to improve SL03 via the incorporation of the most current and leading voices in the field within the course content. More specifically, the course can include more content focused on global perspectives of WGSS as the current course is predominantly focused on WGSS in the United States. B. Opportunities to capitalize on areas of strength: Students in the course were particularly efficient at SL02 in their ability to apply concepts to contemporary issues in WGSS. Future iterations of the course can utilize this ability to strengthen SL03 by working with students on applying concepts to more global issues.
- *History*: The vast majority of History and History Ed majors now test out of History 151 and 152 prior to coming to USD, so assessment of 151 and 152 examines Gen Ed students in those courses more than majors. Of course, some of the majors may have taken USD's courses online through Dual Credit, and some students in 151 and 152 will become majors. Those caveats notwithstanding, looking at 151 and 152 is no longer a helpful way to assess History majors.
- *Political Science*: The Department plans to harmonize course content and designs across our offerings of social science generational education courses (POLS 100: American Government and CJUS 201: Intro to Criminal Justice). With multiple sections offered annually by different instructors in different modes, there appear to be considerable differences in choice of text; learning outcomes; and means of assessing student achievement. While some of these differences are appropriate for different modalities (especially asynchronous online), we will better student proficiency by establishing common learning outcomes and perhaps a common set of texts. Faculty also are currently pursuing substantial program modifications. In political science, the undergraduate curriculum now requires majors to complete courses in all of the subfields of political science, a requirement that not only introduces them to the breadth of the discipline but also aids their understanding and application of concepts. In criminal justice, a curricular revision aims to strengthen criminal justice students' capacity to analyze impacts. This revision adds a required course and reorients extant courses to strike a better balance between conceptual courses and those for practitioners. More generally, the Department's undergraduate committee continuously assesses program curricula in the context of both assessment results and best practices in the respective disciplines.

- *Psychology*: The online delivery of PSYC 101 is undergoing a major revision with the revised course being offered for the first time in the summer of 2023. Along with this revision is a review of content recommendations in all sections of the course. The shift to hy-flex delivery may also bring the online and face-to-face sections closer together. The department operations committee has been tasked with exploring means of improving student engagement in the course, providing more effective support services to students in need and the results of this assessment report will be included in their discussion. While SLO1 will continue to be emphasized efforts to improve progress in SLO2 and SLO3 will be considered.
- *Honors*: The Honors Program continues to try to engage faculty from across the disciplines in core courses to give students a broad grounding in the required skills. We also continue to develop pedagogies that incorporate interdisciplinary, high-impact learning practices. As there is always variation from section to section of the course, we will continue to provide opportunities for instructor development.

Goal Assessed: Goal 6 Natural Sciences

Faculty mentioned the following as methods to improve success in meeting the learning outcomes in courses meeting this goal.

- *Sustainability & Environment*: We feel that to base a plan for improvement on a semester so outside the norm would be foolish and do damage to our courses in the future. However, we do intend to continuously improve by taking into account some broader lessons from the past several years. This includes utilizing technology that is now more accessible as a result of the pandemic to streamline or make courses more dynamic, clarifying and improving lab material, and incorporating active learning methods where appropriate.
- *Biology*: Lab materials were added this semester in BIOL 101 and BIOL 151 that are aimed more specifically at proficiency in the nature of science. Similar material will be added to lab exercises and lectures in BIOL 153. Two or three final exam questions on the nature of science will be added in BIOL 153 to help us further assess our progress with this SLO. Given that we now know where improvement is needed, laboratory and lecture instructors will continue to ensure that this SLO is adequately addressed. Finally, we noted that BIOL 151 and BIOL 153 are designed to be taken sequentially. Nature of science material is strongly addressed in BIOL 151 and less so in BIOL 153 under the assumption that BIOL 153 students are already familiar with that material. Therefore, the Academic Advising Center and other advisors should be aware that the order in which BIOL 151 and BIOL 153 are taken is important to our outcome with respect to SLO 3.
- *Chemistry*: The department will continue to update its course/degree content consistent with the standards of the American Chemical Society. The department continues the tradition of the Charles Estee Memorial Lecture that highlights exceptional work in chemical education as a means to bring new ideas to the department to positively impact teaching. The department is implementing tools to deliver content to students that is more accessible, such as improved digital accessibility, the use of multiple methods to share information (lecture, videos, digital homework tools, LMS tools), and the use of tools used by professional chemists (science databases, instrumentation,

analytical software). Research experiences within the department involve students in higher order processes on the Bloom's Taxonomy, with the expectation that students see themselves less as students and more as professionals. The department's expectation is to maintain a vigorous undergraduate research program, and is a national leader in undergraduate research in chemistry as evidenced by National Science Foundation funding for its Research Experience for Undergraduates program. The department has also adopted higher standards to evaluate teaching to include three forms of evaluation: student evaluations, self-reflection, and peer evaluations.

Section 5. Summary

Based on the assessment data for both the Social Science and Natural Science SGRs, students at USD have a high proficiency in the learning outcomes with rates at or above 86%. In addition, even though the sampling strategies were distinctly different in this assessment cycle than the previous cycle, assessed student proficiency was higher in this assessment cycle. Faculty from each of the departments offering general education courses within this goal have provided reasonable strategies for improvement of outcomes in their respective courses. It is also noted that the institution could better support improvement efforts by providing department chairs and faculty additional assessment data at the level of the course.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – Z
DATE: December 13-14, 2023

SUBJECT

Intent to Plan Requests

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

Per BOR Policy 2.3.2, 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. USD – BBA in Agribusiness Leadership

The proposed BBA would combine business, agribusiness, leadership, and artificial-intelligence-informed business analytics classes to produce professionals and entrepreneurs with the knowledge to drive decisions with data in agribusiness’s challenging and ever-changing field. The program will provide graduates with the skills needed to improve decision-making, deliver value to customers, increase employer or principal profitability, and strengthen the agribusiness industry in South Dakota.

2. SDSU – MS in Global Agricultural Leadership

The proposed MS would be a professional program in agriculture, focusing on motivational and organizational leadership, sustainability, community development, intercultural communication, ethics, and agribusiness. SDSU’s

(Continued)

INFORMATIONAL ITEM

proposed Global Agricultural Sustainability and Leadership program will equip graduates who are competent in their chosen field of study with additional leadership skills necessary to fast-track into leadership roles with agri-business companies and/or in their local communities. The program will be an accelerated program from SDSU's agriculture-related undergraduate majors.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – A
DATE: December 13-14, 2023

SUBJECT

**Revised BOR Policy 3.6.1 – Scholarships, Grants, and Loans (Formerly Policy 3:15)
(Second Reading)**

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 3:15 – Scholarships, Grants, and Loans

BACKGROUND / DISCUSSION

The South Dakota Board of Regents is deploying a new policy management solution. With this implementation, BOR academic staff have been evaluating BOR Policy 3.6.1 (formerly Policy 3:15). This policy requires substantial modifications due to historical and current changes in the management of the scholarships; therefore, the new draft presented in Attachment I will replace the old version.

The following modifications include:

1. Update to the current BOR policy template;
2. Update to the current BOR Policy formatting in all sections;
3. Addition of definitions to better accommodate internal and external stakeholders;
4. Inserted policy statements and expectations;
5. Addition of the following sections:
 - a. Endowed Scholarships Managed by the Board of Regents,
 - b. Legislated Scholarships Managed by the Board of Regents,
 - c. Other Scholarships Managed by the Board of Regents, and
 - d. Regental Institution Managed Scholarships;
6. Insertion of OurDakotaDreams in all of the BOR Managed Scholarships; and
7. Removal of language in SDCL or ARSD and referred to those rules, laws
8. Addition of language to allow 100% housing scholarships for institutions achieving a coverage ratio of 1.40 in the most recent Auxiliary System review.

No changes other than formatting were made to the reporting and the graduate research sections of this policy draft.

(Continued)

DRAFT MOTION 20231213_6-A:

I move to approve the second and final reading of the proposed new draft of BOR Policy 3.6.1, as presented.

IMPACT AND RECOMMENDATION

The Academic Affairs Council (AAC) and the Student Affairs Council (SAC) have reviewed the draft policy revisions for approval at the Board of Regents meeting. This is the second reading of the proposed new draft of this policy. A revision has been made since the first reading at the October 2023 BOR meeting and is highlighted **yellow** within Attachment I.

BOR Academic staff supports the recommendation of approving BOR Policy 3.6.1.

ATTACHMENTS

Attachment I – Proposed New Draft of BOR Policy 3.6.1 – Scholarships, Grants, and Loans

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Scholarships, Grants, and Loans

NUMBER: 3.6.1

A. PURPOSE

The purpose of this policy is to inform internal and external stakeholders on the number of scholarships supported through the Board of Regents as well as specific Regental policies in reference to institutional scholarships.

B. DEFINITIONS

1. **Endowed Scholarships:** A donor privately funded scholarship.
2. **Graduate Research Assistant and Fellow:** Graduate research assistant and fellow shall be defined as graduate assistant or fellow whose assigned duties are primarily research activities and who meet the eligibility requirements contained in BOR Policy 5.22.
3. **Legislative Scholarships:** A state funded scholarship.
4. **Cumulative Grade Point Average:** A calculation of the student's grape point average based on all credits earned by the student (transfer credit plus earned non-regental or regental institution credit).
5. **General Activity Fee (GAF):** The general activity fee is a mandatory fee that supports student functions related to the co-curricular activities and operations and payment of debt incurred for the construction, maintenance, repair, and equipping of student unions, athletic facilities, and wellness facilities as approved by the Board.
6. **Major Program of Study:** An academic major or primary area of study within a degree program.
7. **Non-Regental Institutions:** Those public and private colleges and universities not part of the Board of Regents with the state of South Dakota.
8. **Regental Institutions:** 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.
9. **Regental System:** Defined to incorporate the six public institutions (universities) and the two special schools.
10. **Student Classification:** Student classification refers to one of the four undergraduate years: freshman, sophomore, junior, and senior. Student classification is based on transferred and earned credit hours.

C. POLICY STATEMENTS AND STANDARDS

1. Board of Regents Policy 1.1.1, 1.1.2 and SDCL § 13-49 through § 13-53 provides the authority to govern the Regental system.
2. The Board of Regents Executive Director will create a scholarship committee to be managed by the board academic staff for the appropriate endowed scholarships.
3. The Board of Regents academic staff will supervise and manage all Board of Regent managed scholarship processing through the information system and technology solutions.
4. The Board of Regents academic staff will audit and ensure the Board of Regents managed scholarships comply with the rules of the designated scholarship (including financial auditing, student roster auditing, etc.).
5. The Board of Regents academic staff will develop and disseminate guidelines on the administration of the Board of Regents managed scholarships to the appropriate non-regental and regental institution, board, or any other stakeholder that is engaged in the processing of the scholarships.
6. The Regental institutions shall comply with federal, state, and local rules, laws, and policies as it relates to the management of their scholarships, reporting, and fund allocation requirements.

D. ENDOWED SCHOLARSHIPS MANAGED BY THE BOARD OF REGENTS

Scholarships established through agreements between the Board of Regents and donors of funds shall be administered by the Executive Director.

1. Ardell Bjugstad Scholarship

The Ardell Bjugstad Scholarship program was established to benefit members of federally recognized tribes whose reservations are in either North Dakota or South Dakota. Eligibility for this scholarship includes entering freshman classification for residents of North Dakota or South Dakota enrolled in a federally recognized tribe (in North Dakota or South Dakota). The major program of study must be in agribusiness, agriculture production, agricultural sciences, or natural resources degree at any postsecondary institution. (U.S. Department of Education CIP 01 or 03). An approved scholarship committee assigned by the Executive Director, Board of Regents, shall recommend a recipient to the Board, which shall make the final selection. More information may be found: OurDakotaDreams.

2. Annis Irene Fowler/Kaden Scholarship

The Annis Irene Fowler/Kaden Scholarship was initiated to promote the education of deserving first-time students who enroll on a full-time basis at a South Dakota public university providing teacher education majors specific to elementary education with a 3.0 cumulative high school grade point average or higher. An approved scholarship committee assigned by the Executive Director, Board of Regents, shall recommend a recipient to the Board, which shall make the final selection. Selection shall be based on the rules of the endowment. More information may be found: OurDakotaDreams.

3. Haines Memorial Scholarship Program

The Haines Memorial Scholarship Fund was established to benefit South Dakota public higher education and its teaching students by providing scholarships of an amount sufficient to make a substantial contribution toward the recipient student's college expenses. Eligibility for this scholarship includes a continuing student (classification of sophomore, junior, senior) with a minimum of cumulative grade point average of 2.5 and pursuing a major of study leading to a teaching certificate. An approved scholarship committee assigned by the Executive Director, Board of Regents, shall recommend a recipient to the Board, which shall make the final selection. More information may be found: OurDakotaDreams.

4. Marlin R. Scarborough Board of Regents Memorial Scholarship

The Marlin R. Scarborough Board of Regents Memorial Scholarship is awarded in the spring to a student who shall be a junior at a Regental institution in the fall. Eligibility for this scholarship includes a cumulative 3.5 grade point average or higher. An approved scholarship committee assigned by the Executive Director, Board of Regents, shall recommend a recipient to the Board, which shall make the final selection. Selection shall be based on the rules of the endowment. More information may be found: OurDakotaDreams.

E. LEGISLATED SCHOLARSHIPS MANAGED BY THE BOARD OF REGENTS

The Legislature has established scholarship programs for the benefit of South Dakota residents.

1. South Dakota Opportunity Scholarship

The South Dakota Legislature authorized the Regents Scholarship Program in 2003 to allow South Dakota's most academically accomplished high school graduates to receive an affordable education at any regental or non-regental institution in South Dakota that is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In 2004, the Legislature renamed the scholarship the South Dakota Opportunity Scholarship and authorized funding from the state of South Dakota. South Dakota Codified Law and Administrative Rules govern the eligibility, funding, and selection criteria required. South Dakota Board of Regents manages and administers this scholarship for the state of South Dakota. More information may be found: OurDakotaDreams.

The Board of Regents academic staff manage this scholarship through their information technology systems and require documentation by both non-regental and regental institutions. Management includes auditing of the scholarship.

2. Critical Teaching Needs Scholarship

Established during the 2013 Legislative Session, the purpose of the program is to encourage South Dakota's high school graduates to obtain their postsecondary education in South Dakota for teaching, to remain in the state upon completion of their education, and to contribute to the state and its citizens by working in a critical need teaching area. Eligibility for this scholarship includes both non-regental and regental institutions that are

accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Regents academic staff working with the Critical Teaching Needs Scholarship Board shall approve the application process, select the qualified candidates, and approve. Selection shall be based on the rules of the scholarship as defined in South Dakota Codified Law. More information may be found: OurDakotaDreams.

3. Needs-Based Scholarship

The 2013 SD Legislature approved the appropriation of funding for a need-based grant fund. South Dakota Codified Law manages the overall requirements of this scholarship (SDCL 13-55A). Eligibility for this scholarship includes both non-regental and regental institutions that are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This needs-based scholarship is based on the financial need of the applicant. Required paperwork to establish the financial need is required. More information may be found: OurDakotaDreams.

4. Jump Start Scholarship

During the 2011 Session, the Legislature approved the creation of the Jump Start Scholarship program which is designed to provide a student who graduates from a public high school in three years or less to receive a scholarship funded with a portion of the money saved by the state in state aid to education funding pursuant to chapter 13-13. Eligibility for this scholarship includes both non-regental and regental institutions that are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Students must complete the requirements defined by the Board of Education pursuant to South Dakota Codified Law §13-1-12.1. The Board of Regents academic staff shall manage this scholarship in accordance with South Dakota Codified Law. More information may be found: OurDakotaDreams.

F. OTHER SCHOLARSHIPS MANAGED BY THE BOARD OF REGENTS

Private **and/or** other funded scholarships programs have been developed for the benefit of South Dakota residents.

1. Dakota Corp Scholarship

Governor Rounds developed this scholarship to encourage South Dakota's high school graduates to obtain their post-secondary education in South Dakota, remain in the state upon completion/graduation, and contribute to the state of South Dakota and its citizens by working in a critical need occupation. Eligibility for this scholarship includes both non-regental and regental institutions that are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Regents academic staff working with the Dakota Corp Scholarship Board shall approve the application process, define the rules, select the qualified candidates, and approve. More information may be found: OurDakotaDreams.

2. Veterinary Medicine Tuition Assistance Program

SDCL § 13-49-20.5 authorizes the Board to establish a tuition assistance program for South

Dakota residents who have been admitted to accredited institutions of higher education in a course of veterinary medicine. The awarding process is managed through South Dakota State University and must comply with Board of Regents rules, state law and administrative rules. The requirements, application, selection, funding, and awarding process shall be outlined in the Student Affairs Guidelines.

G. ATHLETIC RELATED STUDENT AID

Athletically related student aid means any scholarship, grant, or other form of financial assistance the terms of which require the recipient to participate in a program of intercollegiate athletics to be eligible to receive such assistance. (Pub. L. 101-542, The Student Right to Know and Campus Security Act). Regental institutions shall adhere to the policies governing athletically related student aid promulgated by the appropriate governing conference or national association. The Board may review governing conference or national association policies or adopt additional policies governing athletically related student aid at its discretion.

1. Funding

Athletic scholarships may be funded from athletic gate receipts, athletic sponsorships, athletic broadcasting agreements, athletic guarantees, athletic commissions, advertising revenue, facility rentals, extra-curricular concession profits, vending profits, business related profits except for the Auxiliary System, trademark royalties, camp profits, ticket sales, late payment fees, tuition remission and donations.

2. Reporting

All fund sources used for athletic scholarships must be tracked and reported to the Board on an annual basis.

H. REGENTAL INSTITUTIONAL MANAGED SCHOLARSHIPS

Regental institutions may provide need or merit-based scholarships at their university.

1. Rules

Each Regental institution will document the rules, application eligibility, selection, and awarding process at their respective university and for the applicable scholarships.

2. Funding

Regental institution scholarships awarded on a need or merit basis may be funded from advertising revenue, facility rentals, extra-curricular concession profits, vending profits, business related profits except for the Auxiliary System, trademark royalties, camp profits, ticket sales, late payment fees, tuition remission, and donations.

2.1. Vending Machine Income

The profits from vending machine income shall accrue to the benefit of the students. These benefits could be in the form of: (a) Scholarships; (b) Student loan funds; and (c) Special student activities. Whenever vending machines are operated in essentially

employee areas, the profits may be used for the benefit of these groups upon the President's written approval.

3. Residence Life Scholarships

The Regental institutions may offer residence hall scholarships per year valued at 50% of the current double occupancy resident rate. The residence hall system shall be reimbursed the total of the residence hall fees waived from GAF (General Activity Fee) and tuition generated from the students receiving the scholarship.

Provided a Regental Institution generated a coverage ratio of at least 1.40 in the most recent Auxiliary System review, said university may offer up to 100% of the current double occupancy rate as a housing scholarship with the cost covered by the Auxiliary System.

4. Reporting

All fund sources used for Regental institution scholarships must be tracked and reported to the Board on an annual basis.

I. GRADUATE RESEARCH ASSISTANT AND FELLOW RELATED STUDENT AID

Graduate research assistant and fellow related student aid means any stipend, grant, tuition remission or other form of financial assistance given to a graduate research assistant or fellow in exchange for their service as a graduate research assistant or fellow.

The Board may adopt additional policies governing graduate research assistant and fellow related student aid at its discretion.

1. Rules

Each Regental institution will document the rules, application eligibility, selection, and awarding process at their respective university and for the applicable graduate research assistant and fellow programs.

Notwithstanding the foregoing, externally funded graduate research assistants and fellows shall be administered in accordance with the terms and conditions imposed by the external funding source.

2. Funding

Graduate research assistant and fellow related student aid may be funded from Facilities and Administration (F&A) receipts (sometimes called indirect or overhead receipts) generated from grants or contracts.

3. Reporting

All fund sources used for Regental institution scholarships must be tracked and reported to the Board on an annual basis.

FORMS / APPENDICES:

None

SOURCE:

BOR April 1990; March, 1991; June, 1988; June 1984; 1988; SDCL 13-55-1, 1975; 1984 Legislation; SDCL 13-55-14, 1990; SDC: 13-49-20.5; P.L. 101-542; BOR December 1992; October 1998; December 1999; June 2003; June 2004; December 2007; December 2010; December 2012; October 2014; December 2014; March-April 2016; **BOR December 2023.**

DRAFT

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B
DATE: December 13-14, 2023

SUBJECT

2022 Academic Degree Program Productivity Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.4](#) – Academic Program Evaluation and Review Policy
[AAC Guideline 2.3.4.A\(5\)](#) – Program Productivity Review Guideline

BACKGROUND / DISCUSSION

The Board of Regents approved BOR Policy 2.3.4 – Academic Program Evaluation and Review Policy at their [March](#) and [May](#) meeting in 2021. The program evaluation requires campuses to evaluate their portfolio of programs and if the program is flagged, then that program must be evaluated, and an action plan developed.

As outlined in BOR Policy 2.3.4, a program will be flagged if the program does not meet the degree conferral and both the student enrollment and financial formula evaluation.

1. Degree conferral will flag if the program does not meet one of the following:
 - a. Associate Degree - Five (5) graduates a year or twenty-five (25) during the five (5)-year reporting period.
 - b. Bachelor’s Degree - Seven (7) graduates a year or thirty-five (35) during the five (5)-year reporting period.
 - c. Master’s Degree - Four (4) graduates a year or twenty (20) during the five (5)-year reporting period.
 - d. Professional, Terminal, and Doctoral Degree -One (1) graduate a year or five (5) during the five (5)-year reporting period.
2. Student enrollment will be flagged if the program does not meet one of the following:
 - a. Associate Degree – Three (3)-year average of a minimum of fifteen (15) enrollments.
 - b. Bachelor’s Degree – Three (3)-year average of a minimum of twenty-five (25) enrollments.
 - c. Master’s Degree – Three (3)-year average of a minimum of fifteen (15) enrollments.
 - d. Professional, Terminal, and Doctoral Degree – Three (3)-year average of a minimum of seven (7) enrollments.
3. Financial Viability – This is an evaluation based on instructional revenue and expenses by the academic vice president.

The campuses had a total of 58 programs assigned to the normally scheduled three-year mid-cycle review with an additional 22 watchlist programs from previous program productivity cycles. Among the 80 programs, 21 were flagged via BOR Policy 2.3.4 and evaluated by university academic leadership as required (See Attachment I, Appendix I – Board Policy Summary). Table 1 provides the recommendations from the evaluation.

(Continued)

DRAFT MOTION 20231213_6-B:

I move to approve the recommendations as outlined in this item.

Table 1: Program Productivity Evaluation

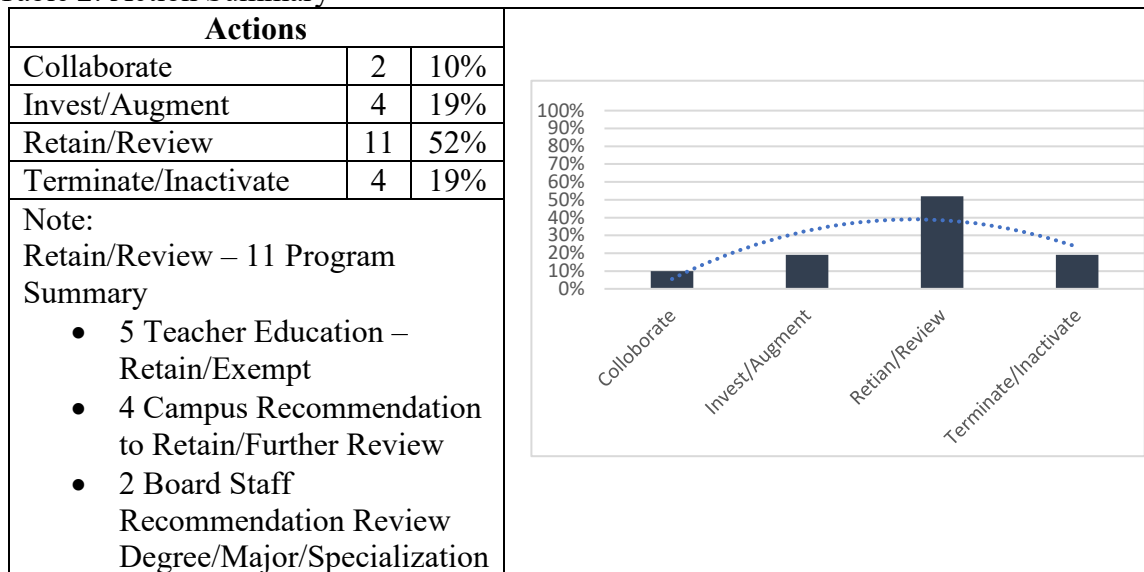
BHSU	Action Plan
BAS.THM BHSU Tour/Hospitality Mgmt. (AS)	Retain for further review. BHSU will evaluate two different plans to increase enrollments or to retool the credential.
BBA.SPN BHSU Spanish/BBSED.SPN BHSU Spanish (BA/BSED)	Review for System Collaborative Program.
BBS.ENC BHSU Communication/English (BS)	BHSU Inactivate Program.
BBSED.SCC BHSU Science Education (BSED)	Retain/Request Program Exemption - mission critical/workforce need.
BBSED.SSC BHSU Social Science (BSED)	Retain/Request Program Exemption - mission critical/workforce need.
DSU	Action Plan
DBS.PAC DSU Prof Accountancy (BS)	*Retain for further review and recommend to evaluate degree modification.
DBSED.BED DSU Business Education (BSED)	Retain/Request Program Exemption - mission critical/workforce need.
DBSED.CED DSU Computer Education (BSED)	Retain/Request Program Exemption - mission critical/workforce need.
NSU	Action Plan
NAS.DMD NSU Digital Media (AS)	Retain/Request Program Exemption - Feeder Program - limited financial cost.
NBA.GOV NSU Government (BA)	NSU Inactivate Program.
NBA.IBU NSU International Business (BA)	*Retain for further review and recommend to evaluate degree modification.
NBA.THR NSU Theatre (BA)	NSU Inactivate Program.
NBA.SPN/NBSED.SPN NSU Spanish Education (BSED)	Review for System Collaborative Program.
NBS.MIS NSU Management of Info Sys (BS)	Investment/Realignment/Augmentation - This program is already engaged in a program investment.
NMSED.IDE /NMSED.IDE.AP NSU Inst Dsgn ELearn Acc (MSED)	Investment/Realignment/Augmentation - This program is already engaged in a program investment.
SDSMT	Action Plan
MBS.AES SDSMT Atmos/Environ Sci (BS)	Investment/Realignment/Augmentation - This program is already engaged in a program investment.
MMS.AES SDSMT/MMS.AES.AP SDSMT Atmos/Envir Sci Acc (MS)	Investment/Realignment/Augmentation - This program is already engaged in a program investment.
MMS.PAL/MMS.PAL.AP SDSMT Paleontology Accel (MS)	Retain for further review. SD Mines will open this program to non-thesis students.
MPHD.AES SDSMT Atmos/Envir Sci (PhD)	SDSMT Inactivate Program.
SDSU	Action Plan
SBA.FRS SDSU French Studies/SBA.FRS-TC French Studies-Teach (BA)	Retain/Request Program Exemption - Only Regental program in state for this workforce. Limited financial costs.
USD	Action Plan
UMA.HST USD History (MA)	Retain for further review. USD will explore offering program to non-thesis students.

* BOR academic staff recommends a different response to the findings of the report.

The outcome of the evaluation was as follows, four programs will be placed on a moratorium with subsequent discontinuing, consolidating/collaborating two programs within the system, augmenting and incorporating four programs into an action plan, and retaining 11 programs for further review.

Among the 11 programs identified for further review, five will be retained and exempted for a five-year period from additional review due to the teacher education program/major and the workforce need for South Dakota. Additionally, four programs will undergo evaluation in accordance with campus action plans, while two are recommended for further evaluation and assessment with respect to their degree/major/specialization, as recommended by the board academic staff to campus academic leadership/unit/faculty.

Table 2: Action Summary



IMPACT AND RECOMMENDATION

The campuses have been working on the evaluation of these program reviews since March of 2023. Working with academic leadership and board academic staff has been an iterative process. Academic leadership worked directly with their campuses per internal institutional processes.

As policy and guidelines are new, the work developed during this initial cycle will help continue to enhance the procedures for the next cycle. Attachment I is the annual report that has been developed for the Regents which provides supportive documentation and history of the discontinued and approved programs since 2010.

It is recommended that the Board approve the action recommendations as presented in Tables 1 and 2.

ATTACHMENTS

Attachment I – Academic Degree Program Productivity Report

The Board of Regents System guidelines for monitoring low-producing programs was established by the SB55 Taskforce recommendation, academic leadership at each of the campuses, and approved by the Regents. The System's dedication to ensuring program quality and program viability is a central focus of Board policy and their fiduciary responsibility as the constitutional governing board.

Policy 2.3.4 – Academic Program Evaluation and Review Policy: Requires an evaluation of academic program productivity every three years coupled tightly with the three-year mid-cycle review. Following an analysis of the data and consultations with chief academic officers, a report shall be presented for consideration by BOR Committee A. Committee A evaluates and makes the final recommendation for the Full Board at the Board of Regents meeting. Appendix I outlines a summary of the process.

Definitions: Retrieved from BOR Policy 2.3.4 – Academic Program Evaluation and Review Policy

Three-Year Mid-Cycle Analytics/Evaluation: University examination of program performance based on a set of common metrics: enrollment, student success, instructional activity, faculty, and revenue/expense.

Program Productivity Review: Board of Regents program productivity review analyzing programs that fail to meet the established criteria thresholds.

Watchlist: A program appearing on the Program Productivity report and allowed to remain active will be placed on an annual report created by BOR and provided to the University.

Program Assessment: Using the criteria established by policy, data on academic programs were flagged due to low enrollments and lower program conferral numbers. The academic vice presidents further evaluated for program financial viability. EAB Edify standardized academic dashboards and other reporting tools were utilized by campuses to evaluate and make recommendations.

Mid-Cycle Review and Program Productivity Review Findings: The campuses had a total of 58 programs assigned to the normally scheduled three-year mid-cycle review with an additional 22 watchlist programs from previous program productivity cycles. Among the 80 programs, 21 were flagged via BOR Policy 2.3.4 and evaluated by university academic leadership as required (See Appendix I – Board Policy Summary).

Summary from Calendar Year (CY) 2010 – 2022 Findings: The enhancement of the program evaluation process as recommended by SB55 taskforce and approved by the Board of Regents, improves upon past practices. Appendix III – VI provides additional documentation. However, in this program productivity evaluation cycle, we see evidence pointing toward more collaborative requests and inactivation/termination decisions than in the past few program productivity cycles (2018 and 2020).

Appendix:

Appendix I Evaluation Policy Summary (2.3.4)

Appendix II Current Cycle (Program Productivity Evaluation)

Appendix III Active Programs by Campus and Degree Type

Appendix IV Discontinued Programming by Campus and Degree Type CY 2010-2022

Appendix V Approved Programming by Campus and Degree Type CY 2010-2022

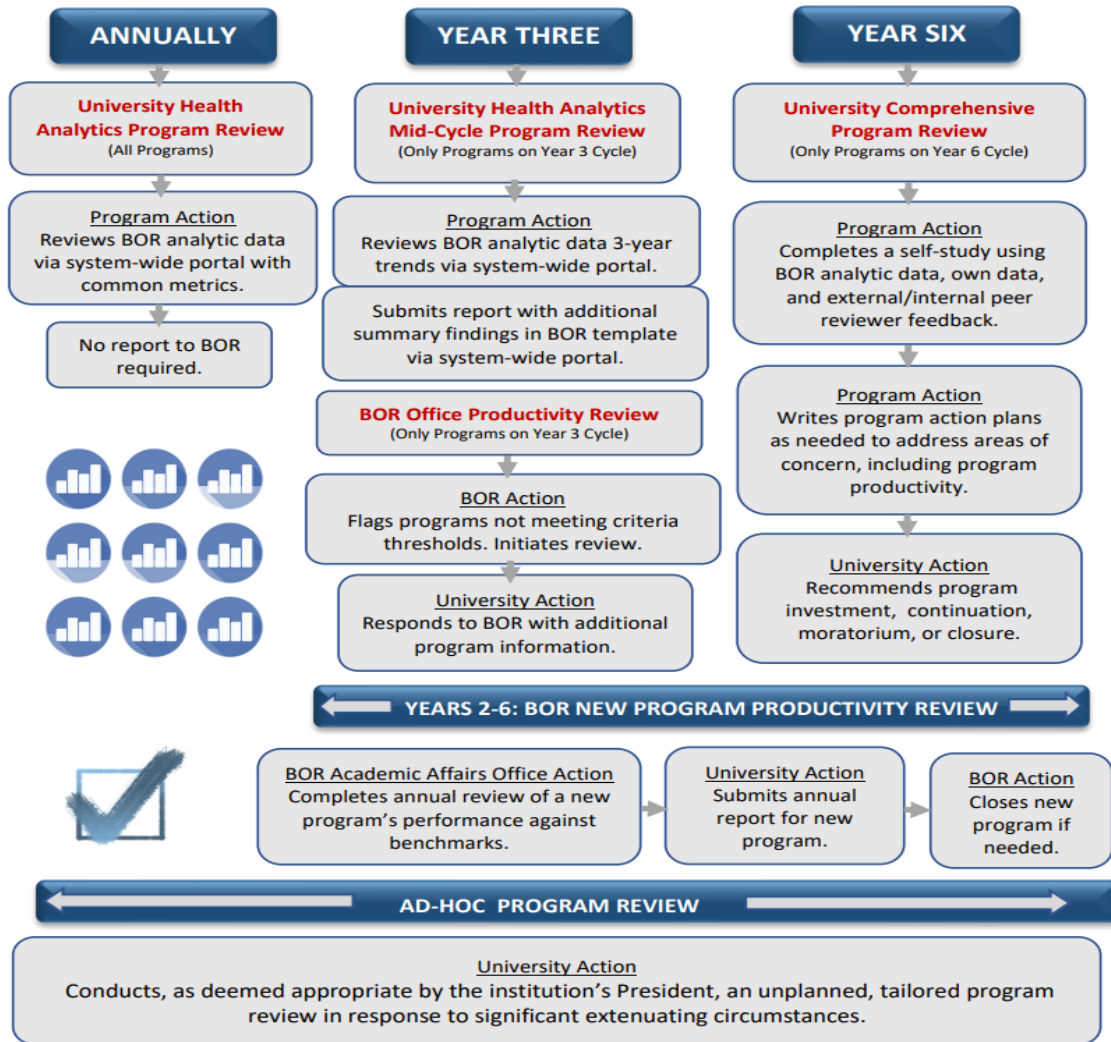
Appendix VI System Summary Comparison CY 2010-2022

**Appendix I
South Dakota Board of Regents – Policy Summary**

In March of 2022, the Board of Regents approved the recommended policy from the SB55 taskforce. The graphic below describes the evaluation process.

Graph 1: Review of Academic Program Evaluation 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.*



Each year, as programs are scheduled for the year-three mid-cycle, they will also be evaluated for program productivity measures. If they are flagged, they are reviewed by the academic units at the campus/institution and a recommendation is forwarded to the board office. The Board office working with the academic vice president or designee will evaluate the assessments and recommendations. BOR academic staff may request the Board of Regents to approve full recommendations as submitted or approve additional/modified board academic staff recommendations. Any modified recommendation will be shared with the academic vice president so the dialogue can begin at the campus.

Appendix II
South Dakota Board of Regents Current Cycle – Program Productivity Evaluation

In the 2022 Mid-Cycle review, 58 programs were flagged for evaluation; 22 additional watchlist programs were evaluated due to having been flagged in a previous program productivity finding (previous cycle). Among the 80 programs, 21 were flagged via BOR Policy 2.3.4 and evaluated by university academic leadership as required (See Attachment I, Appendix I – Board Policy Summary).

Table 1 provides a breakdown of those that were either noted for evaluation based on the mid-cycle or the watchlist. The 21 programs that moved forward in accordance with policy to a program productivity evaluation shall be reviewed and one of the following options must be selected by the campus.

1. Program Closure
2. Program Moratorium
3. Retain with Further Review (limit to two-year review/used only once)
4. Investment/Augmentation (Includes Collaboration)

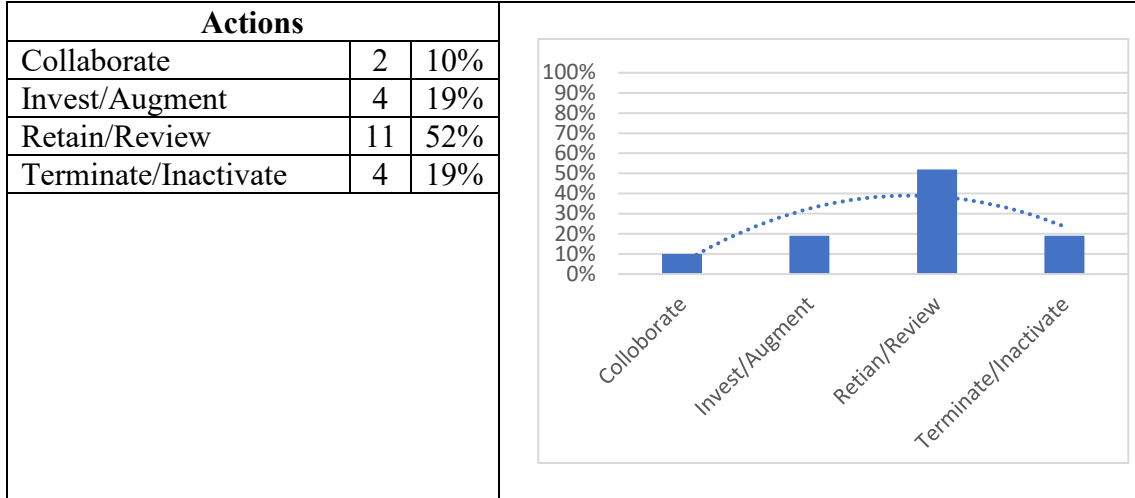
Table 1: Assessment Findings

University	Flagged for Mid-Cycle Evaluation	Watchlist (Programs Flagged Past Cycle) *	Forwarded to the Program Productivity Evaluation
BHSU	7	4	5
DSU	0	5	3
NSU	6	3	7
SDSMT	22	0	4
SDSU	11	3	1
USD	12	7	1

*Only included those that were not also included in the mid-cycle to avoid duplicated counts.

Table 2 denotes the recommended actions as outlined in the Board of Regents cover item. All but two of the campus recommendations were adopted and forwarded to the Regents for consideration. Two programs were partially supported with a recommendation for further research on the degree, major components.

Table 2: Recommended Actions



As noted in Table 2, two programs are being evaluated for system collaboration. This process includes development of the agreement for the system and will take time for full agreement; an update will be provided to the Regents as this plan moves forward.

Four of the programs are already in the process of augmenting and investing for the intended outcome of more enrollments. Four programs are recommended for discontinuation. 11 of the programs are recommended to retain. Five of the 11 that are proposed for retaining include teacher education programs with a specialized major. Since the programs are mission critical and a workforce need in South Dakota, those are also recommended for exemption for a period of five years with additional evaluation at that point in time.

The following table series provides more information by campus.

Table 3: Campus Summary**Black Hills State University**

Classification of Instructional Program-CIP	Program Code and Description	Recommendation
230101	BBS.ENC BHSU Composite Communication and English (BS)	Inactivate Discontinuation
160905	BBA.SPN BHSU Spanish (BA); BBSSED.SPNBHSU Spanish (BSED)	Retain/Collaborate
131316	BBSSED.SCC BHSU Composite Science Education (BSED)	Retain/Exempt
450101	BBSSED.SSC BHSU Composite Social Science (BSED)	Retain/Exempt
520903	BAS.THM BHSU Tour/Hospitality Management	Retain/Research

Dakota State University

Classification of Instructional Program-CIP	Program Code and Description	Recommendation
131303	DBSED.BED DSU Business Education (BSED)	Retain/Exempt
131321	DBSED.CED DSU Computer Education (BSED)	Retain/Exempt
520301	DBS.PAC DSU Prof Accountancy (BS)	Retain/Review Degree/Major/ Specialization

Northern State University

Classification of Instructional Program-CIP	Program Code and Description	Recommendation
500409	NAS.DMD NSU Digital Media (AS)	Retain/Feeder
451001	NBA.GOV NSU Government (BA)	Inactivate Discontinuation
521101	NBA.IBU NSU International Business (BA)	Retain/Review Degree/Major/ Specialization
500501	NBA.THR NSU Theatre (BA)	Inactivate Discontinuation
160905	NBA.SPN/NBSED.SPN NSU Spanish Education (BSED)	Retain/Collaborate
111099	NBS.MIS NSU Management of Info Sys (BS)	Invest/Augment
130501	NMSED.IDE /NMSED.IDE.AP NSU Inst Design E-Learning (MSED)	Invest/Augment

South Dakota Mines

Classification of Instructional Program-CIP	Program Code and Description	Recommendation
400401	MBS.AES SDSMT Atmospheric/Environmental Sciences (BS)	Invest/Augment
400401	MMS.AES/MMS.AES.AP SDSMT Atmospheric/Environmental Sciences (MS)	Invest/Augment
400604	MMS.PAL/MMS.PAL.AP SDSMT Paleontology (MS)	Retain/Research
400401	MPHD.AES SDSMT Atmospheric/Environmental Sciences (PhD)	Inactivate Discontinuation

South Dakota State University

Classification of Instructional Program-CIP	Program Code and Description	Recommendation
160901	SBA.FRS/SBA.FRS-TC French Studies/Teacher (BA)	Retain/Exempt

University of South Dakota

Classification of Instructional Program-CIP	Program Code and Description	Recommendation
540101	UMA.HST USD History (MA)	Retain/Research

To help gain an understanding of current programming levels, Appendix III outlines all current approved programs. To present a clear historical understanding of program evaluation, Appendix IV – VI share the outcomes of both the campus-initiated program and Board policy-initiated program evaluation.

Appendix III
South Dakota Board of Regents Active Programming

The Board of Regents offers the following degree types:

1. A certificate 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. This is not considered a degree; however, it is a credential that is transcribed and can be stackable into the degree programs.
2. An associate degree is a two-year degree requiring 60 credit hours.
3. A bachelor degree is a four-year degree typically requiring 120 credit hours.
4. Master's degree is a program of advanced, specialized study in a particular field. The degree normally requires one to two years of full-time study (or equivalent) and the completion of a minimum of 30 semester hours of credit, depending on the plan of study.
5. An education specialist is a post-master's award recognizing completion of an organized program of study beyond the master's degree that does not meet the requirements for a doctoral degree.
6. A first professional degree is a professional doctoral degree requiring two or more years of professional study past the baccalaureate degree. Examples of first professional degrees include M.D., Pharm. D., J.D., etc.
7. A doctoral degree is a program to prepare a student to become a scholar; that is, to discover, integrate, and apply knowledge, as well as communicate and disseminate it. Examples would be PhD, DNAP, DNP, DME, EdD, etc.

Table 4 outlines the total credentialed programs that are approved by the Board of Regents and loaded into the student information system. In total, there are 1131 credentialed student information system programs. For the purposes of this report, the focus will be on those programs where degrees are conferred (associate, bachelor, masters, doctoral/first professional, education specialist). That total represents 894 undergraduate and graduate degrees. These programs are detailed in our student information system by degree type, major program of study with and without a specialization (e.g., Bachelor of Science in Mathematics, Bachelor of Science in Mathematics with a Specialization in Data Science).

Table 4: Total Approved Active Student Information System Programs

University	Mission Critical	Certificate	Associate	Bachelor	Masters	Education Specialist, First Professional, Doctoral
BHSU	Regional Comprehensive	30	5	51	12	NA
DSU	Special Focus	39	9	40	17	6
NSU	Regional Comprehensive	32	7	53	18	NA
SDSMT	Special Focus	14	1	31	38	14
SDSU	Research	54	8	141	84	35
USD	Research	68	3	143	114	64
Totals	Total Active Certificates 237		33	459	283	119
			Total Active Degrees 894			

Retrieved from Student Information System, SOACURR. Includes active degree programs by major, by major-specialization, by major (accelerated) as they are uniquely transcribed.

Appendix IV
South Dakota Board of Regents Programming History – Discontinued Programming
CY 2010-2022

The Board of Regents policy allows for a multi-faceted approach in evaluating programs and their viability. Campuses can and will evaluate workforce needs, student demand, mission-critical, and various other college and departmental criteria. Table 5 provides the total number of programs (at the Associate or higher level) that have been inactivated/terminated and discontinued by the campus process. In total, over 120 academic degrees have been discontinued.

Table 5: Academic Degrees Discontinued (2010-2022) by Internal Campus Evaluation

University	Mission Critical	Associate	Bachelor	Masters	Education Specialist, First Professional, Doctoral
BHSU	Regional Comprehensive	2	19	1	NA
DSU	Special Focus	1	2	0	0
NSU	Regional Comprehensive	6	10	1	NA
SDSMT	Special Focus	0	1	3	0
SDSU	Research	1	28	10	7
USD	Research	2	6	11	9
Total Degrees	120	12	66	26	16

Retrieved from Student Information System, SOACURR – may include site terminations. Directed by Campus evaluation prior to any program productivity evaluation.

The Board of Regents also deploys a program productivity evaluation that allows a campus to determine an action plan to retain or they can recommend inactivation/termination. In this review process, the total number of academic degrees that have been inactivated/terminated equals 42 (Table 6).

Table 6: Academic Degrees Discontinued (2010-2022) by Program Productivity Process

University	Mission Critical	Associate	Bachelor	Masters	Education Specialist, First Professional, Doctoral
BHSU	Regional Comprehensive	1	12	0	NA
DSU	Special Focus	1	2	0	0
NSU	Regional Comprehensive	0	3	1	NA
SDSMT	Special Focus	1	0	0	0
SDSU	Research	0	14	1	0
USD	Research	0	6	0	0
Total Degrees	42	3	37	2	0

Retrieved from Student Information System, SOACURR. Directed through Program Productivity Evaluation.

With the multiple evaluation processes (Table 7), campuses have discontinued a total of 162 academic degrees over the last 12 years.

Table 7: Total Academic Degrees Discontinued (Campus Initiated/Program Productivity)

Total Degrees	Associate	Bachelor	Masters	Education Specialist, First Professional, Doctoral
162	15	103	28	16

Retrieved from Student Information System, SOACURR.

Appendix V
South Dakota Board of Regents Programming History – Approved Programming
CY 2010-2022

In addition to the evaluation of programs for inactivation/termination, campuses have a process to request new programs to meet student demands, workforce demands, mission critical demands, and other college and departmental requests. Table 8 displays that in the past 12 years, 150 program requests have been approved by the Board of Regents.

Table 8: Total New Established Programs (2010-2022) Student Information System

University	Mission Critical	Associate	Bachelor	Masters	Education Specialist, First Professional, Doctoral
BHSU	Regional Comprehensive	3	7	5	NA
DSU	Special Focus	2	3	4	5
NSU	Regional Comprehensive	2	7	5	NA
SDSMT	Special Focus	0	7	5	3
SDSU	Research	6	23	15	7
USD	Research	3	13	6	6
Total Degrees	150	16	66	41	27

Retrieved from Student Information System, SOACURR.

Appendix VI
South Dakota Board of Regents Programming by Comparison Approved/Discontinued
CY 2010-2022

The number of discontinued programs outnumber the total number of new approved programs by the Regents. The total approved over the twelve-year history was 150 as compared to 162 discontinued programs. The discontinued programs outnumber the approved programs (Table 9).

Table 9: Comparison Tables 5 and 6

Degree Type	Approved	Discontinued
Associates	16	15
Bachelor's	66	103
Master's	41	28
Doctoral, First Professional, Specialist	27	16
Total Degrees	150	162

To ensure that new programs seek out disciplines with high demand, and that student demand is considered, the Regents supported a study to evaluate the workforce needs in South Dakota. This EMSI Workforce Needs Analysis study is utilized by the universities and board academic staff. In addition to workforce demand, student demand is also measured with new programming requests. All these considerations are coupled then with the mission of the university. For example, the special focus universities support South Dakota and the entirety of the United States in emerging fields such as cyber security and engineering. The research universities promote economic drivers to further the impact of the state through their research programming and graduate students. The regional comprehensive focuses on the regional workforce needs within South Dakota.

BOR Policy 2.3.2 New Programs, Program Modifications, and Inactivation/Termination Policy, also supported by SB55 and approved by the Board of Regents, provide specific requirements for new program requests. BOR Policy 2.3.4 follows the new programs with a six-year new program evaluation process. Together, the two policies promote dynamic new programs with the management of those programs including discontinuation.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – C
DATE: December 13-14, 2023

SUBJECT

Civics Initiative (Placeholder)

CONTROLLING STATUTE, RULE, OR POLICY

To be determined.

BACKGROUND / DISCUSSION

To be determined.

IMPACT AND RECOMMENDATIONS

To be determined.

ATTACHMENTS

To be determined.

DRAFT MOTION 20231213_6-C:

To be determined.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – A
DATE: December 13-14, 2023

SUBJECT

FY25 Governor’s Recommended Budget

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 4-7-7](#) – Annual Budget Estimates Submitted by Budget Units

[SDCL § 4-7-9](#) – Preparation and submission of budget report to Legislature

BACKGROUND / DISCUSSION

On the first Tuesday of every December, the Governor presents the recommended budget for the next fiscal year to the State Legislature and the public. Governor Noem gave her FY25 budget address on Tuesday, December 5, 2023, at 1:00 pm. In the address, Governor Noem stated that South Dakota revenues remain strong and continue to exceed projections, but she is committed to budgeting conservatively and prioritizing people over programs. Her FY25 recommended budget includes an additional \$115.6 million in on-going revenues, while the FY24 revenues have been revised to include an additional \$79.4 million in one-time revenues.

The Governor is recommending a 4% market adjustment for state employees and a small increase for state employee health insurance for FY25.

IMPACT AND RECOMMENDATIONS

Base General Funding

The Governor is proposing a base general fund decrease of \$442,519 for the Board of Regents (BOR). The proposed budget includes a \$2,077,874 base increase for maintenance and repair funding, to get to 1.75% of replacement value; a \$75,062 increase for system-wide utilities; and a reduction of \$3,452 for the critical deferred maintenance lease payment. Additionally, a base transfer of \$2,592,003 in general funds from the six universities to the Department of Military is recommended to streamline the National Guard tuition assistance reimbursement process. Further details are found in Attachment I.

Proposed FY24 General Bill Amendments

A reduction of \$266,486 in general funds for system-wide utilities adjustments has been recommended in the FY24 General Bill amendment.

(Continued)

INFORMATIONAL ITEM

Proposed FY24 Emergency Special Appropriations

Also recommended is a special appropriation of \$6,034,444 in general funds for the Center for Quantum Information Science Technology, which will utilize the expertise in physics, mathematics, and computer science found at Dakota State University, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota to advance in the groundbreaking area of quantum computing, which enables the resolution of intricate and massive problems that surpass the capabilities of conventional computers.

ATTACHMENTS

Attachment I – FY25 Budget Request Summary – Governor's Recommended

South Dakota Board of Regents FY25 Board of Regents Request and Governor's Recommended				
	Base General Fund	FTE	Base General Fund	FTE
FY24 Base General Fund Budget	\$303,315,186	5,064.4	\$303,315,186	5,064.4
Priorities	Requested		Recommended	
System - Tuition Freeze	\$4,239,120	0.0	\$0	0.0
System - Additional General Fund Maintenance and Repair	\$6,611,976	0.0	\$2,077,874	0.0
BHSU - Base Funding Gap	\$926,406	5.0	\$0	0.0
System - Center for Civic Engagement	\$880,096	3.0	\$0	0.0
System - Transfer National Guard Tuition Assistance Prgm to Dept of Military	\$0	0.0	(\$2,592,003)	0.0
Base Budget Maintenance				
Utilities Adjustment	(\$143,141)	0.0	\$75,062	0.0
Lease Adjustment	(\$3,452)	0.0	(\$3,452)	0.0
FY25 Requested and Recommended	\$12,511,005	8.0	(\$442,519)	0.0
FY25 Total Base Funding Recommended	\$315,826,191	5,082.4	\$302,872,667	5,074.4
Increase without Salary Policy	4.0%	0.4%	-0.1%	0.2%
One-Time General Fund Requests				
System - Support for HEFF-Bonded Debt Retirement	\$10,778,927	0.0	\$0	0.0
Center for Quantum Information Science Technology	\$6,034,444	5.0	\$6,034,444	0.0
System - Utilities Adjustments	(\$482,933)	0.0	(\$266,486)	0.0
FY25 Tuition Fund Authority Requests				
Authority Changes	\$0	0.0	\$0	0.0
FY25 Federal and Other Fund Authority Requests				
Authority Changes	\$4,700,000	2.0	\$4,700,000	2.0
FY25 Informational Federal and Other Fund Authority Requests				
Authority Changes	\$11,630,000	8.0	\$11,630,000	8.0

* The Governor is recommending an FY24 Emergency Special Appropriations for this one-time funding request.

** The Governor is recommending FY24 General Bill Amendment for these one-time funding requests.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

**REVISED
AGENDA ITEM: 7 – B
DATE: December 13-14, 2023**

SUBJECT

2024 Board Sponsored Legislation

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-51-1](#) – Legislative approval for facilities

[BOR Policy 6.10](#) – Legislative Authorization of Private or Grant Funded Facilities

[BOR Policy 1.5.1](#) – State Relations

BACKGROUND / DISCUSSION

This item has been updated to include Attachments I - II, which comprise the proposed legislative package for the Board during the 2024 Legislative Session. The Board’s proposed legislation includes:

BHSU Rapid City Easement Proceeds (Attachment I)

Authorization to allow for immediate use of easement proceeds from easements over BHSU-RC property for the benefit of the West River Health Sciences Center. The fair market value of these easements would otherwise be placed into trust.

DSU Seasonal Dome Design and Construction (Attachment II)

Authorization to expend donated funds for the purpose of designing and constructing a seasonal dome at DSU’s Trojan Field, which would allow for increased functionality and extended use by DSU students, athletes, and teams.

Center for Quantum Information Science & Technology (TBD)

\$6,064,444 in one-time funding to start the Center for Quantum Information Science & Technology at Dakota State University, the University of South Dakota, South Dakota State University, and the South Dakota School of Mines.

(Continued)

DRAFT MOTION 20231214_7-B:

I move to authorize the Executive Director to (1) submit the proposed bills and make such modifications or amendments to the bills as are necessary and appropriate, provided such modifications or amendments do not change the fundamental purpose of the legislation, and (2) submit such additional legislation as may be necessary and appropriate, upon concurrence of a majority of the legislative committee.

IMPACT AND RECOMMENDATIONS

With approval, Board office staff will introduce the Board-sponsored legislation in substantively similar form to that contained in Attachments I - II, and work with members of the Legislature and the Governor's office to have the legislation become law.

ATTACHMENTS

Attachment I – BHSU Rapid City Easement Proceeds Draft Legislation

Attachment II – DSU Seasonal Dome Design and Construction Draft Legislation

**STATE OF SOUTH DAKOTA
NINETY-NINTH SESSION
LEGISLATIVE ASSMEBLY, 2024**

BILL NO.

Introduced by:

FOR AN ACT ENTITLED, An Act to authorize the Board of Regents to accept and use certain easement proceeds for the purposes authorized by Chapter 198 of the 2022 Session Laws and to make certain appropriations.

Section 1. The Board of Regents may accept and use the proceeds from the grant of any easements over or across the property located at the NE1/4NW1/4 of Section 34 and the S1/2SW1/4 of Section 27, all in Township 2 North, Range 8 East of the B.H.M, Pennington County, for the design, renovation, and construction of the addition for the health sciences center at Black Hills State University – Rapid City authorized by Chapter 198 of the 2022 Session Laws.

Section 2. Any proceeds received by the Board of Regents pursuant to Section 1 of this Act are dedicated in accordance with SDCL § 5-2-11 for the project authorized by Chapter 198 of the 2022 Session Laws and shall be deposited in the special fund created therein and expended in accordance with the provisions thereof.

**STATE OF SOUTH DAKOTA
NINETY-NINTH SESSION
LEGISLATIVE ASSMEBLY, 2024**

BILL NO.

Introduced by:

FOR AN ACT ENTITLED, An Act to authorize the Board of Regents to contract for the design and construction of a seasonal dome at Trojan Field, on the campus of Dakota State University, to make an appropriation therefore, and to declare an emergency.

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

Section 1. The Board of Regents may contract for the design and construction of a seasonal dome for athletic practice and competition activities at Trojan Field on the campus of Dakota State University in Madison, together with furnishings and equipment, including heating, air conditioning, plumbing, water, sewer, electric facilities, refrigeration, laboratories, sidewalks, parking, landscaping, architectural and engineering services, asbestos abatement, and other services or actions as may be required to accomplish the project for an estimated cost not to exceed seven million dollars (\$7,000,000), subject to permitted adjustments pursuant to section 3 of this Act.

Section 2. There is hereby appropriated to the Board of Regents for the purposes authorized in this Act, the sum of seven million dollars (\$7,000,000), or so much thereof as may be necessary, in other fund expenditure authority to the Board of Regents from funds donated to the Board of Regents for the purposes authorized in section 1 of this Act, together with any additional sums received pursuant to section 4 of this Act, and permitted judgments pursuant to Section 3 of this Act

Section 3. The cost estimates contained in this Act have been stated in terms of 2024 values. The Board of Regents may adjust such cost estimates to reflect the inflation as measured by the Building Cost Index, reported by the Engineering News Record and additional expenditures required to comply with regulations adopted after the effective date of this Act, or additional sums received pursuant to section 4 of this Act. However, any adjustments to construction cost estimates for the project may not exceed one hundred twenty-five percent (125%) of the estimated project construction cost stated in section 1 of this Act.

Section 4. The Board of Regents may accept, transfer, and expend any funds obtained for the projects authorized in this Act from federal sources, donations, or any other external sources, all of which comprise a special fund for the benefitted project. All moneys deposited into that fund are hereby appropriated to the projects authorized by this Act, subject to the limitations stated in sections 1 to 3, inclusive, of this Act.

Section 5. The administration of the design and construction of the project authorized in this Act shall be under the general charge and supervision of the Bureau of Administration as provided in chapter 5-14.

Section 6. The executive director of the Board of Regents, or a designee, shall approve vouchers, and the state auditor shall draw warrants to pay expenditures authorized by this Act.

Section 7. Any amounts appropriated in this Act not lawfully expended or obligated shall revert in accordance with the procedures prescribed in chapter 4-8.

Section 8. Whereas, this Act is necessary for the support of the state government and its existing public institutions, an emergency is hereby declared to exist, and this Act shall be in full force and effect from and after its passage and approval.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – C
DATE: December 13-14, 2023

SUBJECT

FY25 Tuition Rate Proposals

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-53-6](#) – Tuition Rates and Fees

BACKGROUND / DISCUSSION

Annually the various councils review tuition and fee pricing to identify opportunities to adjust special rates and increase the prospective student pipeline. As a result, tuition proposals to expand resident rates within the region were discussed at the September Business Affairs Council meeting. Given the existing South Dakota Advantage rate, a proposal was developed to expand the resident tuition program to the states of Kansas and Missouri. These states were specifically identified as potential target markets due to their proximity to South Dakota and level of demand for higher education.

In addition, a proposal was submitted to expand the South Dakota Advantage rate to Minnesota residents beginning in summer of 2024, thus ending the Minnesota reciprocity agreement. Students from Minnesota currently enrolled in Regental institutions would continue to receive the equivalent of the Minnesota reciprocity rate until their graduation, but new incoming and new transfer students would receive the Dakota Advantage rate.

Consistent with the South Dakota Advantage expansion to graduate programs in the past, these rates would exclude professional graduate programs that have unique/higher non-resident tuition rates and to which class caps exist such as Pharmacy, Med, Law, OT, PT, PA, and Vet 2+2.

These proposals were discussed with the Council of Presidents, Academic Affairs, and Student Affairs Councils and were supported by all involved.

(Continued)

DRAFT MOTION 20231213_7-C:

I move to approve an expansion of the South Dakota Advantage tuition program offering new incoming and new transfer students from Minnesota, Kansas, and Missouri a tuition rate equivalent to the resident tuition rate set for each university starting summer 2024. For new graduate students, this expansion will apply only to non-capped graduate programs. Minnesota students currently enrolled in Regental institutions will continue to receive the equivalent of the Minnesota reciprocity rate until their graduation.

Campuses have provided additional information in Attachment I to support the growth needed to be revenue neutral, with the goal of growing enrollments, fulfilling the workforce needs of South Dakota, and generating additional revenue for the universities and the State.

The following tables provide a state-by-state summary of the base enrollment and transfers from FY23, the potential revenue loss, and the number of credits and students needed to breakeven by expanding the South Dakota Advantage rate to the states of Kansas, Missouri, and Minnesota. Separate information is provided for undergraduate and graduate students.

Table 1. Expansion of South Dakota Advantage – Kansas

Kansas Breakeven Summary - Undergraduate					
School	Base Student FTE	Base Credit Hours	Tuition Reduction	Breakeven Credits	Breakeven Student FTE
BHSU	-	-	\$ -	-	-
DSU	3	94	\$9,720	38	1
NSU	2	55	\$5,687	22	1
SDSM&T	3	85	\$12,538	48	2
SDSU	14	407	\$47,619	184	6
USD	15	446	\$52,182	201	7
System	36	1,087	\$127,745	494	16

Kansas Breakeven Summary - Graduate					
School	Base Student FTE	Base Credit Hours	Tuition Reduction	Breakeven Credits	Breakeven Student FTE
BHSU	-	-	\$ -	-	-
DSU	-	9	\$2,600	8	-
NSU	-	-	\$ -	-	-
SDSM&T	-	9	\$3,072	9	-
SDSU	2	71	\$ -	-	-
USD	-	-	\$ -	-	-
System	2	89	\$5,672	17	-

Table 2. Expansion of South Dakota Advantage – Missouri

Missouri Breakeven Summary - Undergraduate					
School	Base Student FTE	Base Credit Hours	Tuition Reduction	Breakeven Credits	Breakeven Student FTE
BHSU	1	42	\$4,343	17	1
DSU	2	61	\$6,307	25	1
NSU	1	15	\$1,551	6	-
SDSM&T	3	88	\$12,980	50	2
SDSU	16	482	\$56,394	218	7
USD	10	301	\$35,217	136	5
System	33	989	\$116,792	451	15

Missouri Breakeven Summary - Graduate					
School	Base Student FTE	Base Credit Hours	Tuition Reduction	Breakeven Credits	Breakeven Student FTE
BHSU	-	-	\$ -	-	-
DSU	-	-	\$ -	-	-
NSU	-	-	\$ -	-	-
SDSM&T	0.5	13	\$4,438	13	0.5
SDSU	1	42	\$1,256	4	-
USD	1.5	35	\$10,987	32	1
System	3	90	\$16,680	49	1.5

Table 3. Expansion of South Dakota Advantage - Minnesota

Minnesota Breakeven Summary - Undergraduate					
School	Base Student FTE	Base Credit Hours	Tuition Reduction	Breakeven Credits	Breakeven Student FTE
BHSU	6	178	\$12,638	50	2
DSU	121	3,620	\$152,112	599	20
NSU	88	2,634	\$179,902	709	24
SDSM&T	53	1,592	\$38,526	148	5
SDSU	1,537	46,119	\$2,451,225	9,461	315
USD	234	7,010	\$341,387	1,318	44
System	2,038	61,153	\$3,175,791	12,284	409

Minnesota Breakeven Summary - Graduate					
School	Base Student FTE	Base Credit Hours	Tuition Reduction	Breakeven Credits	Breakeven Student FTE
BHSU	-	-	\$ -	-	-
DSU	3	82	\$19,381	58	2
NSU	1	18	\$4,249	13	0.5
SDSM&T	14	327	\$75,512	214	9
SDSU	101	3,031	\$278,610	750	18
USD	7	160	\$34,368	101	4
System	25	3,618	\$409,120	1,136	15.5

Benefits of Program

Being able to offer a competitive tuition rate to students in the surrounding states has paid off financially in the past. Expansion of the South Dakota Advantage rate has shown enrollment growth beyond the breakeven point and generated additional tuition revenues at all our institutions.

Being able to fill vacant rooms strengthens the housing system by generating additional revenues to support maintenance, repair, and operations of the facilities. Strong housing occupancy helps keep costs down for all students.

South Dakota retains about 30% of nonresidents employed in the state after they earn their degree. This educated workforce is critical to our state filling growing high tech jobs, meeting the demands in health fields, and keeping entrepreneurs in the state.

IMPACT AND RECOMMENDATIONS

The universities are confident that offering the on-campus resident rate to new students from Kansas and Missouri will result in increased enrollments from those states. In turn, the movement to the South Dakota Advantage rate from a reciprocity model at Minnesota is expected to assist in combating the Minnesota North Star program, which offers free tuition for all Minnesota residents whose annual household income is \$80,000 or less. The South Dakota Advantage rate is, on average, \$51 less per credit hour than the reciprocity rate for incoming Minnesota students.

Given that there is facility capacity on campus and that the competition for South Dakota students from surrounding states continues to escalate, we must be aggressive in bringing more young people to South Dakota and keeping our resident students in the state.

Expansion of the South Dakota Advantage program has many benefits and is recommended for approval. The total tuition risk is \$266,890 for expansion to Kansas and Missouri based on the current enrollment and transfer FTE of 74.

Total tuition risk for expansion of Minnesota reciprocity to the South Dakota Advantage rate is much higher at \$3,584,911 based on the current enrollment FTE of 2,063. Movement from a reciprocity model to the South Dakota Advantage rate is necessary to aid in preserving the current Minnesota student population and aid in attracting future Minnesota students that may now be eligible for free tuition under their North Star program.

To breakeven as a system, we need to attract an additional 32.5 students from Kansas and Missouri and 424.5 Minnesota students.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

**REVISED
AGENDA ITEM: 7 – D
DATE: December 13-14, 2023**

SUBJECT

Revised BOR Policy 5.4 – Purchasing (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.4](#) – Purchasing

BACKGROUND / DISCUSSION

This policy has been updated to include changes related to SDCL § 5-18A-11, which raised the threshold for RFPs on supplies to \$50,000. Attachment I shows the proposed changes.

IMPACT AND RECOMMENDATIONS

By making these changes, the BOR Policy manual will reflect changes made by the Legislature for supply purchasing thresholds.

The Business Affairs Council has reviewed and agrees with the changes.

ATTACHMENTS

Attachment I – BOR Policy 5.4 – Purchasing

DRAFT MOTION 20231213_7-D:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 5.4 – Purchasing with the revisions as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Purchasing

NUMBER: 5.4

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 BOR 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 \$2550,000

According to SDCL §5-18A-11, any order with a total cost exceeding \$4,000 and less than \$2550,000, 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 \$2550,000

Supplies with a total cost exceeding \$2550,000 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 \$2550,000 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 Sections 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 ~~f~~Form:
- <https://public.powerdms.com/SDRegents/documents/1727286>
<https://powerdms.com/link/SDRegents/document/?id=1727286>
- 8.5. Refer to the BOR meeting calendar at <https://sdbor.edu/meeting-information/>
~~<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 ~~\$250~~,000 must be awarded through a competitive bid process, unless the service is considered a sole source. This process may include an 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 BOR 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 1.7.4 to ensure that vendors or contractors are checked against appropriate governmental exclusion, debarment, and suspension lists and that all requirements of BOR Policy 1.7.4 are followed. 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 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); October 2023 (Clerical); [BOR December 2023](#).

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – E
DATE: December 13-14, 2023

SUBJECT

SDSU Transient Animal Facility Preliminary Facility Statement (PFS)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement
Projects – Payment of Appropriated Funds

[SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements –
State Building Committees – Approval by Board or Commission in Charge of
Institution

[BOR Policy 6.4](#) – Capital Improvements

[BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

South Dakota State University requests approval of this Preliminary Facility Statement to engage a design-build team to complete planning and construction of a new Transient Animal Facility.

The Transient Animal Facility will be used for teaching and extension/outreach purposes. Numerous Animal Science courses utilize livestock for their labs, and while some of this need can be met using the university’s livestock units, it also requires outside sources to provide an adequate quantity and variety of animal stock for instruction. This maximizes teaching opportunities, especially for terminal livestock. Due to the transient use of external livestock, it is not feasible to house them in the university’s permanent units. Even if adequate space were available at permanent livestock units, transient animals present biosecurity risks that could compromise the university’s herds.

IMPACT AND RECOMMENDATIONS

Undergraduate enrollment in the Animal Science Department has averaged 452 students over the past five years, with an additional 113 students pursuing an Animal Science minor. These students, on average, take at least two courses that heavily rely on transient animals

(Continued)

DRAFT MOTION 20231213_7-E:

I move to approve SDSU’s Preliminary Facility Statement to complete planning and construction of a new Transient Animal Facility using insurance proceeds and other funds, and to exempt the project from the remainder of the Board’s Capital Improvements Policy.

in the curriculum. Additionally, the curriculum of Agriscience, Ag Communications, Ag Education, and Agricultural Leadership majors include two courses that rely on transient beef, sheep, and swine. These programs combined had an additional 387 students in Fall 2022.

Extension and outreach clientele to be served include those interested in beef cattle marketing based on carcass traits (Beef 2020 programs). This program has been offered on campus for many years, with 172 participants in the past seven years. It is recognized for its hands-on approach of “gate to plate” and uses a variety of live beef cattle. Youth from across South Dakota, Minnesota, and up to 10 other states participate in programs focused on livestock evaluation. In the past four years, over 450 participated in summer livestock judging camps. Annually, over 500 youth from South Dakota and Minnesota participate in 4-H and FFA Livestock Judging contests that are held on campus. All these programs rely on university facilities to house transient animals.

FUNDING

The project would be funded by insurance proceeds, College of Agriculture, Food, and Environmental Sciences and Ag Experiment Station funds.

ATTACHMENTS

Attachment I – SDSU Preliminary Facility Statement for Transient Animal Facility

**PRELIMINARY FACILITY STATEMENT
FOR
SOUTH DAKOTA STATE UNIVERSITY
TRANSIENT ANIMAL FACILITY
New Construction; Brookings, SD**

DATE: October 13th, 2023

SDSU requests approval of this Preliminary Facility Statement to engage a design-build team to complete planning and construction of a new Transient Animal Facility. The University requests exemption of the project from the remainder of the capital improvement process, due to the limited scope and program of this facility. The project was approved by the South Dakota State Legislature in 2023 as part of House Bill 1032.

1. GENERAL PROGRAMMATIC NEEDS TO BE ADDRESSED:

The Transient Animal Facility will be used for teaching and extension/outreach purposes. Numerous Animal Science courses utilize livestock for their labs, and while some of this need can be met using the university's livestock units, it also requires outside sources to provide an adequate quantity and variety of animal stock for instruction. This maximizes teaching opportunities, especially for terminal livestock. Due to the transient use of external livestock, it is not feasible to house them in the university's permanent units. Even if adequate space were available at permanent livestock units, transient animals present biosecurity risks that could compromise the university's herds.

2. ANALYSIS OF THE STUDENT BODY OR CONSTITUENTS TO BE SERVED:

Undergraduate enrollment in the Animal Science Department has averaged 452 students over the past five years, with an additional 113 students pursuing an Animal Science minor. These students, on average, take at least two courses that heavily rely on transient animals in the curriculum. Additionally, the curriculum of Agriscience, Ag Communications, Ag Education, and Agricultural Leadership majors include two courses that rely on transient beef, sheep, and swine. These programs combined had an additional 387 students in Fall 2022.

Extension and outreach clientele to be served include those interested in beef cattle marketing based on carcass traits (Beef 2020 programs). This program has been offered on campus for many years, with 172 participants in the past seven years. It is recognized for its hands-on approach of "gate to plate" and uses a variety of live beef cattle. Youth from across South Dakota, Minnesota, and up to 10 other states participate in programs focused on livestock evaluation. In the past four years, over 450 participated in summer livestock judging camps. Annually, over 500 youth from South Dakota and Minnesota participate in 4-H and FFA Livestock Judging contests that are held on campus. All these programs rely on university facilities to house transient animals.

3. ADDITIONAL SERVICES TO BE OFFERED:

SDSU hosts “Little International”, considered the largest student-run livestock exposition in the country. The transient animal facility would support two aspects of the continued excellence of Little I: 1) Little I hosts a Livestock Judging Contest, which typically attracts 300-400 youth from four to five states, and 2) Little I includes an exhibition of beef, dairy, horse, sheep, swine, and meat goats. The livestock associated with this event are often brought in from outside sources, and a Transient Animal Facility provides a safe and controlled environment to manage this process.

4. COMPLIANCE WITH COMPREHENSIVE CAMPUS PLAN:

The upgraded facility aligns with the university’s strategic plan, enhancing teaching, research, and outreach capabilities of the university. It further supports SDSU’s ability to provide contemporary educational opportunities and to attract renowned faculty in their fields of study. The facility would replace existing buildings at the West Horse Unit and Beef Breeding Unit that were destroyed in the May 12th, 2022 windstorm.

5. ANALYSIS OF NEEDS ASSESSMENT BASED ON THE FACILITIES UTILIZATION REPORT:

Not applicable

6. LOCATION:

The Transient Animal Facility will be located on the west side of the SDSU campus in Brookings, SD. The site currently forms part of the West Horse Unit and is used to house horses. The existing facilities were destroyed in the May 12th windstorm, and temporary shelters are currently in place. The site includes appropriate utilities and road access to support the Transient Animal Facility.

7. REALLOCATION OF OLD SPACE, IF ANY:

The May 12th storm destroyed the monoslope structure that was used for sheltering horses. The new facility will be constructed on the same footprint with all new construction, but no existing facilities other than penning and waterers will be used.

8. PROPOSED FUNDING SOURCE/SOURCES:

The project would be funded by insurance proceeds, College of Agriculture, Food, and Environmental Sciences and Ag Experiment Station funds.

9. BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN:

The University would engage a design-build team to construct and plan the facility. The design-build delivery method for project procurement aligns with the limited scope of this project. This method of delivery would also provide timely and cost-effective design and construction services. The cost for preliminary planning services to complete a schematic design is estimated to be \$20,000.

10. BUILDING DESIGN CONCEPTS AND ELEMENTS INCLUDED:

The design concept includes a partially open monoslope structure consisting of five 20’x30’ partially open bays with two additional 20’x30’ enclosed bays. The overall structure is estimated to be 8,400 gross square feet. The structure would be planned to accommodate the multiple types of animals expected to be housed in the facility throughout an academic year.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F
DATE: December 13-14, 2023

SUBJECT

**SDSU Cottonwood Range and Livestock Field Station Renovations and Upgrades –
Facility Design Plan (FDP) (Placeholder)**

CONTROLLING STATUTE, RULE, OR POLICY

- [SDCL § 5-14-1](#) – Classification of Capital Improvements
- [SDCL § 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement
Projects – Payment of Appropriated Funds
- [SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements –
State Building Committees – Approval by Board or Commission in Charge of
Institution
- [BOR Policy 6.4](#) – Capital Improvements
- [BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

To be determined.

IMPACT AND RECOMMENDATIONS

To be determined.

ATTACHMENTS

To be determined.

DRAFT MOTION 20231213_7-F:

To be determined.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – G
DATE: December 13-14, 2023

SUBJECT

SDSU Soccer Competition Venue Preliminary Facility Statement (PFS)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement
Projects – Payment of Appropriated Funds

[SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements –
State Building Committees – Approval by Board or Commission in Charge of
Institution

[BOR Policy 6.4](#) – Capital Improvements

[BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

South Dakota State University requests approval of this Preliminary Facility Statement for planning of a new Soccer Competition Venue on the Main Campus of South Dakota State University.

A new intercollegiate competition soccer venue located on the main campus of South Dakota State University was identified as a long-term need for Athletics in a 2015 facilities assessment. The soccer team currently competes on the south side of Brookings at the Fishback Soccer Complex. The Fishback Soccer Complex is remote from campus and lacks adequate support facilities for intercollegiate sporting events.

The university is proposing a new venue that would include a competition field and support facilities for women’s soccer, baseball field, softball field, track & field throwing practice areas, and intramural events. The facility would also support athletic camps that utilize the outdoor fields located east of the Dana J. Dykehouse Stadium. The new competition field and support facilities would be located immediately south of the Heuther Baseball Field and north of the Oscar Performing Arts Center on the east side of Jackrabbit Lane. The long-term impact of a new facility would increase attendance, engagement, visibility, and

(Continued)

DRAFT MOTION 20231213_7-G:

I move to approve SDSU’s Preliminary Facility Statement for the planning of a new Soccer Competition Venue utilizing private donations. A building committee representative should be appointed to oversee this project.

donations for the women's soccer program, all of which contribute to the sustainability of the University's intercollegiate athletics programs.

IMPACT AND RECOMMENDATIONS

A new facility would provide the University and the women's soccer team with a more connected, inviting, and active place for hosting competitive events. Furthermore, the new facility would enhance opportunities for student-athletes by giving them access to a dedicated locker room and team room. Events hosted at the baseball and softball fields would be enhanced through the shared use of locker rooms, restrooms, officials' changing room, and concessions. The facility would improve access to outdoor programming for intramural events by improving the overall condition of the outdoor athletic fields available for intramural activities and provide storage space for athletic training and maintenance equipment.

FUNDING

The SDSU Soccer Competition Venue project would be funded with private donations and gifts made towards the project.

ATTACHMENTS

Attachment I – SDSU Preliminary Facility Statement for Soccer Competition Venue New Construction

**PRELIMINARY FACILITY STATEMENT
FOR
SOCCER COMPETITION VENUE
SOUTH DAKOTA STATE UNIVERSITY**

DATE: October 17, 2023

South Dakota State University requests approval of this Preliminary Facility Statement and companion OSE work request for planning of a new Soccer Competition Venue on the Main Campus of South Dakota South Dakota State University. We request the appointment of a building committee and that an A/E consultant be selected and retained to provide Architecture & Engineering design services for this project. The University and design team would confirm the overall scope of the project, preliminary budget, site, and prepare fund raising documents to support the project. The scope of A/E services would include schematic design, design development, construction documentation, and construction administration services. The work request includes funding for schematic design services and would be modified after sufficient funding is in place to proceed with the full design and construction of the project.

A. GENERAL PROGRAMMATIC NEEDS TO BE ADDRESSED:

A new intercollegiate competition soccer venue located on the main campus of South Dakota State University was identified as a long-term need for Athletics in a 2015 facilities assessment. The soccer team currently competes on the south side of Brookings at the Fishback Soccer Complex. The Fishback Soccer Complex is a fine facility but is remote from campus and lacks adequate support facilities for intercollegiate sporting events.

The university is proposing a new competition venue and support facilities that would include a competition field and support facilities for women's soccer, baseball field, softball field, track & field throwing practice areas, and intramural events. The facility would also support athletic camps that utilize the outdoor fields located east of the Dana J. Dykehouse Stadium. The new competition field and support facilities would be located immediately south of the Heuther Baseball Field and north of the Oscar Performing Arts Center on the east side of Jackrabbit Lane. The long-term impact of a new facility would increase attendance, engagement, visibility, and donations for the women's soccer program, all of which contribute to the sustainability of the University's intercollegiate athletics programs.

B. ANALYSIS OF THE STUDENT BODY OR CONSTITUENTS TO BE SERVED:

Enhanced opportunities for engagement provided by a new facility would serve SDSU student-athletes, students, faculty, and staff, as well as the community at large. The venue would provide a home for women's soccer on campus. The on-campus location would create an improved experience for student-athletes and spectators. The new venue would also strengthen the Jackrabbit brand. The competition field and support facilities would support outdoor intramural activities, including flag football and ultimate frisbee.

C. ADDITIONAL SERVICES TO BE OFFERED:

A new facility would provide the University and the women's soccer team with a more connected, inviting, and active place for hosting competitive events. Furthermore, the new facility would enhance opportunities for student-athletes by giving them access to a dedicated locker room and team room. Events hosted at the baseball and softball fields would also be enhanced through the shared use of locker rooms, restrooms, officials' changing room, and concessions. The facility would also improve access to outdoor programming for intramural events by improving the overall condition of the outdoor athletic fields available for intramural activities and provide storage space for athletic training and maintenance equipment.

D. COMPLIANCE WITH CAMPUS MASTER PLAN:

South Dakota State University has achieved several major goals identified within the athletics master plan and facility assessments. These projects include the Stiegelmeier Family Student Athlete Center, Sanford Jackrabbit Athletic Complex, Softball Field, Heuther Baseball Field, and Dana J. Dykehouse Stadium. This project would address the need for an on-campus competitive soccer venue that was identified in the 2015 athletics facility assessment and provide needed support facilities for other competitive venues located in the northeast corner of the campus.

E. ANALYSIS OF NEEDS ASSESSMENT BASED ON THE FACILITIES UTILIZATION REPORT:

The project would have the following spaces and features necessary to provide adequate support for intercollegiate soccer, baseball, and softball events, as well as service space for athletics activities and field maintenance:

- Monoslope competition soccer pitch approximately 75 yd by 120 yd playing area.
- Grandstand seating for 1,200 to 2,000 spectators.
- Press box.
- Covered team benches.
- Ticket sales.
- Locker rooms.
- Team room.
- Concessions.
- Officials room.
- Soccer equipment storage.
- Field maintenance storage.

- Public restrooms.
- Service space mechanical & custodial.

All program spaces would be temperature-controlled for year-round use. Concessions and public restrooms would be designed to allow shared access during baseball and softball events. The soccer venue would be lined with a site fence to direct spectators to the main entrance and discourage unscheduled use of the competition facility.

F. LOCATION:

As previously stated, the proposed site is prominently located east of Jackrabbit Avenue north of the Oscar Performing Arts Center in the athletic and performance district of the campus. The location consists of existing grass turf fields and athletic field lighting that would provide the foundation for competitive field improvements in the area. Utilities that would serve the new facility are easily accessible from the west and south.

G. REALLOCATION OF OLD SPACE, IF ANY:

The university would stop using the City of Brookings Fishback Soccer Complex upon completion of the new on-campus soccer venue. Currently there are no public restrooms, concessions, or maintenance equipment storage facilities that serve the intramural, softball, and baseball fields.

H. PROPOSED FUNDING SOURCE/SOURCES:

The project would be funded with private donations and gifts made towards the project.

I. BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN:

We estimate architectural programming and conceptual design services would cost approximately \$100,000. This would provide services necessary to confirm the architectural program, estimate building costs, and complete the schematic design phase. The university will also develop materials that would be utilized for fundraising purposes.

End of Report

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

**REVISED
AGENDA ITEM: 7 – H
DATE: December 13-14, 2023**

SUBJECT

DSU Applied Research Lab Facility Design Plan (FDP)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement
Projects – Payment of Appropriated Funds

[SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of Institution

[BOR Policy 6.4](#) – Capital Improvements

[BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests the Board of Regents’ approval of the Facility Design Plan (FDP) for the construction of a new Applied Research Lab located in Sioux Falls. The Preliminary Facility Statement (PFS) was approved at the January 27, 2022, BOR meeting. The Facility Program Plan was approved at the December 8, 2022, meeting. The estimated cost of the complex has increased from \$50 million to \$62.5 million but is within the legislatively authorized limit.

IMPACT AND RECOMMENDATIONS

This project will provide expanded Applied Research Lab facilities for Dakota State University located in Sioux Falls. The 3-story, 100,000 square foot facility will focus on creating a high-quality work environment by providing natural daylight, fostering indoor and outdoor relationships and views, and planning for a strong sense of campus between potential future structures.

The new facility would increase capacity for specialized laboratory, office, and data center space to support applied research in computer and cyber sciences. The current facilities in Madison enable DSU to have approximately 150 researchers. The new facility in the northwestern area of Sioux Falls would create capacity for +/- 400 new federal and private sector positions.

Due to the highly sensitive nature of the project, no floor plans can be publicly posted.

(Continued)

DRAFT MOTION 20231213_7-H:

I move to approve DSU’s Facility Design Plan for the Applied Research Facility at an amount not to exceed \$62,500,000 utilizing private funds.

Revised Cost Estimates

Description	Budget amount
Construction Costs (includes construction manager contingency)	\$55,567,650
Owner Contingency	\$250,000
Professional Fees	\$3,672,350
OSE Fee	\$ 75,000
FF&E	\$2,500,000
Commissioning	\$220,000
Geotechnical, Survey, and Construction Testing	\$ 115,000
Miscellaneous Fees	\$ 100,000
Total	\$62,500,000

Proposed Funding Sources

The DSU Applied Research Lab will be funded entirely from private dollars. Funds have been received for construction of the facility.

Ongoing maintenance and repair of the facility as well as operations, estimated to be approximately \$600,000 annually, will be funded through lease/rental income. Details of operations and responsible parties will be determined through future lease negotiations.

ATTACHMENTS

Attachment I – Dakota State University Applied Research Lab Facility Design Plan



DAKOTA STATE
UNIVERSITY

DSU Applied Research Lab

Facility Design Plan

Dakota State University requests approval of the Facility Design Plan to construct an Applied Research Lab Building located in Sioux Falls. The Board approved DSU's [Applied Research Building Preliminary Facility Statement](#) at the January 27th 2022 meeting and the [Facility Program Plan](#) was approved at the December 8th, 2022 meeting.

The estimated cost of the facility has increased from \$50 million to \$62.5 million. This increase is within the legislative limit, which is 125% of the original \$50 million budget. Funding for the project has been received by the university through private donations and a grant from the City of Sioux Falls. The university received additional funding in October 2023 from private donations to cover the increased costs.

A. Architectural, Mechanical, and Electrical Schematic Design

Architectural:

The Applied Research Lab will be a 3-story, 100,00 square foot facility. There has been an emphasis on creating a high-quality work environment. The work environment is enriched by providing natural daylighting throughout, fostering indoor and outdoor relationships, views and providing different working environments and spaces for the users. A master plan was conducted, and this first facility has been sighted to stand alone initially and foster a strong sense of campus between potential future structures as the area grows.

The Applied Research Lab facility will house research and office space for +/- 400 occupants and tenants along with the associated collaboration and support spaces. The building amenities include a facilities commons, training room with catering kitchen, conference rooms, and a variety of flexible working environments that can be utilized by the facilities occupants.

Mechanical:

The building will utilize hybrid water-source heat pumps as the primary means of handling zone-level heating and cooling loads. These terminal units will have ducted supply and return air from the ceiling plenum space. The water side of the heat pumps will be a condenser water core loop consisting of both supply and return piping which will facilitate the movement of heat to and from the condensers of the heat pumps, depending on the mode of operation. The core loop will be pumped by (2) base mounted pumps. The pumps will be sized to maintain 100% redundancy and will operate lead-lag. To maintain the core loop temperature when heat is primarily being rejected into the condenser water by the heat pumps (Cooling Mode), the pumped loop is routed to an exterior, grade-mounted adiabatic fluid cooler. There will be (2) fluid coolers, to maintain 100% redundancy. The coolers will operate in a lead-lag arrangement. To maintain the core loop temperature when heat is being removed from the condenser loop (Heating Mode), heat will be injected into the core loop via (3) high-efficiency, gas-fired boilers and associated base mounted pumps (N+1 redundancy). Ventilation air will be distributed to the spaces/ return air plenums of the heat pumps via supply ductwork routed from roof-mounted, Direct Outdoor Air System (DOAS) units. The DOAS units will utilize gas fired heating, direct expansion (DX) cooling, and hot gas reheat. These units will be equipped with energy recovery wheels. The exhaust side of the DOAS system will handle the relief air from the building as well as all general exhaust (i.e. janitor closets, toilet rooms, etc.). Ancillary spaces will be provided with heating via electric cabinet or unit heaters.

Plumbing System:

The domestic water system for the building will include a backflow prevention device at the service entrance (if required by the AHJ). A full system water softener will maintain an acceptable water hardness for both the cold & hot water systems. The domestic hot water for the building will be facilitated by (2) high-efficiency, gas-fired, tank-style water heaters. (N+1 redundancy). Plumbing fixtures (lavatories, water closets, urinals) will be porcelain type. The Owner and Architect will select final fixture styles and colors. Sensor-operated flush valves and sensor-operated faucets will be provided for restrooms. Counters with integral sinks will be provided by architectural trades. Trim will be provided by mechanical trades. Building roof drainage will be via primary roof drains piped within building and out to utility storm sewer system. Overflow roof drains will be piped to roof drain outlets at the exterior of the building and spill to grade.

Lighting:

Most of the building consists of office spaces and corridors with 2x4 direct/indirect fixtures. Office controls consist of dimming wall controllers and vacancy sensors. Corridors will be controlled via a time clock to turn lights off at a scheduled time with a few fixtures on “night light,” or on 24/7 for security purposes. Conference rooms will have linear suspended fixtures with dimming controls and ceiling mounted vacancy sensors. IT rooms (MDF, IDF, Data Center) will have 4’ suspended industrial style fixtures coordinated with the direction of data rack layout. All luminaires will have a Correlated Color Temperature (CCT) of 4000°K and a minimum Color Rendering Index (CRI) of 80.

Power – Mass Notification:

The building will be supplied by two exterior pad mount transformers provided by Xcel Energy at 277/480 volts and supply a single 3000A double ended substation located on the first level. Power will be distributed throughout the new facility at 480 volts to supply mechanical loads and stepped down through transformers in stacked electrical closets located through the facility for lighting, receptacles and other 120-volt loads. Emergency power will be provided by four 500 KW diesel fueled generators in weatherproof enclosures located outside by the north loading dock space and will provide emergency power backup for all secured and support spaces. Two 400 KW UPS in a N+1 configuration will be provided for DATA equipment loads. UPS will be in a dedicated room on the first level with 15 minutes of backup battery power. UPS will be fully backed up by the emergency generators. A mass notification system will be provided for fire alarm and security annunciation throughout the building.

B. Changes from Facility Program Plan

Changes include:

- Budget increase from \$50 million to \$62.5 million. The budget is funded through private gift funds and a grant from the City of Sioux Falls.

C. Impact to Existing Building or Campus-wide Heating/Cooling/Electrical Systems

The new building will be in Sioux Falls and will have stand-alone heating/Cooling/Electrical Systems, thus will not impact the current DSU Campus systems.

D. Total Construction Cost Estimates

Total project cost is approximately \$62.5 million including construction, fees, furnishings as identified in the following table. This is \$12.5 million greater than the original amount in the Facility Program Plan.

The Facility Design Plan budget is as follows:

Description	Budget amount
Construction Costs (includes construction manager contingency)	\$55,567,650
Owner Contingency	\$250,000
Professional Fees	\$3,672,350
OSE Fee	\$ 75,000
FF&E	\$2,500,000
Commissioning	\$220,000
Geotechnical, Survey, and Construction Testing	\$ 115,000
Miscellaneous Fees	\$ 100,000
Total	\$62,500,000

E. Changes from Cost Estimates for Operational or M&R Expenses

There are no significant changes from the Facility Program Plan for operational costs estimates of the facility. M&R Expenses are anticipated to be a similar amount as estimated previously.

F. Planned Project Timeline:

Project Phase	Dates
Schematic Design	February 28 th , 2023
Design Development	December 22, 2023
GMP from Construction Manager	January / February 2024
Construction Documents *	February / April 2024
Construction (Building)	April / May 2024
Occupancy	October 2026

* Construction Documents to be released in two separate bid packages.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – I
DATE: December 13-14, 2023

SUBJECT

BHSU-Rapid City & SDSU West River Health Science Center Addition & Renovation Facility Design Plan (FDP)

CONTROLLING STATUTE, RULE, OR POLICY

- [SDCL § 5-14-1](#) – Classification of Capital Improvements
- [SDCL § 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds
- [SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution
- [BOR Policy 6.4](#) – Capital Improvements
- [BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) and South Dakota State University (SDSU) jointly request approval of the Facility Design Plan for a renovation and addition to BHSU–Rapid City (BHSU-RC) for the West River Health Sciences Center (WRHSC). This project will consolidate all west river nursing education at a single site, providing efficiencies and improvement in space utilization; will replace outdated and program limiting leased facilities in four different locations in Rapid City with one fully appointed modern educational facility; and will provide the space necessary to increase the number of nursing graduates in Rapid City to address the severe nursing shortage in the region.

The Preliminary Facility Statement was approved at the May 2021 Board of Regents meeting. The Facility Program Plan was approved at the October 2021 Board of Regents meeting.

IMPACT AND RECOMMENDATIONS

All didactic nursing classes for both SDSU and USD have successfully transitioned to BHSU-RC beginning in fall 2021. SDSU’s accelerated nursing program, which moved to BHSU-RC in March 2021, has one classroom permanently and exclusively assigned to it.

(Continued)

DRAFT MOTION 20231213_7-I:

I move to approve the Facility Design Plan for BHSU-Rapid City & SDSU West River Health Science Center Addition & Renovation at a cost not to exceed \$16,614,644 to be funded by the sources identified in this item.

An additional five classrooms have been dedicated to nursing curriculum (three to USD and two to SDSU) from 7:00 a.m. to 3:45 p.m. each day, which allows BHSU to continue to use the classrooms for course offerings in the evenings. This transition has brought over 200 nursing students into the facility this semester and will increase the seat utilization of BHSU-RC.

The outcome of a minor renovation project allowed for a new SDSU nursing advisor office and four new faculty offices to be dedicated to nursing faculty (two for SDSU and two for USD) beginning in the fall 2021 semester. These offices have allowed nursing faculty to move to BHSU-RC, so they are located where courses are delivered, allowing students to easily connect with faculty while saving faculty the time of having to drive across Rapid City between courses.

Renovations continued in the summer of 2022 to convert four small classrooms into two larger classrooms to accommodate the nursing section size for seventy-two students.

PROPOSED FUNDING SOURCES

The current project budget is \$16,614,744. The original cost estimate of \$15,114,744 in the Facility Program Plan was increased during the 2023 SD Legislative Session when an additional \$1,500,000 was provided to supplement planning for the project. The Federal Capital Project Funds were approved by the Treasury in October 2023. The funding package will be completed through the issuance of Higher Education Facilities Fund (HEFF) bonds in the spring of 2024.

Federal Capital Project Funds	\$8,000,000
Higher Education Facilities Funds	\$5,114,644
State of South Dakota (Planning Funds)	\$1,500,000
Private Donations	\$2,000,000
Total Funding Sources	<u>\$16,614,644</u>

To bring the project within budget, some of the original project features from the addition were moved into the current facility by renovating existing space, thus reducing the size of the addition.

ATTACHMENTS

Attachment I – BHSU-Rapid City & SDSU West River Health Science Center Addition & Renovation FDP

Attachment II – WRHSC Schematic Design

BHSU-Rapid City & SDSU
West River Health Science Center Addition & Renovation
Facility Design Plan
Submitted September 29, 2023

Introduction

Black Hills State University (BHSU) and South Dakota State University (SDSU) request approval of the Facility Design Plan for a renovation and addition to BHSU–Rapid City (BHSU-RC) for the West River Health Sciences Center (WRHSC). This project will consolidate all west river nursing education at a single site, providing efficiencies and improvement in space utilization; will replace outdated and program limiting leased facilities in four different locations in Rapid City with one fully appointed modern educational facility; and will provide the space necessary to increase the number of nursing graduates in Rapid City to address the severe nursing shortage in the region.

Project Approval

The following table provides a summary of the approvals received to date.

<u>Date</u>	<u>Item</u>	<u>Approving Body</u>
May 2020	Letter of Intent creating the WRHSC	SD Legislature
May 2021	Preliminary Facility Statement Approved	Board of Regents
June 2021	SB55 streamlined nursing programs phasing USD of Rapid City	Board of Regents
October 2021	Facility Program Plan Approved	Board of Regents
March 2022	SB43 authorized \$15,115,644 for BHSU-RC WRHSC Renovation & Addition (\$8 million to come from state/federal funding)	SD Legislature
March 2023	SB172 authorized \$1.5 million of General Funds to supplement project planning.	SD Legislature
September 2023	\$8 million of ARPA funding approved	US Treasury

What We have Already Done

Spring 2021

- SDSU’s accelerated nursing program moved to BHSU-RC.
- One classroom was dedicated to this program.

Fall 2021

- All SDSU and USD didactic nursing classes were moved to BHSU-RC.
- Five classrooms were dedicated to nursing (three to USD and two to SDSU) from 7:00 a.m. to 4:00 p.m. each day, which allowed BHSU to continue to use the classrooms for course offerings in the evenings.
- Four new faculty offices were created and dedicated to nursing (two for SDSU and two for USD) allowing nursing faculty to office where their courses are delivered, to easily connect with their students outside of class time, and to eliminate faculty from having to drive across Rapid City between classes.
- An additional 200 nursing students were brought into the building, increasing the utilization of BHSU-RC significantly.

Summer 2022

- Four small classrooms were renovated into two larger classrooms to accommodate the nursing section size for seventy-two students.
- All remaining faculty offices were renovated from cubicles to walled private offices.
- An SDSU program advisor was moved into the office suite.

Requested Action

BHSU and SDSU jointly request the Building Committee's approval of the Facility Design Plan for the BHSU-RC/SDSU West River Health Science Center Addition & Renovation. Once approved by the Building Committee, the Facility Design Plan will be forwarded to the Board of Regents at the December 2023 meeting as information in accordance with Board of Regents policy 6:4 - Capital Improvements.

Facility Design Plan

The following components are identified in BOR policy 6:4 – Capital Improvements as items to be addressed in the Facility Design Plan.

A. Architectural, mechanical, and electrical schematic design plan

The architectural, mechanical, and electrical schematic design plans are attached. The addition will create space for the components of SDSU's nursing program that remain in other locations in Rapid City as there is not space for them in the current facility. These include a simulation lab, skills lab, home health lab, debrief rooms, Native American Nursing Education Center, one additional large classroom and faculty offices. The renovated space in the current facility includes four large classrooms, faculty offices, SDSU nursing administrative offices, a joint testing center, WRHSC resource room, and student support and study space. The building addition and renovation are being designed to integrate all programs and occupants into an integrated circulation and programmatic space.

B. Changes from Facility Program Plan

No programmatic changes have been made to this project since the Facility Program Plan was approved in October 2021. However, to bring the project into budget while still

meeting the original programmatic goals, some of the project features were moved into the current facility by renovating existing space thus reducing the size of the addition.

C. Impact to existing building or campus-wide heating/cooling/electrical systems

The addition will have no impact on the existing building's heating and cooling system. New heating and cooling systems will be included to serve the new addition. The building electrical distribution system has capacity to support the renovation and addition. New transformers and panelboards will be installed in the addition, fed from the existing service.

D. Total construction cost estimates

Cost Estimate

The current project budget is \$16,614,744. The original cost estimate of \$15,114,744 in the Facility Program Plan was increased during the 2023 SD Legislative Session when an additional \$1,500,000 was provided to supplement planning for the project. These funds were used to supplement the initial planning and design to ensure the project would be within the available resources. This was accomplished by increasing the amount of space to be renovated and decreasing the total GSF in the addition. This accomplished two major objectives: fulfilling the programmatic needs for the project within the available budget and increasing the utilization of existing space. The estimated cost of renovated space is significantly less than new space. This approach will also increase the shared space throughout the facility including classrooms, administrative offices, and student success space.

The current cost estimate as prepared by the construction manager, Gustafson Construction and verified by the architect, TSP, is within the budget. The current estimate includes new construction, renovation, site work, contingencies, and fees.

We are requesting to proceed with project bids for the currently designed building. Initial conversations have already been had with OSE, Gustafson, and TSP regarding value engineering options in the event the bids come in above budget.

E. Changes from cost estimates for operational or M&R expenses

There are no significant changes to the operational or M&R expenses from those provided in the facility program plan.

Tentative Schedule

<u>Date</u>	<u>Item</u>
October 2023	Facility Design Plan Approved by Building Committee
November 2023	Issue Bids
December 2023	Facility Design Plan on BOR Agenda as Information
December 2023	Bids open after Board of Regents meeting

Spring 2023	Construction Begins
Fall 2025	New Facility opens – All nursing education is delivered on-site.



Architecture
Engineering
Planning



MONUMENT WEST RIVER HEALTH SCIENCE CENTER

RAPID CITY, SOUTH DAKOTA

TSP PROJECT No. 03221571

*SCHEMATIC DESIGN DOCUMENTS
MAY 26, 2023*



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 - b. Mechanical
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- 3. Design Concepts**
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- 5. Green Globes**
 - a. Overview
 - b. Checklist



PERFORMANCE CRITERIA

Structural

1. Contact

- a. Information provided by:
 - i. TSP Inc., 600 Kansas City Street, Rapid City, SD, 57701
 - ii. Alex R. Weiers, Structural Engineer, weiersar@teamtsp.com, 605-343-6102

2. Loading and Design Codes

- a. Design Code:
 - i. 2018 International Building Code
 - ii. ASCE/SEI 7-16
 - iii. Code for the City of Rapid City, SD
- b. Risk Category III is assumed for University/College/Adult Education Facilities with an occupancy of 500 or more.
 - i. Risk Category II could apply if the addition occupancy is less than 500, which would reduce some of the loading requirements to some extent.
- c. Roof Snow Load:
 - i. Ground Snow Load: 42 pounds per square foot (psf) per Rapid City Code
 - ii. Roof Minimum Design Snow Load: ~33 psf with increases at areas of potential sliding and drifting as required
- d. Basic Floor Loads:
 - i. Typical Offices/Classrooms: 50 psf Live Load (LL) + 15 psf partitions Dead Load (DL) with appropriate increases at other areas as indicated below
 - ii. Corridors/Stairs/Exits: 100 psf LL (80 psf LL for corridors above first floor)
 - iii. Assembly Areas: 100 psf LL
 - iv. Mechanical/Storage: 125 psf LL+ (depending on equipment loads)
 - v. Dead loads will vary depending on the construction types.
- e. Wind Load:
 - i. 119 mph Minimum Design (Ultimate) Wind Speed per ASCE Risk Cat. III
 - 1. 115 mph per Rapid City Code is superseded by the ASCE requirement
 - ii. Exposure C assumed
- f. Seismic Criteria:
 - i. Site Class D per original building drawings and assumed as Default until additional Geotechnical Data is provided at the footprint of the addition.
 - ii. $SS = 0.135$, $S1 = 0.041$
 - iii. Seismic Design Category A
- g. Other Loads:
 - i. Specific mechanical rooftop units and/or other equipment loads will be coordinated with applicable disciplines to ensure the framing and foundations are designed accordingly.

3. Primary Structure

- a. Steel construction consisting of steel roof deck supported by steel roof joists and structural steel framing.
 - i. Exterior walls consisting of infill or bypass framed cold-formed light gauge steel studs and/or storefront/curtain wall window systems.

PERFORMANCE CRITERIA

Structural

- ii. Where practical or desired some hardened areas may be constructed of loading-bearing CMU walls or precast concrete panels. These locations could occur at stair wells or elevator shafts for example.

4. Footing and Foundation System

- a. Shallow Foundation System
 - i. A conventional shallow spread footing and foundation wall system is anticipated for the proposed addition with frost-depth, continuous footings along all the exterior foundation walls. This would be consistent with the foundation system used for the existing building.
 - ii. Footings, foundations and slabs will likely require removal of existing unsatisfactory soils to a specified depth, commonly 2 to 4 feet, and replacement with structural engineered fill. This would be consistent with the geotechnical recommendations used for the existing building.
 - iii. Spread footings will support all concentrated loads from steel columns.
 - iv. All exterior doors will have a frost-depth stoop. Minimum frost depth for footing elevations is 42" below existing finished grade.
- b. Deep Foundation or Other Foundation System
 - i. If the results of geotechnical exploration at the footprint of the new building addition indicate that the existing soils are unacceptable for the use of a conventional shallow spread footing system, it may be necessary to construct foundations using a deep foundation system or another system to support the building loads which could include but is not limited to the following alternatives:
 - ii. Drilled concrete piers/caissons with concrete pier caps and grade beams
 - iii. Steel driven piles with concrete pile caps and grade beams
 - iv. Steel helical piles with concrete pile caps and grade beams
 - v. Rammed aggregate piers used in conjunction with a convention spread footing and foundation system
- c. Final earthwork and foundation system recommendations will refer to the Geotechnical Exploration Report provided by the Geotechnical Engineer.

5. Interior Slabs

- a. 4" to 6" cast-in-place concrete slab atop a vapor retarder atop 6" drainage course atop engineered fill is anticipated for the at-grade slabs.
 - i. If a deep foundation system is required, the floor slabs may be required to be structural slabs supported by the foundation system grade beams instead of being supported by the soils. This would require generally thicker slabs with a greater quantity of steel reinforcement. Geotechnical recommendations for slabs vary depending on the soils present at the site.
- b. Other areas may require thicker slabs depending on usage and loading.
- c. Freezer/Cooler areas will have recessed and insulated slabs as applicable.
- d. Steel rebar reinforcement will be used in slabs where appropriate or required by loadings and/or usage.

PERFORMANCE CRITERIA

Structural

6. Floor Framing System

- a. The structural system for any elevated floor may consist of one of the following:
 - i. Composite 4"(+/-) overall concrete slab using 1.5"(+/-) metal composite deck supported by steel wide flange beams/purlins and girders(I-beams).
 - ii. Non-Composite 4"(+/-) overall concrete slab using 1.5"(+/-) metal form deck supported by steel bars joists and steel wide flange girders(I-beams).
 - 1. This is consistent with the existing building floor construction.
- b. Steel beams/girders will be supported by square tube or wide flange columns but may otherwise be supported by other load-bearing CMU or precast walls where present.

7. Roof Framing System

- a. The structural system for the roof framing will be steel bar joists with 1-1/2"(+/-) wide-ribbed, metal, roof deck supported by steel wide flange girders.
 - i. Where rooftop mechanical units occur at the roof other framing consisting of steel beams and potentially concrete slabs may be required depending on loading and mechanical requirements.

8. Lateral Force Resisting System

- a. The lateral force (wind & seismic) resisting system will consist of braced frames using diagonal steel tubes between columns at particular exterior or interior wall locations.
 - i. Any CMU or precast concrete load bearing walls that may be present in the project would be used as shear wall lateral elements within the building as well. These concrete elements provide significant lateral resistance which reduces the overall quantity and/or size of other steel braced frames.
- b. Alternatively, moment frames and/or a combination of lateral systems may be used as needed based on the final layout and building design.
- c. Where lateral force resisting elements occur, the foundation design generally requires larger footing sizes to resist increased forces at these locations.

9. Other Considerations

- a. Demolition/Existing Conditions
 - i. The addition will be constructed directly adjacent to the existing structure.
 - 1. Exterior doors at one or more locations, which have existing concrete frost stoops, may need to be demolished in order to construct the new footings and foundations that connect to the existing foundation.
 - 2. Steel structure directly adjacent to the existing building may be independent of the existing structure so an expansion joint would be constructed where the buildings adjoin.
- b. Geotechnical Investigation/Report
 - i. The original building geotechnical recommendations were provided by American Engineering Testing (AET) in February of 2009. It is recommended that AET conduct additional field exploration borings and testing to verify the foundation system recommendations for the new addition.

PERFORMANCE CRITERIA

Mechanical

1. Contact

- a. Information provided by:
 - i. TSP Inc., 600 Kansas City St., Rapid City, SD 57701
 - ii. Lance Rikala, Mechanical Engineer, Rikalalm@teamtsp.com, 605-343-6102
 - iii. Alex Kalmbach, Mechanical EIT, Kalmbachad@teamtsp.com, 605-343-6102

2. Mechanical Design Criteria

- a. Site / Elevation: Rapid City, South Dakota / 3,200 Feet
- b. 2021 International Building Code (IBC)
- c. 2021 International Mechanical Code
- d. 2021 International Fire Code
- e. 2015 South Dakota Plumbing Code
- f. Handbooks of American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE)
- g. Ventilation for Acceptable Indoor Air Quality, ASHRAE Standard 62.1-2019
- h. NFPA-13 Installation of Fire Sprinkler Systems

3. Outdoor Design Conditions

- a. Source: ASHRAE 2021 Fundamentals Handbook.
- b. Summer Outdoor 0.4% Design Temperature: 96.6°F DB, 66.1°F mean coincident WB
- c. Winter Outdoor Design Temperature: -20°F DB

4. Indoor Design Conditions

- a. Classroom, Conference Room, Lounge, and Office Spaces: 70°F heating, 75°F / 50% RH cooling. No mechanical humidification.
- b. Labs: 70°F heating, 75°F / 50% RH cooling. No mechanical humidification.
- c. Exam and Hospital Rooms: 70°F heating, 75°F / 50% RH cooling. No mechanical humidification.
- d. Bathrooms: 70°F heating. No cooling or mechanical humidification.
- e. All other corridor and storage areas: 70°F heating, 75°F / 50% RH cooling. No mechanical humidification.

2. Load Analysis

- a. Trane Trace 700 Analysis Program for heating / cooling load calculations.
- b. Occupancy will be based on ASHRAE 62.1 – 2019 recommendations where actual occupancy levels are unknown.
- c. Lighting loads will be based on 2015 IECC, Energy Standard for Buildings Except Low-Rise Residential Building and per Electrical Engineers selected lighting power densities.
- d. Equipment loads will be based on recommendations in ASHRAE 2021 Handbook Fundamentals, Owner provided IT equipment information and on manufacturer's data where available.
- e. Wall, roof, and glass thermal characteristics as developed by the project architects.

PERFORMANCE CRITERIA

Mechanical

3. Site Utility Connections

- a. Sanitary Sewer Service:
 - i. A new 6" sanitary sewer line will extend from the new addition to city utility piping. Extensions from building connections are work of Division 33.
- b. Storm Drain Service:
 - i. Multiple new primary storm sewer services shall route underground and extend from the new building to city utility piping. Extensions from building connections are work of Division 33.
- c. Domestic Water Service:
 - i. An existing 3" water service enters the existing building. The existing water service will be extended to serve the new addition.
- d. Fire Protection Water Service:
 - i. An existing 6" fire service enters the existing building. No work is anticipated for the fire service.
- e. Gas Service:
 - i. The existing gas meter has an approx. load of 4,210 MBH. An existing 1-1/2" gas service line (5 PSI) serves the building and generator. The existing gas service will be extended to serve the new addition. The sizes of the existing gas meter and regulator will be verified if they are sufficient to handle the loads of the new addition, as design progresses. No work is anticipated with the gas meter and regulator at this time.

4. Plumbing Systems

- a. Domestic hot, cold, and hot water recirculating services shall be Type L hard drawn copper tubing with solder-joint fittings for small sizes (below 2") and mechanical grooved joints fittings for large sizes (2 1/2" and above).
 - i. Recirculating hot water pumps to maintain domestic hot water temperature at fixtures and equipment.
 - ii. Piping routed concealed above ceilings, within piping chases and walls to fixtures and equipment. Piping not routed underground or in unheated spaces.
- b. Water Piping Insulation:
 - i. Water piping insulated with pre-molded fiberglass with all-service jackets.
 - ii. Insulation thicknesses as required by the Energy Code to reduce thermal losses and to minimize condensation.
 - iii. PVC jackets where piping is run exposed.
- c. Domestic Water Heater(s):
 - i. Remove existing gas water heater. Provide new high-efficiency gas-fired condensing storage water heater(s) located in the mechanical room of the new addition. Water heated and stored at 140°F.
 - 1. Water heaters provided with firm gas only (no stand by fuel)
 - 2. Water heaters provided with combustion air intake and discharge exhaust venting through roof.
 - ii. A domestic hot water recirculating system will be provided to maintain hot water main loop within ~5°F of hot water setpoint.

PERFORMANCE CRITERIA

Mechanical

- iii. Master mixing valve will be provided to deliver 115°F water to fixtures.
- iv. Thermostatic mixing valves to be provided at each fixture that requires hot and cold domestic water service.
- d. Domestic Water Softener(s):
 - i. At a minimum, a water softener sized for the makeup water load to the new condensing boilers will be provided to increase hydronic system and equipment longevity.

5. Plumbing – Sanitary Waste and Vent Systems

- a. Sanitary Waste and Vent Piping:
 - i. Cast iron piping with no-hub fittings above and below grade. Below grade piping can be PVC.
 - ii. Piping routed underground, and concealed within piping chases, above ceilings and within walls from fixtures and equipment. Piping routed by gravity to service lines.
- b. Plumbing Fixtures: Commercial quality fixtures include:
 - i. Water closets: Wall mounted water closets with battery powered sensor flush valve.
 - ii. Urinals: Wall-hung urinals with battery powered sensor flush valve.
 - iii. Lavatories: Wall-mounted porcelain lavatories and manual single lever handled faucets.
 - iv. Sinks: Stainless steel - drop in type
 - v. Electric water cooler, wall hung double level stainless steel water coolers.
- c. Floor Drains and Cleanouts:
 - i. Cast-iron floor drains

6. Plumbing – Storm Drainage Systems

- a. Storm Drain Piping – Primary and Overflow:
 - i. Cast iron piping with no-hub fittings above and below grade. Below grade piping can be PVC.
 - ii. Schedule 40 PVC piping with socket fittings and solvent cemented joints, above and below ground.
 - iii. Above grade storm drainage piping to be insulated with pre-molded fiberglass with all service jacketing. Provide PVC jacket where pipe is run exposed.
 - iv. Piping routed underground, and concealed within piping chases, above ceilings and within walls from fixtures and equipment. Piping routed by gravity to service lines.
- b. Cleanouts:
 - i. Cleanouts located in risers or above ceiling to match piping material type, Cast-Iron or PVC.
 - ii. Floor Cleanout to be Cast-Iron.

7. Plumbing – Medical Gas System

- a. Medical gas
 - i. Simulated medical gas system will be provided for training.

PERFORMANCE CRITERIA

Mechanical

8. Fire Protection Systems

- a. Fire Protection System
 - i. Provide new wet sprinkler zone to serve the new addition. New zone shall be for 100 percent coverage of the new building addition in accordance with the requirements of NFPA. System shall be designed to provide a level of fire protection consistent with the fire hazard.
- b. Fire Protection Piping
 - i. Threadable, lightwall, steel piping with threaded or mechanical grooved-end fittings. Piping extended above grade within ceiling and wall cavities to fire sprinklers located throughout the building. Exposed piping, such as in mechanical rooms, will be Schedule 40 black steel piping.
- c. Fire Sprinklers
 - i. Pendent and sidewall sprinklers.

9. Mechanical HVAC – Ventilation and Air Conditioning Systems

- a. HVAC Airside Systems:
 - i. The building ventilation will be achieved with indoor air-handling systems. Air handling units will utilize hot water coils and chilled water coils, supplied from a boiler and chiller plant respectively. Downstream of the AHU's will be variable air volume (VAV) terminals with hydronic reheat coils.
- b. Air Handling Units:
 - i. The air handling units are planned to be in an enclosed mechanical penthouse. Air handling unit AHU-1 shall serve the first floor and AHU-2 shall serve the second floor.
 - ii. The penthouse should be accessed by an enclosed stairwell which would be ideal to facilitate transportation of replacement equipment such as motors and filters as well as necessary tools up to the penthouse area.
 - iii. All indoor AHU's will have the following unit specifications:
 - 1. 2" Double Wall Construction.
 - 2. Direct drive plenum return fan with variable speed motor drive.
 - 3. Outside air/return air plenum. Mixing dampers with top outside air opening. Provide provision and 100 percent air economizer capability. Provide an air flow measuring station with capability to measure minimum outside air.
 - 4. Chilled water cooling coils with modulating control valves.
 - 5. Heating water heating coils with modulating control valves.
 - 6. Hinged access doors.
 - 7. Centrifugal direct drive airfoil plenum supply fan with variable speed motor drive.
 - 8. Field provided multi-zone VAV controls with BACnet interface to building automation system.
- c. Preliminary Unit Service and Capacities:
 - i. AHU-1: First Floor: 20,000 CFM
 - 1. 25% Outdoor Air
 - 2. 689 MBH Cooling

PERFORMANCE CRITERIA

Mechanical

3. 323 MBH Heating
- ii. AHU-2: Second Floor: 16,000 CFM
 1. 25% Outdoor Air
 2. 538 MBH Cooling
 3. 254 MBH Heating
- d. Exhaust
 - i. Toilet rooms, janitor closets, and other miscellaneous areas requiring exhaust will be exhausted through indoor mounted Energy Recovery Ventilator's (ERV's). The supply side of the ERV will be connected to the return duct of the AHU's.
- e. Air Distribution Ductwork
 - i. Supply air, return air, outside air, relief air, and exhaust air ductwork fabricated of galvanized steel sheet metal in rectangular and round shapes according to space requirements. SMACNA 2-inch and 4-inch duct pressure classifications, with Class A duct sealing.
- f. External Duct Insulation
 - i. Concealed supply and return air duct shall be insulated with 1-1/2" 1.0 density fiberglass blanket with a foil-scrim-kraft vapor barrier.
 - ii. Exposed supply and return air duct shall be insulated with 2-inch thick, 3.0 pound density fiberglass board insulation with all-service jacket.
 - iii. Outside air and relief air ducts shall be insulated continuously and exhaust air ducts shall be insulated within 5 feet of a wall or roof opening with 2-thick, 3.0 pound density fiberglass board insulation with all-service jacket.
- g. Variable Air Volume Air Terminal Units
 - i. Pressure-independent, single duct, variable air volume units with digital controls and hydronic heating water reheat coils.
- h. Registers, Grilles, and Diffusers
 - i. Square plaque supply diffusers with round necks, lay-in and surface-mounted.
 - ii. Linear slot diffusers in areas with specialty ceilings.
 - iii. Lay-in and surface mounted eggcrate return air grilles.
 - iv. Sidewall and ceiling return and exhaust registers.
- i. HVAC Hydronic Systems:
 - i. The building cooling will be achieved by a water-cooled chiller and associated pumps located in the penthouse. The chilled water system shall contain 35% propylene glycol.
 1. It is proposed to tie the new chiller into the existing cooling tower (CT-1). The existing cooling tower appears to have enough heat rejection capacity for the new chiller, based on discussions with the facilities team and preliminary sizing calculations.
 - ii. The building heating will be achieved by an indoor, modulating condensing boiler plant. Boiler plant, expansion tank, and associated circulation pumps will be located in the penthouse. The hot water system shall contain 35% propylene glycol.
- j. Water Cooled Chiller:

PERFORMANCE CRITERIA

Mechanical

- i. The chiller shall be the water-cooled type, with compressors, evaporator tube bundle, condensing fans and coil sections, and factory provided refrigeration system controls with interface to Automatic Temperature Control system
- ii. Chiller will have the following unit specifications:
 - 1. Variable speed operation with lead compressor operating with variable speed drive and remaining compressors staged for full capacity modulation.
 - 2. Elastomeric isolators or internally isolated components
 - 3. Minimum 5-year compressor warranty
 - 4. Factory provided controls
- k. Preliminary Unit Service and Capacities:
 - i. CH-1: Serves AHU-1 and AHU-2
 - 1. 110 tons of cooling capacity.
 - 2. Heat recovery mode option.
 - 3. Single point power connection.
- l. Modulating Condensing Boiler Plant:
 - i. The new boiler plant shall consist of two (2) water boilers. Boilers shall be modulating, condensing, fire-tube type boilers with sealed combustion air and independent flue venting.
 - ii. The heating water system will be designed as a primary-secondary system for energy efficiency and increased system reliability. The system will be provided with a supply temperature optimization sequence based on outside air temperature i.e. heating water reset algorithm. Each boiler will have its own boiler circulation pump, sized, and selected by the boiler manufacturer to ensure proper operation of each primary boiler loop.
 - iii. Two (2) heating water circulating pumps will be provided to circulate hot water throughout the building to all heating coils, reheat coils, and terminal units. Circulating pumps will be close-coupled, vertical inline style pumps complete with suction diffusers, discharge triple duty valves, and motors with variable frequency-drives. The pumps will be nominally sized to match the full system flow each, with one pump stand-by for N+1 redundancy.
 - iv. Boilers will have the following unit specifications:
 - 1. Full boiler modulation, minimum 15:1 turndown heat exchanger
 - 2. Condensate neutralization kit
 - 3. Motorized isolation valves
 - 4. Factory provided controls with BACnet interface
 - 5. AL29-4C venting
- m. Preliminary Unit Service and Capacities:
 - i. B-1, B-2 Serve AHU heating coils, and air terminal reheats.
 - 1. Each of the two (2) boilers (B-1, B-2) is sized at approximately 2/3 of the preliminary building heating estimate for added redundancy if one were to fail.
 - a. 1,443 MBH of heating output each.
 - 2. Basis of Design – Lochinvar Crest.
- n. Hydronic Piping

PERFORMANCE CRITERIA

Mechanical

- i. Hydronic piping shall be Schedule 40 black steel with grooved mechanical joints. Piping 2” and smaller may be Type L copper with wrought copper fittings and soldered joints.
- ii. Hydronic piping insulated with pre-molded fiberglass with all-service jackets. Insulation thicknesses as required by the Energy Code to reduce thermal losses and to minimize condensation. PVC jackets where piping is run exposed.
- iii. Piping routed concealed above ceilings, with in piping chases and walls to fixtures and equipment. Piping not routed underground or in unheated spaces.
- o. Automatic Control System:
 - i. All new temperature control systems will be DDC. Equipment shall operate according to a documented sequence of operations.
 - ii. All new spaces as a part of this Nursing Lab addition shall receive Demand Controlled Ventilation (CO2 Outdoor Air Reset) to reduce the amount of energy required to condition outdoor air when the building is not at full occupancy.

10. Green Globes

- a. New construction will be designed to meet the requirements of Green Globes in order to obtain a two globes certification rating.
- b. Renovation of existing spaces within the existing building will reuse and modify existing systems as needed.

PERFORMANCE CRITERIA

Electrical

1. Contact

- a. Information provided by:
 - i. TSP Inc., 600 Kansas City St., Rapid City, SD 57701
 - ii. Kelli Osterloo, Electrical Engineer, osterlooka@teamtsp.com, 605-343-6102

2. Electrical Service

- a. The existing electrical service consists of conductors incoming to the building from a utility-owned outdoor transformer (West River Electric). The existing utility transformer is a 750 KVA transformer with 480Y/277V, 3-phase secondary to the building.
- b. The peak demand provided by West River Electric for the past 24 months was 208.8 KW. A power factor was not able to be obtained. Assuming a 0.8 power factor, this peak demand equates to 261 KVA, or approximately 314 Amps. With a 125% demand factor applied, per the NEC, the existing peak demand is 393 Amps.
- c. The existing electrical service switchgear consists of a 1600A main circuit breaker switch board located near the transformer, which serves a 1600 A main distribution panel located in MECH 218.
- d. New construction is estimated at approximately 31,000 square feet. At an estimated 15 W/ft², the estimated added load to the system is 465 KW, or approximately 560 Amps.
- e. The peak demand plus the estimated added load is approximately 953 Amps, which can be supported by the existing 1600 A service. No changes to the service entrance are anticipated.

3. Emergency Power

- a. A 200 KW, 480V, 3-phase, 4W natural gas generator is located outside. The generator contains a 300A load bank circuit breaker, a 200A circuit breaker, and a 100A circuit breaker. The generator serves two transfer switches: a 100A ATS that serves emergency lighting, and a 400A ATS that serves select mechanical systems. The 400A ATS is fed by a 400A feeder and circuit breaker on the normal side, and a 200A feeder and circuit breaker on the generator side.
- b. The existing load on the generator is not currently known, however the as-built drawings indicate a connected load of 141 KVA in the original design.
- c. Egress lighting and exit lights will be powered from the existing 100A ATS.
- d. New mechanical equipment will be reviewed with the owner to determine what should be powered by the generator, and what remaining capacity the generator has for these loads.

4. Power Distribution System

- a. The power distribution system provides electrical energy at 480/277 volts, 3 phase, 4 wire, (plus ground) 60 HZ for general LED lighting, elevators and (generally), motors larger than 3/4 HP. Dry type transformers are used to provide 208/120 volt, 3 phase, 4 wire, (plus ground) service for convenience receptacles, motors smaller than 3/4 HP, selected communication equipment and other miscellaneous equipment.

PERFORMANCE CRITERIA

Electrical

- b. New 480/277 V panelboards will be provided in the addition, fed from the existing main distribution panel. Step down transformers and 208/120V panelboards will be provided in the addition and fed from the new 480V panelboards.
- c. Each circuit will be provided with a separate neutral and equipment grounding conductor.
- d. Aluminum conductors will be allowed for feeders between main service panel and distribution panelboards.
- e. Circuits will be installed in conduit/raceways.
- f. Metal-Clad cable (MC) will be allowed, with homeruns in conduit.

5. Electrical Motor and Power Equipment

- a. Individual motor starters will be provided. All starters will be combination type with fused disconnect or circuit breaker capable of being padlocked in the off position. Variable Frequency Drives (VFDs) will be installed as specified by Mechanical Engineer. All automatically controlled starters will have a local hand off-auto switch to allow for individual testing of the motor. All starters will contain pilot lights to visually indicate operation. A disconnecting means to be installed within sight of motors and other equipment where specifically indicated. Motors 25 HP and larger will be equipped with reduced voltage starters. The Energy Management Controls System, specified in another division, will be utilized wherever possible to reduce the amount of electrical energy consumption.

6. Miscellaneous Equipment Connections

- a. Power will be provided for mechanical equipment and water heaters furnished and installed by Division 22/23, automatic door operators, water coolers, and all miscellaneous equipment furnished by Owner that is coordinated with engineer.
- b. Tamper-resistant receptacles shall be installed throughout the education facility per the NEC.
- c. Duplex receptacles will be gray in color and have stainless steel cover plates.

7. Grounding

- a. Grounding will be provided in accordance with the National Electric Code. All feeders and individual branch circuits will be provided with a separate grounding conductor. Ground busses will be provided in all electrical distribution equipment. All communication rooms will be provided with a ground bar and connected to building grounding electrode system.

8. Lightning Protection

- a. An existing lightning protection system is not present. A lightning protection system is not planned.

9. Lighting Systems

- a. Lighting in the existing building has already been upgraded to LED.
- b. LED lighting will be utilized and will operate at 277 volts. The color temperature of new lights will match the existing lighting in the building.

PERFORMANCE CRITERIA

Electrical

- c. Lighting system to be designed within the IES recommended limits.

10. Emergency Egress Lighting

- a. Emergency egress lighting will be provided in lobbies, corridors/public areas, toilets, and electrical/mechanical rooms. Emergency lighting in the public areas, that is not on continuous, will be programmed by the lighting control system to come on automatically if the emergency generator is started due to a normal power loss.

11. Exterior Lighting System

- a. Exterior doors will be provided with egress/security lighting. Exterior lighting including soffit lighting, parking lot lighting, sidewalk lighting, etc. will be as coordinated with the Design Team. LED lighting will be used for exterior lighting. Lighting control will include a time clock, photoelectric cell, or building automation type functions if applicable. Parking lots, driveways, and drop-off areas will be illuminated with pole mounted area lights.

12. Lighting Control Systems

- a. Fixtures in the public areas will be switched by lighting contactors or by a computerized, programmable lighting control system. Lighting control system will be capable of interfacing with the Energy Management Controls System. A main lighting control panel will be located in a control room. This control panel will control lighting in public areas and corridors, lobbies, public toilets (if applicable), exterior building, surface parking lot and driveways, exterior walkways, and other selected locations. Public toilets will be controlled from a local switch in each toilet for individual control. Motion detectors will provide automatic on-off switching of lights in offices, toilet rooms, storage rooms, and other selected rooms or areas that would be appropriate for conserving energy when the room is not used continuously.

13. Telephone/Data Systems

- a. There is one main MDF room in the existing building and all cabling goes back to this room (Telecommunication 363). The goal is to run all new cabling back to the existing room.
- b. If cable length is an issue, a remote comm room will be required. In this case, new backbone cabling will be provided from the MDF to the new room in the addition, using single mode fiber.
- c. Painted plywood panels will be provided for new terminal equipment and mounting system boxes and panels. A ground wire will be brought to a ground bar in all telecommunication rooms/closets from the building service ground.
- d. A conduit system is to be installed as required with distribution conduits, sleeves, and outlet boxes. Pull strings to be provided in all telephone/data conduits for long run conduits.
- e. If a new room is required, a two-post rack will be installed in new telecommunications rooms with horizontal and backbone cabling terminated to patch panels.
- f. Horizontal cabling will consist of Cat 6 (plenum) cables and patch panels. Two cables will be brought to the standard workstation.

PERFORMANCE CRITERIA

Electrical

- g. Wireless Access Points (WAP) will have Cat 6A cables and patch panels. One cable to each.
- h. Data outlet jack color will be coordinated with the owner. Wall plates at workstations shall be angled and stainless steel. Data patch cords quantity shall be coordinated with Engineer.
- i. Analog lines will be provided as requested by owner, for fax, security system(s), and/or fire alarm system. It is understood that a VOIP telephone system is used throughout the facility.

14. Distributed Antenna System (DAS)

- a. A conduit to the roof with a weatherhead and stubbed into an accessible ceiling on the upper level will be provided. The system electronics and cabling are not included.

15. Cellular DAS System

- a. A cellular DAS system is not planned.

16. Video (TV) Distribution System

- a. A conduit system is to be installed as required with distribution conduits, sleeves, and outlet boxes. All required power equipment/connections and raceway system to be provided as determined by the Owner. A coax will be installed from outlet to Telecom room wall. Amplification is by Owner.

17. Audio/Visual Systems

- a. Rough-in (conduit and boxes) for Owner installed devices (and wiring) shall be coordinated with Engineer.

18. Sound System

- a. A sound reinforcement system is not planned.

19. Sound Masking System

- a. A sound masking system is not planned.

20. Paging System

- a. Paging system is not planned.

21. Clock System

- a. An existing Primex clock system is present. The transmitter is located in the penthouse server room and wireless clocks are located throughout the building.
- b. It is anticipated that new clocks in the addition will be owner provided.

22. Class Bell System

- a. A bell system is not planned.

23. Access Control (Card Reader) System

PERFORMANCE CRITERIA

Electrical

- a. The existing access control system is by Transact (previously Blackboard). BHSU will furnish controllers, proximity card readers, REX, and door contacts. All devices will be installed and wired by the electrical contractor. Door hardware will be provided by the door hardware supplier.

24. Intrusion Detection System

- a. An intrusion detection system is not planned.

25. Video Surveillance System

- a. Rough-in (conduit and boxes) for Owner installed devices (and wiring) shall be coordinated with Engineer.

26. Cable Tray

- a. Cable tray will be provided for main routing of low-voltage cabling.

27. Fire and Smoke Alarm Systems

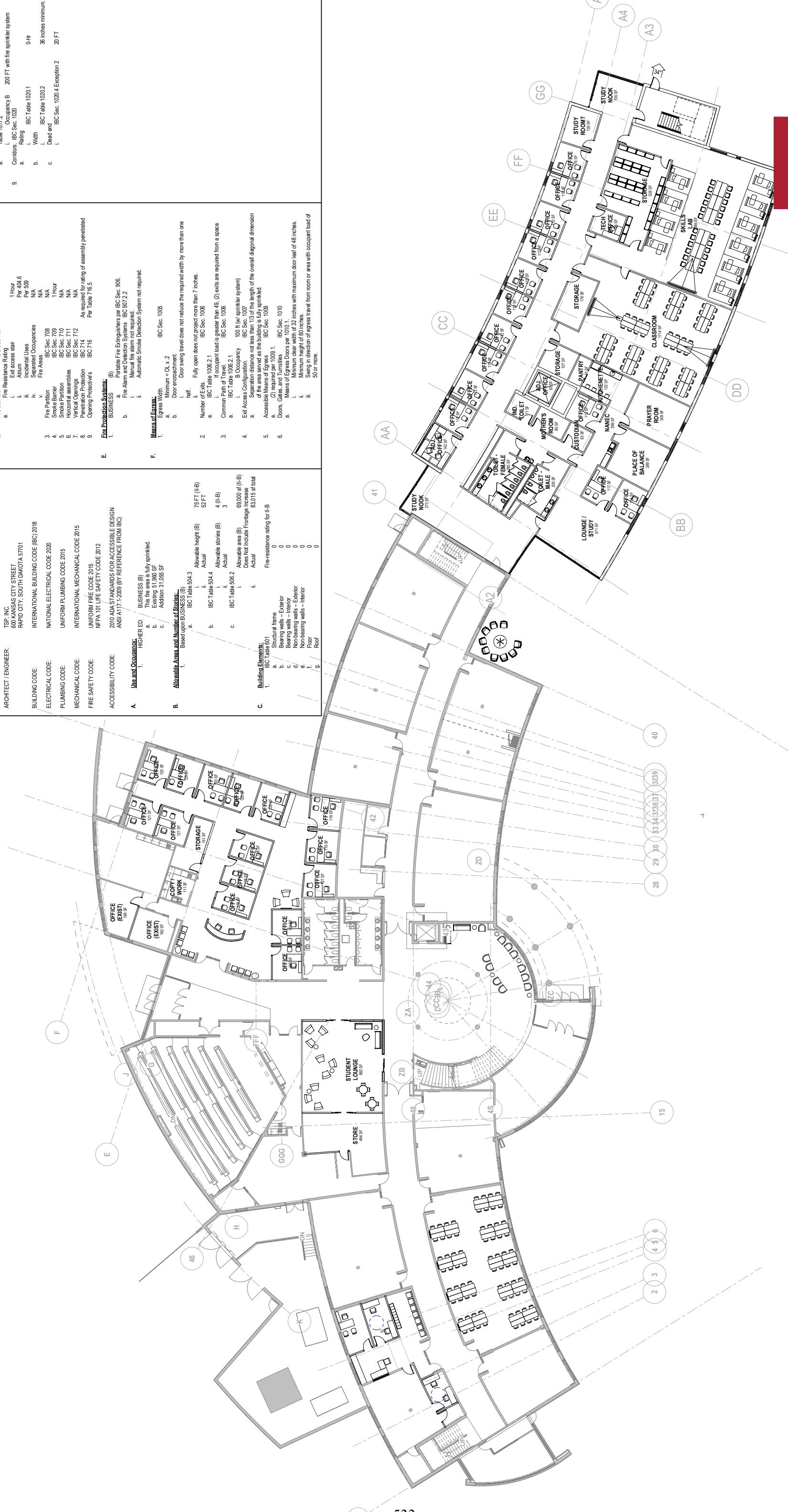
- a. The existing fire alarm control panel is a Siemens FC922. The existing control panel is capable of supporting up to 252 points and can network with other Siemens panels. The existing panel is currently using 94 points.
- b. The existing system is a voice evacuation system, with speakers located in the corridors.
- c. The existing fire alarm system will be expanded into the addition and be provided with audible (speaker) and visual signal devices, manual stations, automatic devices including ionization smoke detectors, combination fixed temperature/rate of rise detectors, OS&Y switches, etc. as required. All devices shall be connected together to provide a complete system designed to NFPA standards. The system will be designed in accordance with ADA standards. Manual stations will be provided at all exits (with the exception of lobby doors unless otherwise required by Local Codes) and within 200 feet of horizontal travel. System will be provided in accordance with local and state requirements. A smoke detector will be provided above the fire alarm panel in the electrical room as required. Smoke and heat detectors will be provided at elevator equipment rooms and smoke detectors will be installed in elevator lobbies as required. Smoke duct detectors will be provided in air moving systems where required by code. The system will be addressable by device to allow easy identification of the activated area and type of device. Smoke detectors will be provided in conjunction with magnetic door holders, when applicable.

28. Green Globes

- a. New construction will be designed to meet the requirements of Green Globes in order to obtain a two globes certification rating.
- b. Renovation of existing spaces within the existing building will reuse and modify existing systems as needed.

CODE SUMMARY
 PROJECT SUMMARY
 THIS PROJECT INVOLVES THE PARTIAL RENOVATION OF AN EXISTING BUILDING, AND THE ADDITION OF NURSING TRAINING FACILITIES TO THE SAME BUILDING.
 INFORMATION BELOW DELINEATES INTENT.

<p>PROJECT: WEST RIVER NURSING</p> <p>OWNER: BLACK HILLS STATE UNIVERSITY</p> <p>ARCHITECT / ENGINEER: TSP, INC. 600 KANSAS CITY STREET RAPID CITY, SOUTH DAKOTA 57701</p> <p>BUILDING CODE: INTERNATIONAL BUILDING CODE (IBC) 2018</p> <p>ELECTRICAL CODE: NATIONAL ELECTRICAL CODE 2020</p> <p>PLUMBING CODE: UNIFORM PLUMBING CODE 2015</p> <p>MECHANICAL CODE: INTERNATIONAL MECHANICAL CODE 2015</p> <p>FIRE SAFETY CODE: NFPA 101 LIFE SAFETY CODE 2012</p> <p>ACCESSIBILITY CODE: 2010 ADA STANDARDS FOR ACCESSIBLE DESIGN ANSI A117.1-2009 (BY REFERENCE FROM IBC)</p>	<p>Fire Resistance Related Construction:</p> <ol style="list-style-type: none"> Fire Walls: IBC Sec. 706 Fire Barriers: IBC Sec. 707 Fire Resistance Rating: IBC Sec. 708 Exit access stair: IBC Sec. 1016 Incidental Uses: Per 404.6 Separated Occupancies: Per 508 Fire Areas: N/A Fire Partitions: IBC Table 1020.1 Smoke Barrier: IBC Sec. 708 Smoke Partition: IBC Sec. 709 Horizontal Assemblies: IBC Sec. 710 Penetration Protection: IBC Sec. 711 Opening Protection: IBC Sec. 712 Opening Protectives: IBC 716 <p>As required for rating of assembly penetrated Per Table 716.5</p> <p>Fire Protection Systems:</p> <ol style="list-style-type: none"> <p>BUSINESS</p> <ul style="list-style-type: none"> Portable Fire Extinguishers per IBC Sec. 906 Fire Alarm and Detection Systems: IBC 907.2.2 Automatic Fire Sprinkler System: IBC 909 Automatic Smoke Detection System not required. <p>Means of Egress:</p> <ol style="list-style-type: none"> <p>Egress Width:</p> <ul style="list-style-type: none"> Minimum = OL x 2 Door enclosure Door swing travel does not reduce the required width by more than one half. Fully open does not project more than 7 inches. <p>Number of Exits:</p> <ul style="list-style-type: none"> IBC Table 1006.2.1 If occupant load is greater than 49, (2) exits are required from a space. <p>Common Path of Travel:</p> <ul style="list-style-type: none"> IBC Table 1006.2.1 IBC Sec. 1006 <p>Exit Access:</p> <ul style="list-style-type: none"> Occupancy: 100 ft (w/ sprinkler system) IBC Sec. 1009 IBC Sec. 1010 IBC Sec. 1011 IBC Sec. 1012 IBC Sec. 1013 IBC Sec. 1014 IBC Sec. 1015 IBC Sec. 1016 IBC Sec. 1017 IBC Sec. 1018 IBC Sec. 1019 IBC Sec. 1020 IBC Sec. 1021 IBC Sec. 1022 IBC Sec. 1023 IBC Sec. 1024 IBC Sec. 1025 IBC Sec. 1026 IBC Sec. 1027 IBC Sec. 1028 IBC Sec. 1029 IBC Sec. 1030 IBC Sec. 1031 IBC Sec. 1032 IBC Sec. 1033 IBC Sec. 1034 IBC Sec. 1035 IBC Sec. 1036 IBC Sec. 1037 IBC Sec. 1038 IBC Sec. 1039 IBC Sec. 1040 IBC Sec. 1041 IBC Sec. 1042 IBC Sec. 1043 IBC Sec. 1044 IBC Sec. 1045 IBC Sec. 1046 IBC Sec. 1047 IBC Sec. 1048 IBC Sec. 1049 IBC Sec. 1050 IBC Sec. 1051 IBC Sec. 1052 IBC Sec. 1053 IBC Sec. 1054 IBC Sec. 1055 IBC Sec. 1056 IBC Sec. 1057 IBC Sec. 1058 IBC Sec. 1059 IBC Sec. 1060 IBC Sec. 1061 IBC Sec. 1062 IBC Sec. 1063 IBC Sec. 1064 IBC Sec. 1065 IBC Sec. 1066 IBC Sec. 1067 IBC Sec. 1068 IBC Sec. 1069 IBC Sec. 1070 IBC Sec. 1071 IBC Sec. 1072 IBC Sec. 1073 IBC Sec. 1074 IBC Sec. 1075 IBC Sec. 1076 IBC Sec. 1077 IBC Sec. 1078 IBC Sec. 1079 IBC Sec. 1080 IBC Sec. 1081 IBC Sec. 1082 IBC Sec. 1083 IBC Sec. 1084 IBC Sec. 1085 IBC Sec. 1086 IBC Sec. 1087 IBC Sec. 1088 IBC Sec. 1089 IBC Sec. 1090 IBC Sec. 1091 IBC Sec. 1092 IBC Sec. 1093 IBC Sec. 1094 IBC Sec. 1095 IBC Sec. 1096 IBC Sec. 1097 IBC Sec. 1098 IBC Sec. 1099 IBC Sec. 1100 IBC Sec. 1101 IBC Sec. 1102 IBC Sec. 1103 IBC Sec. 1104 IBC Sec. 1105 IBC Sec. 1106 IBC Sec. 1107 IBC Sec. 1108 IBC Sec. 1109 IBC Sec. 1110 IBC Sec. 1111 IBC Sec. 1112 IBC Sec. 1113 IBC Sec. 1114 IBC Sec. 1115 IBC Sec. 1116 IBC Sec. 1117 IBC Sec. 1118 IBC Sec. 1119 IBC Sec. 1120 IBC Sec. 1121 IBC Sec. 1122 IBC Sec. 1123 IBC Sec. 1124 IBC Sec. 1125 IBC Sec. 1126 IBC Sec. 1127 IBC Sec. 1128 IBC Sec. 1129 IBC Sec. 1130 IBC Sec. 1131 IBC Sec. 1132 IBC Sec. 1133 IBC Sec. 1134 IBC Sec. 1135 IBC Sec. 1136 IBC Sec. 1137 IBC Sec. 1138 IBC Sec. 1139 IBC Sec. 1140 IBC Sec. 1141 IBC Sec. 1142 IBC Sec. 1143 IBC Sec. 1144 IBC Sec. 1145 IBC Sec. 1146 IBC Sec. 1147 IBC Sec. 1148 IBC Sec. 1149 IBC Sec. 1150 IBC Sec. 1151 IBC Sec. 1152 IBC Sec. 1153 IBC Sec. 1154 IBC Sec. 1155 IBC Sec. 1156 IBC Sec. 1157 IBC Sec. 1158 IBC Sec. 1159 IBC Sec. 1160 IBC Sec. 1161 IBC Sec. 1162 IBC Sec. 1163 IBC Sec. 1164 IBC Sec. 1165 IBC Sec. 1166 IBC Sec. 1167 IBC Sec. 1168 IBC Sec. 1169 IBC Sec. 1170 IBC Sec. 1171 IBC Sec. 1172 IBC Sec. 1173 IBC Sec. 1174 IBC Sec. 1175 IBC Sec. 1176 IBC Sec. 1177 IBC Sec. 1178 IBC Sec. 1179 IBC Sec. 1180 IBC Sec. 1181 IBC Sec. 1182 IBC Sec. 1183 IBC Sec. 1184 IBC Sec. 1185 IBC Sec. 1186 IBC Sec. 1187 IBC Sec. 1188 IBC Sec. 1189 IBC Sec. 1190 IBC Sec. 1191 IBC Sec. 1192 IBC Sec. 1193 IBC Sec. 1194 IBC Sec. 1195 IBC Sec. 1196 IBC Sec. 1197 IBC Sec. 1198 IBC Sec. 1199 IBC Sec. 1200 	<p>Use and Occupancy:</p> <ol style="list-style-type: none"> HIGHER ED. <p>BUSINESS (B)</p> <ul style="list-style-type: none"> This floor is fully sprinkled. Existing: 51,980 SF Addition: 31,055 SF <p>Allowable Area and Number of Stories:</p> <ol style="list-style-type: none"> <p>BUSINESS (B)</p> <ul style="list-style-type: none"> IBC Table 504.3 Allowable height (B) Actual: 75 FT (H-B) 52 FT <p>IBC Table 504.4</p> <ul style="list-style-type: none"> Allowable stories (B) Actual: 4 (H-B) 3 <p>IBC Table 506.2</p> <ul style="list-style-type: none"> Allowable area (B) Does Not Include Frontage Increase 69,000 sf (H-B) 63,015 sf total <p>Building Elements:</p> <ol style="list-style-type: none"> <p>IBC Table 601</p> <ul style="list-style-type: none"> Structural frame: 0 Bearing walls - Exterior: 0 Bearing walls - Interior: 0 Non-bearing walls - Exterior: 0 Non-bearing walls - Interior: 0 Floor: 0 Roof: 0 <p>Fire-resistance rating for (H-B)</p>
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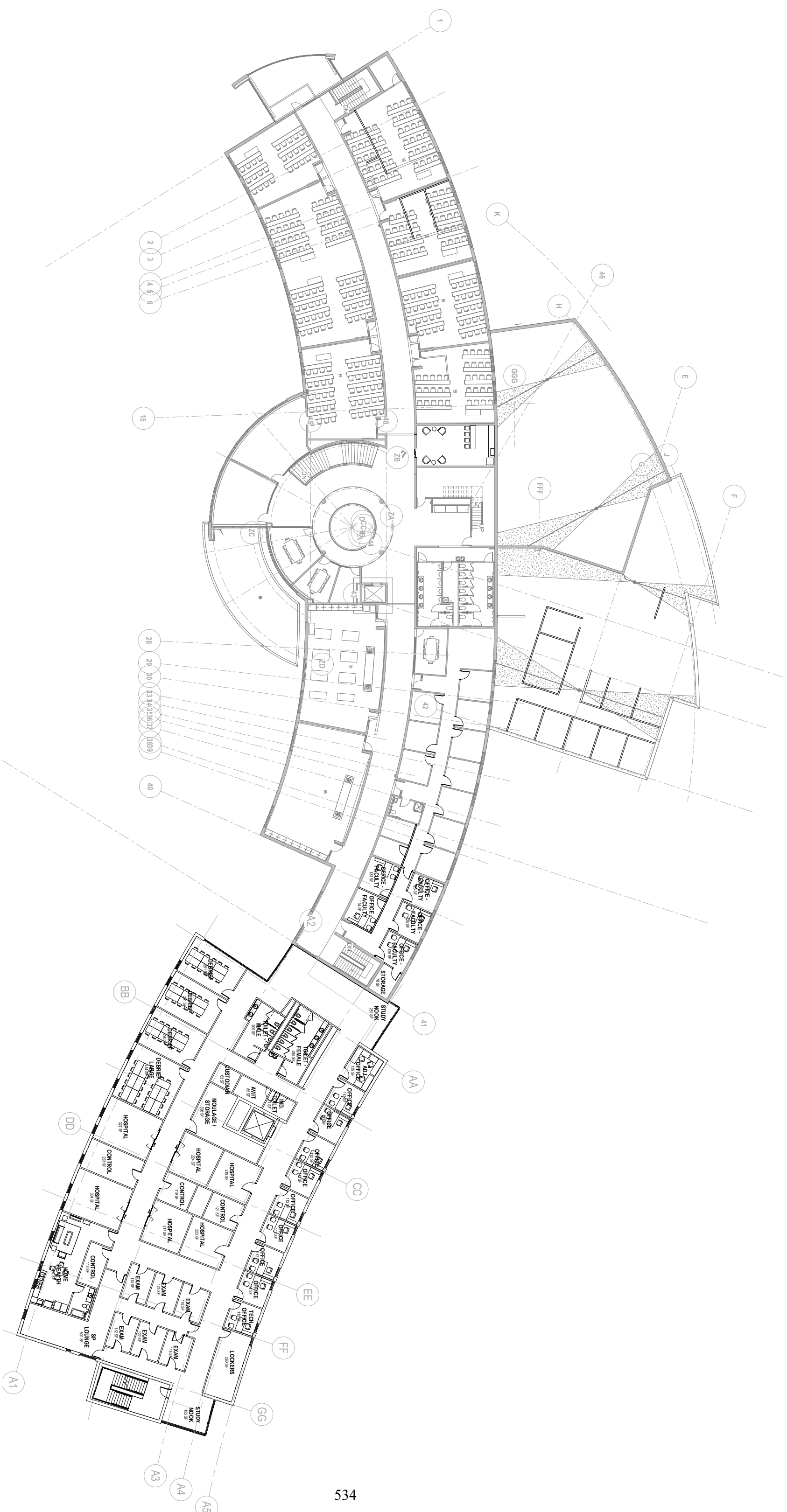


**MONUMENT WEST RIVER HEALTH SCIENCE CENTER
 CODE PLAN - FIRST FLOOR**



Architecture
 Engineering
 Planning

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534

MONUMENT WEST RIVER HEALTH SCIENCE CENTER
CODE PLAN - SECOND FLOOR

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Planning



1 FLOOR PLAN - LEVEL 1 - OPTION 2A
1/16" = 1'-0"

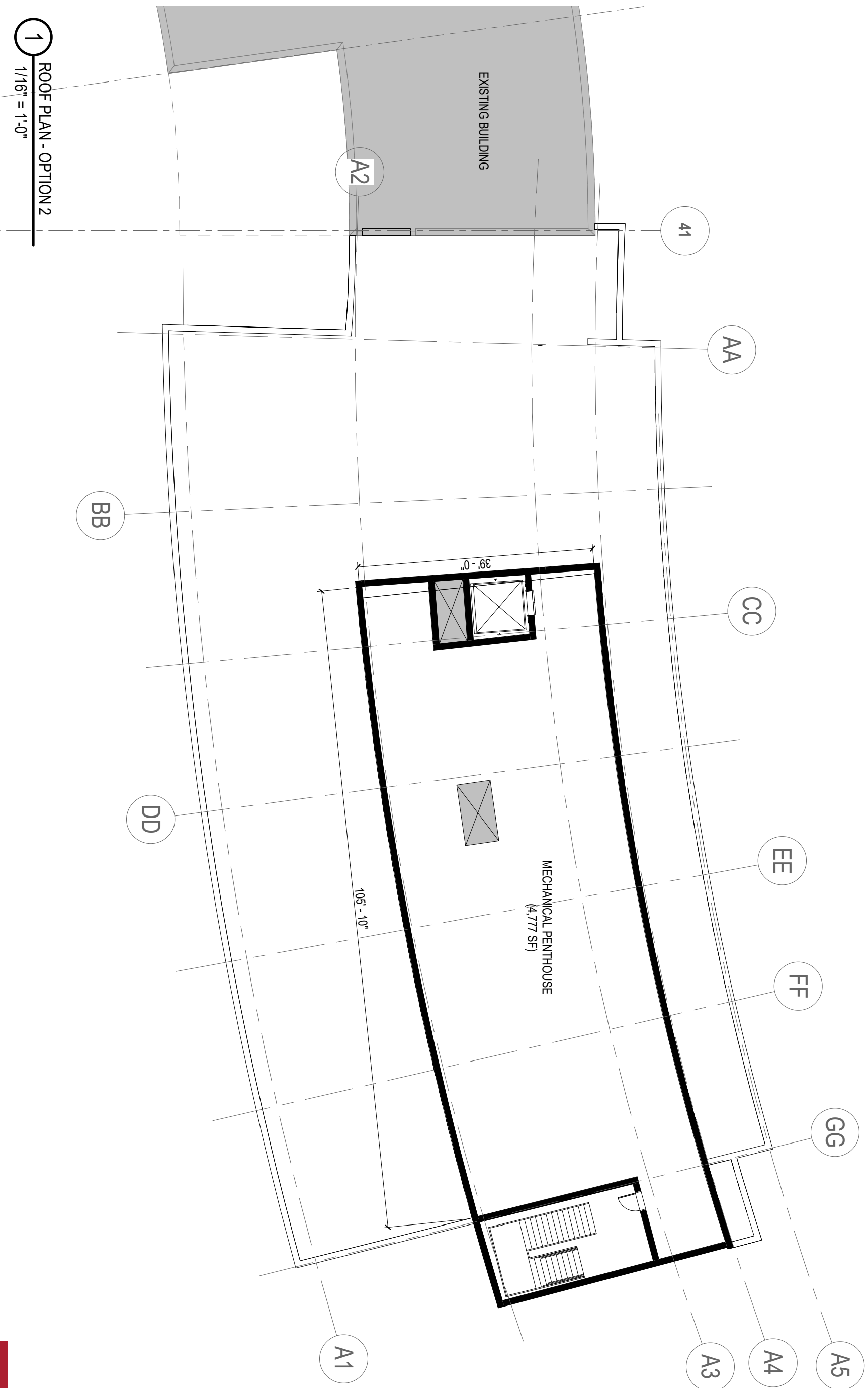
ADDITION:
 FIRST FLOOR - 12,934 SF
 SECOND FLOOR - 13,344 SF
 PENTHOUSE - 4,777 SF
 TOTAL: 31,055 SF
 (- 3,773 SF)

MONUMENT WEST RIVER HEALTH SCIENCE CENTER
 FIRST FLOOR

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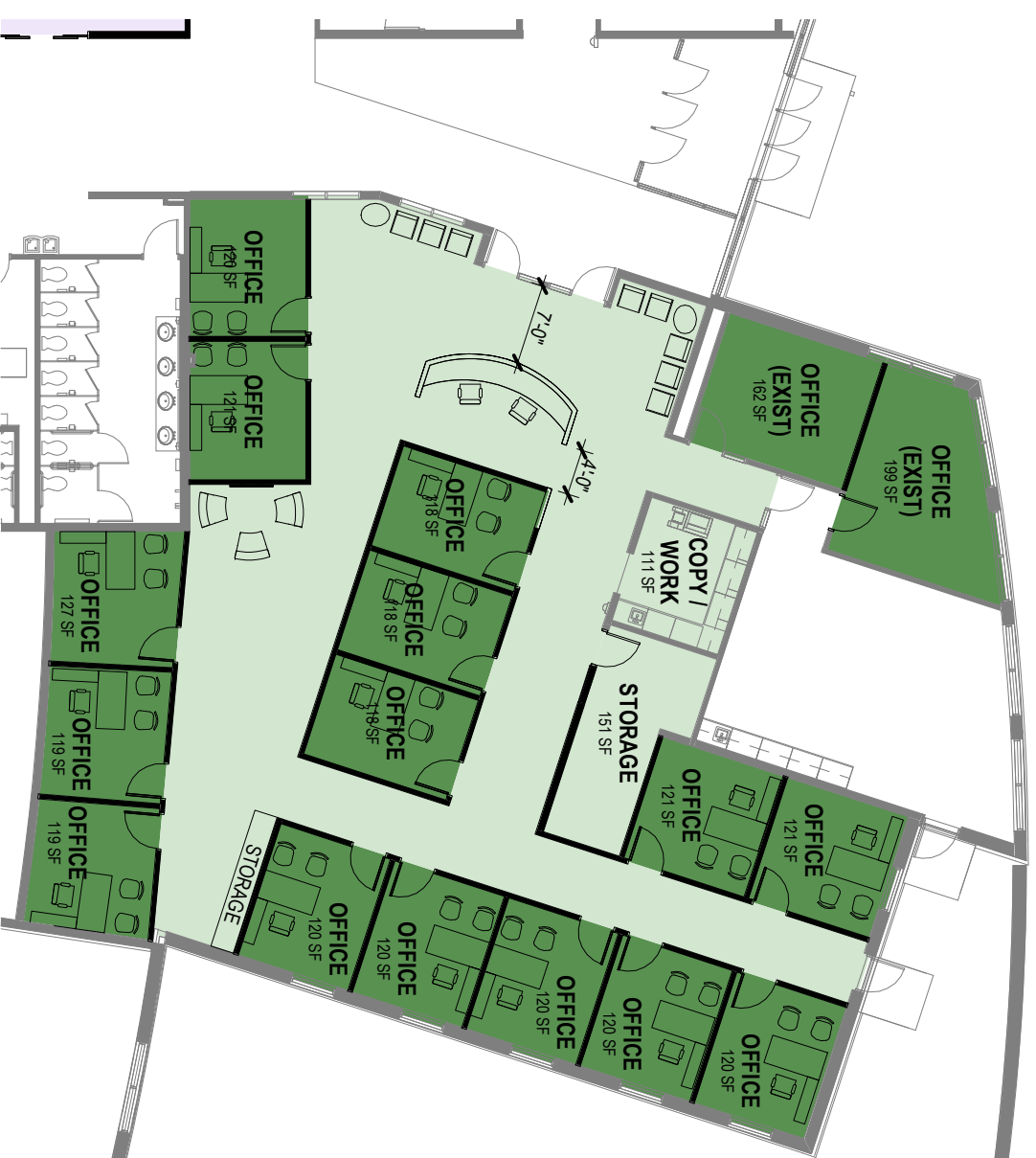


1 ROOF PLAN - OPTION 2
1/16" = 1'-0"

MONUMENT WEST RIVER HEALTH SCIENCE CENTER
ROOF PLAN

ADDITION:
FIRST FLOOR - 12,934 SF
SECOND FLOOR - 13,344 SF
PENTHOUSE - 4,777 SF
TOTAL: 31,055 SF
(- 3,773 SF)

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Engineering
Planning



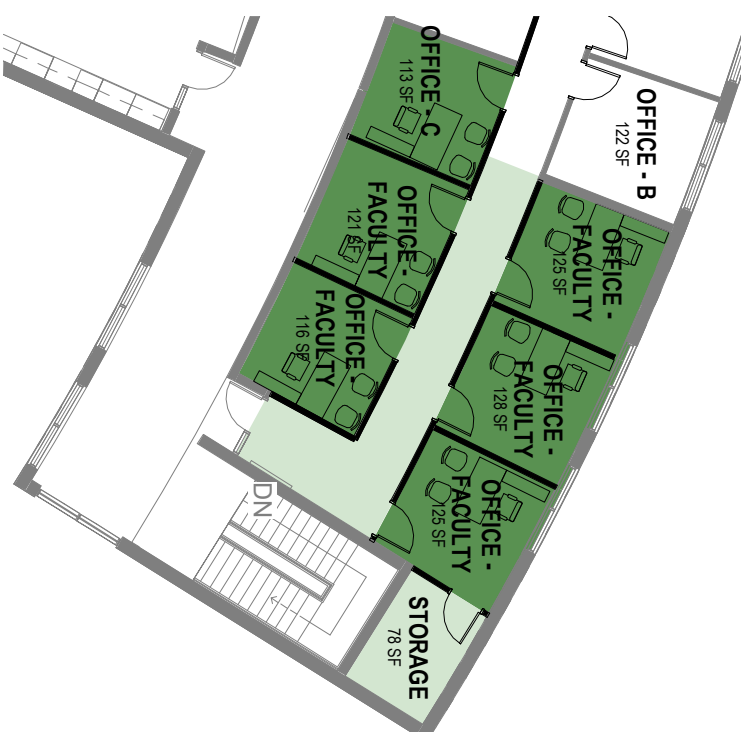
1 *FIRST LEVEL - RENOVATION -STUDENT SUPPORT
SCALE: 1/16" = 1'-0"

NO. OFFICES: 17
OVERALL SF: 4,326 SF

MONUMENT WEST RIVER HEALTH SCIENCE CENTER
STUDENT SERVICES



1 *SECOND LEVEL - RENOVATION - OFFICE
SCALE: 1/16" = 1'-0"



2 *SECOND LEVEL - RENOVATION - OFFICE OPTION 2
SCALE: 1/16" = 1'-0"

NO. OFFICES: 5
OVERALL SF: 969 SF

MONUMENT WEST RIVER HEALTH SCIENCE CENTER
ROOM 218

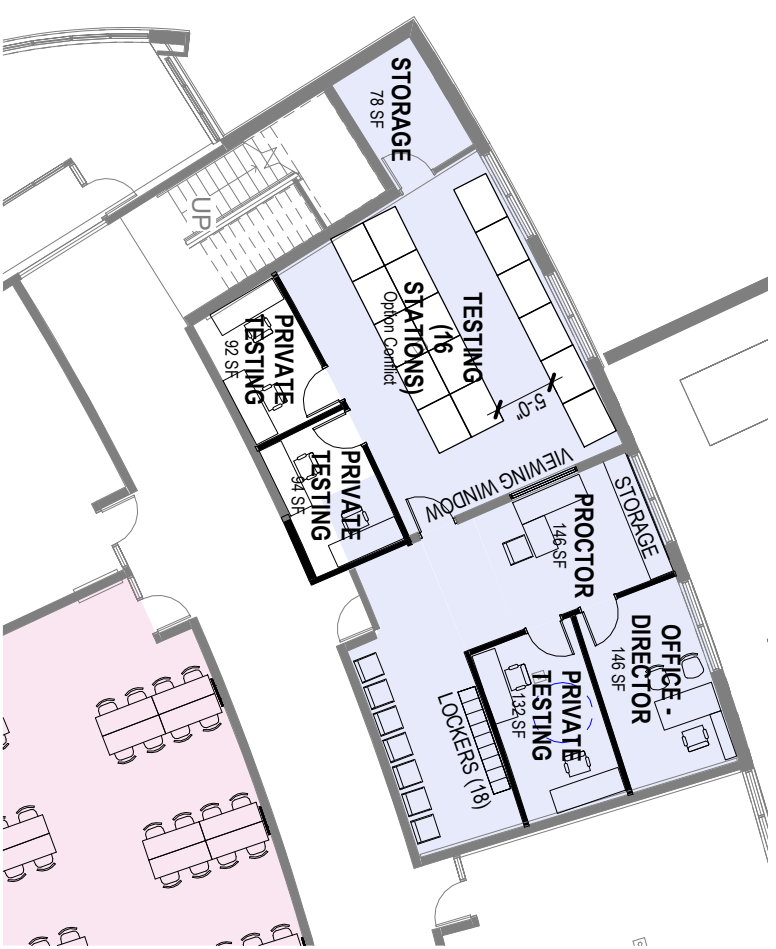
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Planning



1 *FIRST LEVEL - RENOVATION - TESTING CENTER
SCALE: 1/16" = 1'-0"



2 *FIRST LEVEL - RENOVATION - TESTING CENTER 2
SCALE: 1/16" = 1'-0"

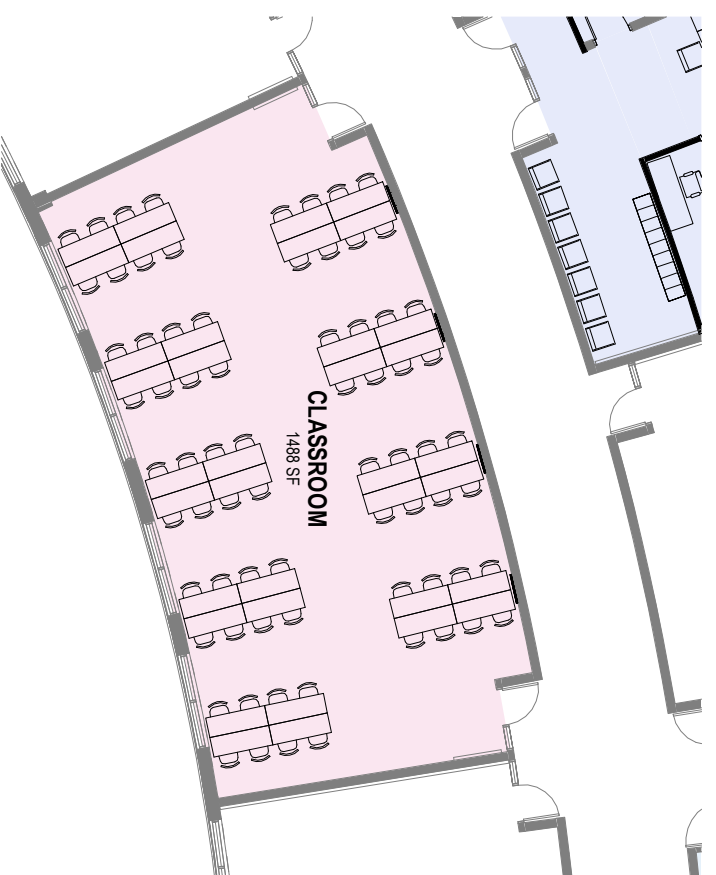
OVERALL SF: 1,501 SF

MONUMENT WEST RIVER HEALTH SCIENCE CENTER
TESTING CENTER

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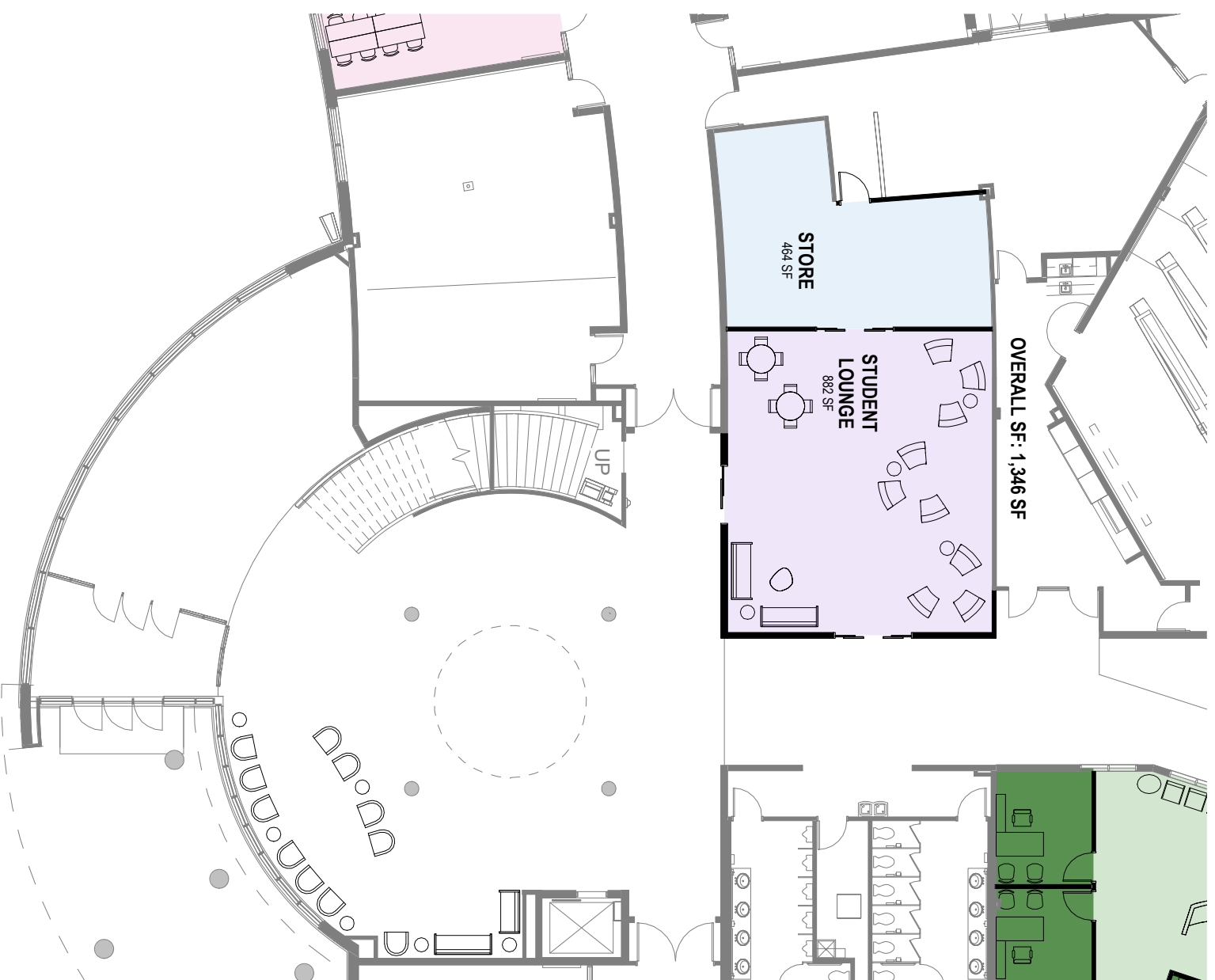
Architecture
Engineering
Planning



1 *FIRST LEVEL - RENOVATION - CLASSROOM
SCALE: 1/16" = 1'-0"

MONUMENT WEST RIVER HEALTH SCIENCE CENTER
CLASSROOM

EXISTING ROOMS: 104 & 106
OVERALL SF: 1,488 SF

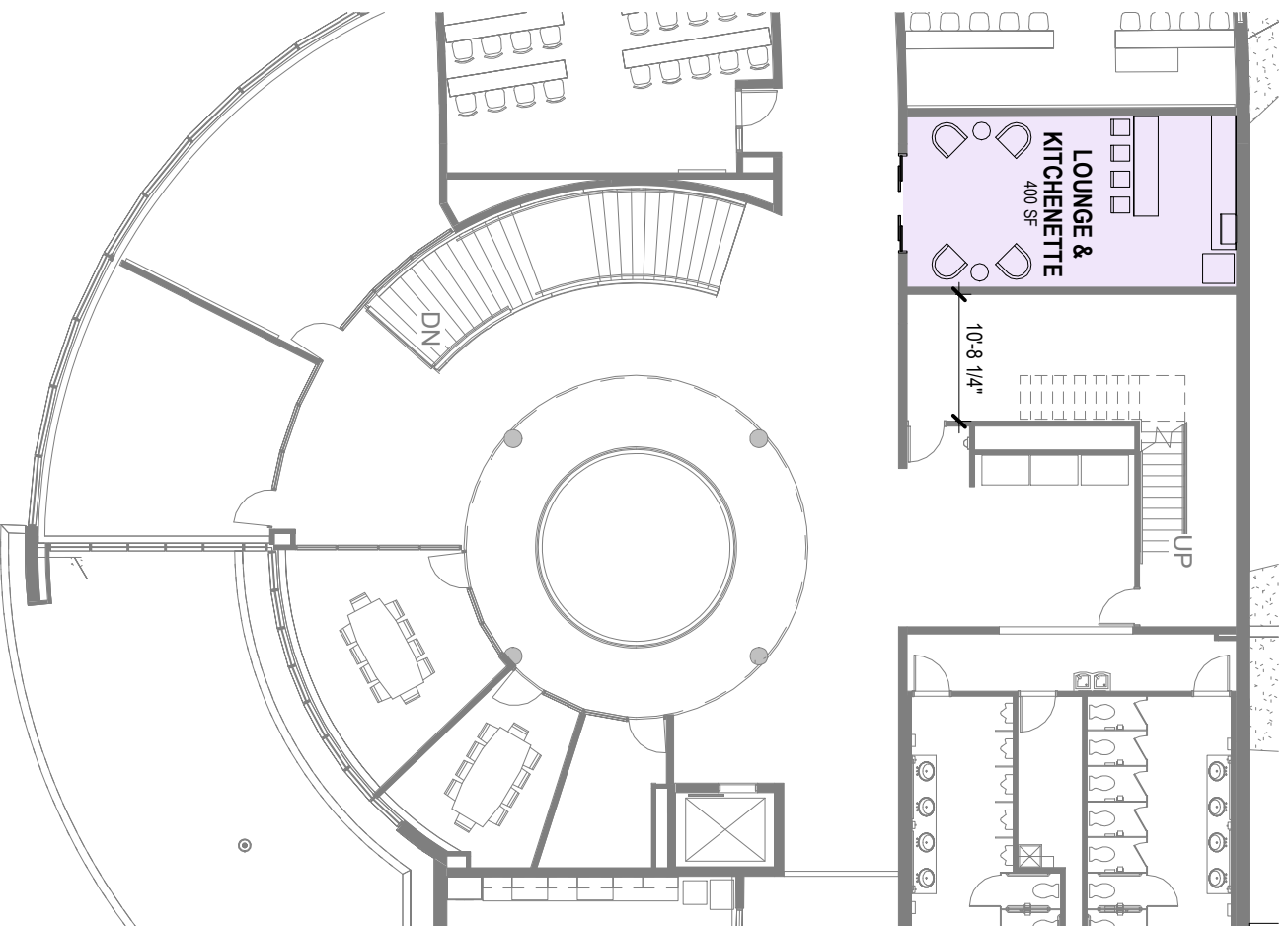


1 *FIRST LEVEL - RENOVATION - STUDENT LOUNGE
SCALE: 1/16" = 1'-0"

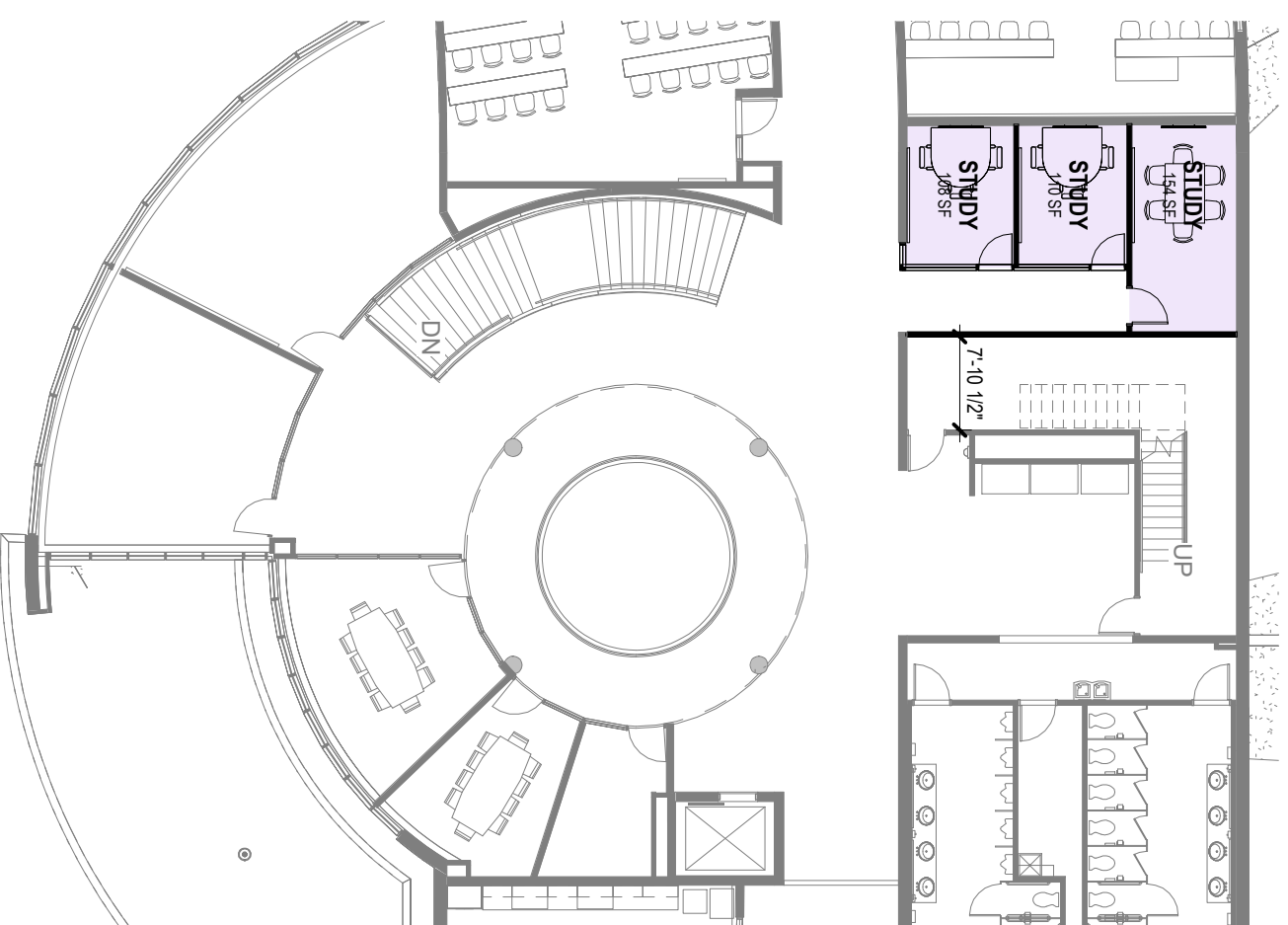


2 *FIRST LEVEL - RENOVATION - STUDENT LOUNGE 2
SCALE: 1/16" = 1'-0"

MONUMENT WEST RIVER HEALTH SCIENCE CENTER
STUDENT LOUNGE - 1ST FLOOR

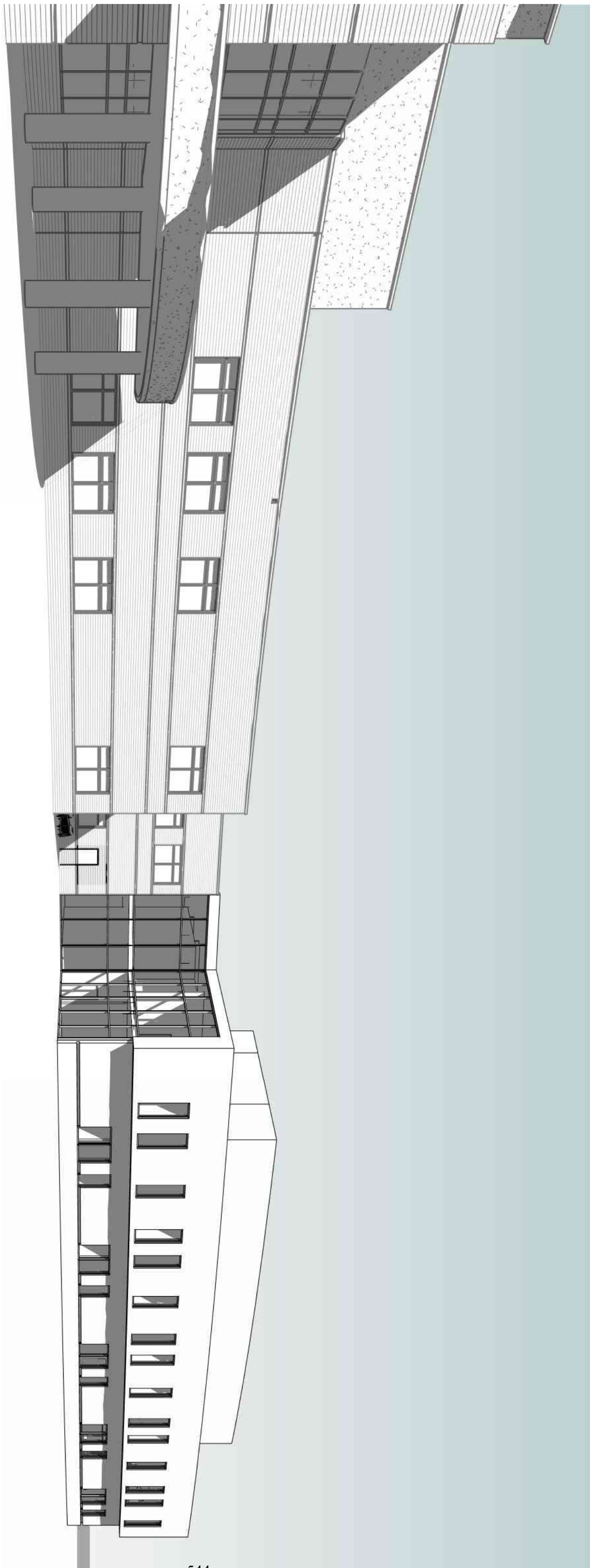


1 *SECOND LEVEL - RENOVATION - STUDENT LOUNGE
SCALE: 1/16" = 1'-0"



2 *SECOND LEVEL - RENOVATION - STUDENT LOUNGE 2
SCALE: 1/16" = 1'-0"

MONUMENT WEST RIVER HEALTH SCIENCE CENTER
STUDENT LOUNGE - 2ND FLOOR

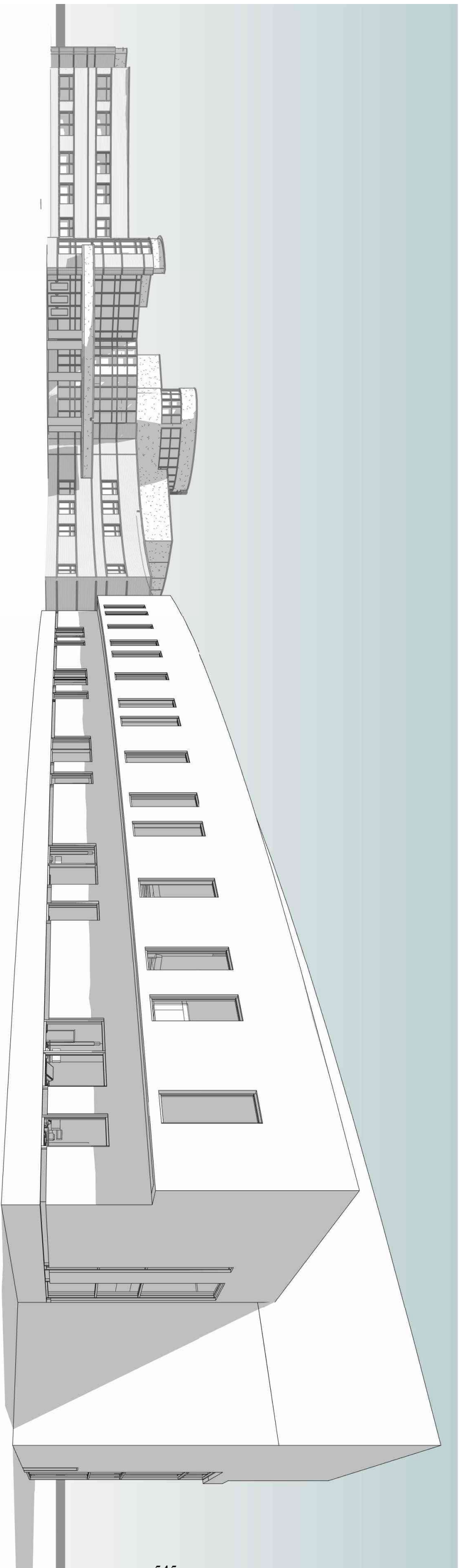


MONUMENT WEST RIVER HEALTH SCIENCE CENTER
NORTHEAST PERSPECTIVE

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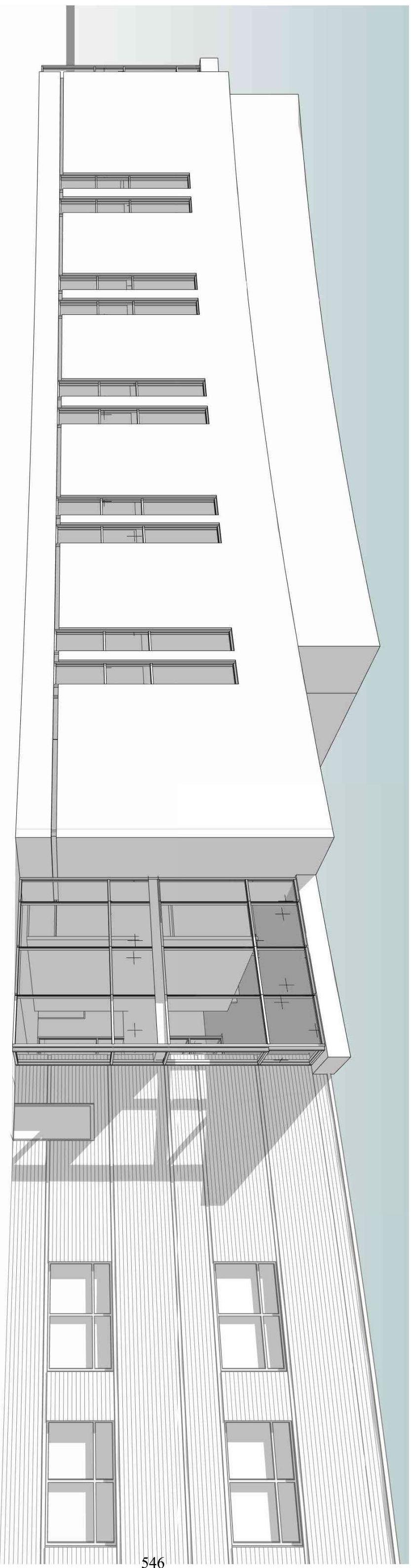


MONUMENT WEST RIVER HEALTH SCIENCE CENTER
NORTHWEST PERSPECTIVE

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Architecture
Engineering
Planning

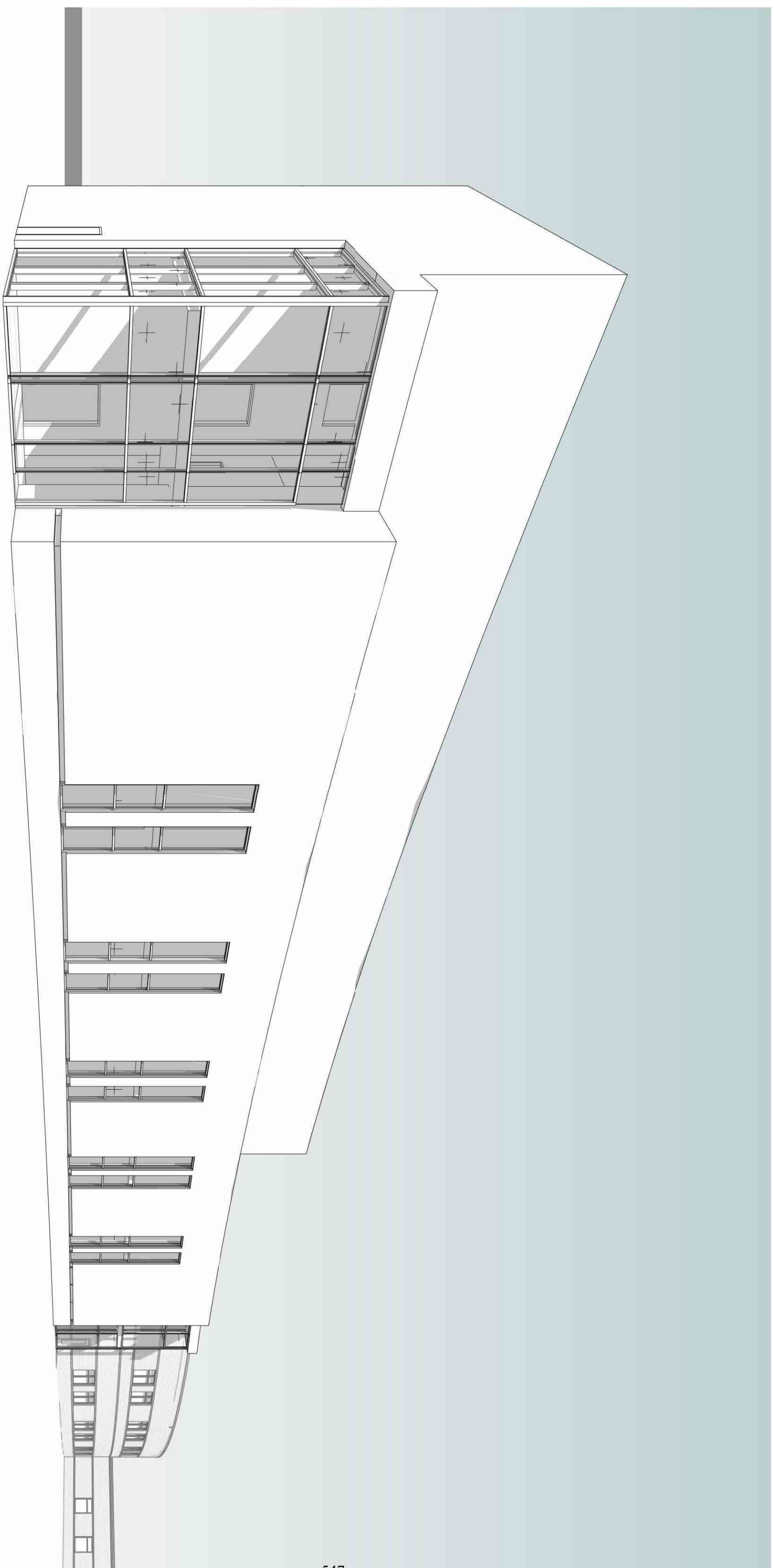


MONUMENT WEST RIVER HEALTH SCIENCE CENTER
SOUTHEAST PERSPECTIVE

Kahler Slater



Architecture
Engineering
Planning



MONUMENT WEST RIVER HEALTH SCIENCE CENTER
SOUTHWEST PERSPECTIVE

Kahler Slater



Architecture
Engineering
Planning



GREEN GLOBES OVERVIEW

Values Summary

The Monument West River Health Science Center project located among the Black Hills of South Dakota aims to be a **culturally aware, environmentally responsible, occupant-focused** build. Green Globes is structured around six Assessment Areas: Project Management, Site, Energy, Water Efficiency, Materials, and Indoor Environment. This initial strategy for two Green Globes (550 points or more) is value-aligned with the purpose, and goals of the project team and surrounding community.

Project Management (65 points anticipated)

1.1.1 Performance & Green Design Goals (15 points anticipated)

1.1.1.1 (8 points): Some performance and green design goals have already been established in collaboration with the owner and will be regularly assessed through occupancy, including:

- Site design;
- Environmentally responsible construction activities;
- Water conservation, efficiency, alternate water sources, and reuse;
- Building envelope and moisture control;
- Energy efficiency;
- Materials including:
 - o Efficiency;
 - o Environmentally preferable products; and
 - o Storage of hazardous materials;
- Indoor environment including:
 - o Acoustic comfort;
 - o Thermal comfort;
 - o Lighting;
 - o Air quality; and
- Building resilience

1.1.1.2 (3 points): Review and assess goals throughout the design of the project:

1.1.1.3 (4 points): Review and assess goals throughout the construction of the project:



1.1.2 Integrated Design Process (7 points anticipated)

The project held a pre-design Integrated Design Process meeting.

1.2 Environmental Management During Construction (6 points anticipated)

1.2.1.1.1 (2 points): Create a GC/CM Environmental Policy Including policies and procedures that support the health of humans and site-environment during construction.

1.2.1.1.3 (2 points): Conduct a project ecological health risk assessment prior to the start of construction to identify major risks that could impact the general welfare and health of humans (i.e., residents, workers, visitors, and construction trades people) and the ecological environment surrounding the immediate area of construction for the specific project and local agency requirements.

1.2.1.1.4 (2 points): prohibit smoking within 25 ft. (7.62 m) of the building during construction.

1.3 Life Cycle Cost Analysis or Building Service Life (12 points anticipated)

1.3.1A: Life Cycle Cost Analysis

Include cost analysis (first and operation cost) of green features of the project and compare the life time benefits of ownership to the subsequent costs.

1.5 Commissioning or Systems Manual & Training (25 points anticipated)

Commission HVAC&R systems and controls, building envelope, lighting systems and controls, plumbing, irrigation systems, electrical systems, and elevating and conveying systems.



Site (53 points anticipated)

The Black Hills have a rich environmental and cultural history that spans thousands of years. Archaeological evidence suggests that the region has been inhabited by humans for at least 11,000 years, and the Native American tribes, such as the Lakota, that still call the region home have a deep connection to the land and its history. Site is perhaps the most applicable assessment area to protecting, admiring, and respecting the land that the project is being built upon.

2.1.1 Urban Fill and Urban Sprawl (10 points anticipated)

The building is awarded points for being constructed on a previously developed site.

2.2 Transportation:

Points awarded for bicycle facilities and access to public transit.

2.3.1 Site Erosion (5 points anticipated)

2.3.1A: Erosion and Sedimentation Control Plan

The civil engineer will create an erosion and sedimentation control plan (SESC).

2.3.3 Tree and Shrub Preservation (4 points anticipated)

For indigenous people in the Black Hills region, trees are seen as important symbols of strength, wisdom, and longevity. Many view trees as sacred beings and believe that they have spiritual energy that can be harnessed for healing and well-being.

Earn points from preserving as much existing canopy and trees on the site as possible (50% or more).

2.3.4 Mitigating Heat Island Effect (6 points anticipated)

Design a vegetated roof or specify a high Solar Reflectance Index (SRI).

2.4 Stormwater Management (14 points anticipated)

Water is considered a sacred element and is viewed as a symbol of life. Many use water in traditional ceremonies and believe that it has healing properties. The conservation and protection of water resources are also a significant concern for indigenous people in the region, particularly in light of the ongoing challenges related to the management and protection of water rights.



2.4.1.1(10 points): Create a stormwater management report including:

- Storm water discharge plan
- Soil boring reports
- Site plans, including all areas of hardscape
- Percolation test results
- Civil AND/OR landscaping drawings indicating drainage
- Area rainfall charts

2.4.1.2 (4 points): Verify location of project s within 100ft of natural body of water or natural waterway

2.5 Landscaping (9-13 points anticipated):

Plants are viewed as important sources of food, medicine, and spiritual guidance. Many Native American cultures have a deep understanding of the healing properties of plants and use them in traditional medicine practices. Plants are also used in many cultural ceremonies, such as the sweat lodge, where they are believed to have spiritual and healing properties.

2.5.1.1.1 (3 points): Evaluate the natural light conditions of the site and structural limitations that would impact the location and growth of plants.

2.5.1.1.2 (3 points): Identify existing soil types and prepare soil and drainage to support root development for vegetation planned for the site.

2.5.1.2 (3 points): Use non-invasive and drought tolerant plants.

2.5.1.3 (3-4 points): Use native plants (new, retained, or salvaged).

2.6 Exterior Light Pollution (5 points anticipated)

Light pollution can have a significant impact on Native Americans in the Black Hills region of South Dakota, as it can negatively affect their cultural practices and spiritual beliefs. Many Native American tribes, including the Lakota, have a strong tradition of astronomy and stargazing. The night sky is considered an important aspect of their spiritual and cultural heritage. Light pollution can make it difficult to see stars and constellations, which can interfere with traditional practices such as star-gazing and celestial navigation. Additionally, Many Native American ceremonies, such as the Sun Dance, take place outdoors and are often conducted at night. Light pollution can interfere with these ceremonies by creating excessive light and distracting from the intended atmosphere and meaning of the ritual.

2.6.1: Meet performance or prescriptive requirements of [IDA-IES Model Lighting Ordinance](#)



Energy (171 points anticipated)

Indigenous people to the Black Hills area of North Dakota have a historic relationship to the natural geothermal resources and hot springs. Article: [Historical Impacts of Geothermal Resources on the People of North America](#).

As for solar power, the sun holds great significance in the cultural and spiritual practices of Native Americans in the Black Hills region of South Dakota. Many Native American tribes in the region, including the Lakota, Dakota, and Nakota, consider the sun to be a powerful and sacred entity that represents life, energy, and renewal. These values have been aligned throughout the Energy Section.

3.1.1 Assessing Energy Performance

Demonstrate ~30% energy improvement over ASHRAE 90.1-2010 baseline with an energy model.

3.3.1 Metering (10 points anticipated)

3.3.1.1: Meter 100% of building's total site energy.

3.3.1.3: Sub-meter heating, cooling, and electricity sources.

3.3.2 Monitoring and Reporting (5 points anticipated)

3.3.2.1 (2 points): Create a Resource Management Plan addressing all energy consuming areas, the listed monitoring protocols (i.e., hourly, daily, monthly, seasonal, by floor, etc.), and that also includes one or more of the following:

- Electricity;
- Heating fuels;
- Steam; and
- Other (e.g., chilled or hot water for campus/district systems)

3.3.2.2.1 (1 points): Create improvement goals based on automated data collection from monitored meter usage.

3.3.2.2.2 (2 points): Define a process for implementing improvements in energy usage to reach stated goals.



3.3.3 Verification (10 points anticipated)

3.3.3.1 (9 points): Verify energy data gathered, analysis performed, and computation of energy efficiency is consistent with design objectives and intent.

3.3.3.2 (1 point): Installed a fault detection and diagnostic system HVAC and lighting systems with the ability to detect 1) economizer operation, 2) simultaneous heating and cooling, 3) photocell malfunction 4) additional HVAC and lighting setpoints.

3.4.2 Off-Site Renewable Energy Credits (10 points anticipated)

Points awarded for percentages of energy from renewable sources with a 3-year commitment.



Water Efficiency (57 points anticipated)

Water is a vital element in the culture, spirituality, and daily life of Native Americans in the Black Hills region of South Dakota. For many indigenous people in the area, water is not just a physical substance, but a sacred and life-giving force that sustains all living things. It is an important part of many Native American ceremonies and rituals.

4.1.1 Plumbing Fixture and Fitting Standards (35 points anticipated)

Provide WaterSense labeled plumbing fixtures and fittings.

4.3.2 Domestic Hot Water Systems (6 points anticipated)

4.3.2.1 (3 points):

Energy and water is conserved by designing efficient hot water delivery piping systems by a maximum of 48oz. from a water heater and a maximum of 24oz from a recirculation or similar hot water line.

4.3.2.2 (3 points):

>90% of a reduction of hot water waste to lavatory sinks, kitchen sinks, and showers by use of hot water recirculating systems that use occupant sensors, occupant controls, and thermocouples to reduce waiting times and water purged down the drain.

4.4.2 Laboratory and Medical Equipment (2 points anticipated)

4.4.2.1(1 point): When installed, steam sterilizers must be equipped with mechanical vacuum systems and water tempering devices that only allow water to flow when the discharged condensate of hot water exceeds 140 degrees.

4.4.2.2 (1 point): Steam sterilizers must be equipped with specify dry vacuum systems for all laboratory/medical/dental purposes.

4.5 Water Treatment (4 points anticipated)

4.5.1.1 (1 point): Filtration systems must be equipped with pressure drop gauges that allow backwash to be based on pressure drop and not on timers.

4.5.1.2 (2 points): Reverse osmosis must reject less than 60% of feed-water volume for a system producing more than 100 gallons per day.



4.7 Metering (10 points anticipated)

4.7.1.1 (2 points): Sub-metering all water-intensive applications such as commercial kitchens/laundries/labs/pools/spas.

4.7.1.2 (4 points): Sub-meter irrigation.

4.7.1.3 (2 points): Link water meters and sub-meters to a meter data management system.

4.7.1.4 (2 points): Meter chilled or hot water loops or cooling towers.

4.9 Irrigation (27 points anticipated)

4.9.1: Earn points for no irrigation or **water demand reduction of 75-100%** compared to Landscape Water Allowance.

4.9.1.4: Inspect sprinkler system to assure no runoff or overspray.



Materials (103 points anticipated)

Indigenous cultures value intentional material use through deeply rooted values and beliefs that emphasize the interconnectedness of all living things and the need to preserve natural resources for future generations. They prioritize sustainable harvesting practices, often taking only what is needed and leaving the rest for future use or for others. Using every part of the resources is also prioritized, thus minimizing waste and maximizing the value of what is taken. These values have been aligned throughout the Materials Section.

Foresight will track products and progress throughout construction.

5.2 Product Life Cycle (35 points anticipated)

Specify products with EPDs.

5.3 Product Risk Assessment (5 points anticipated)

Use at least 5 products formulated products with an Occupant Exposure Screening Report (OESR)

5.4 Sustainable Materials Attributes (15 points anticipated)

Specify materials with sustainable materials attributes (recycled content, biobased content, 3rd party sustainable forestry certification content, Eco-Certified Composite/TMV).

5.5.1 Structural Systems and Non-Structural/Interior (22 points anticipated)

Retain as much structural, non-structural, interior systems and finishes as possible from existing building.

5.6.1 Construction Waste (20 points anticipated)

5.6.1.1 (2 points): FSMGMT and contractor to develop a preconstruction waste management plan prior to any construction or demolition activities.

5.6.1.2 (1 point): Provide final waste management summary report after construction.

5.6.1.3 (10 points): Generate less than 1.2lbs/ft² of construction waste.

5.6.1.4 (6 points): Divert greater than 75% percentage of construction waste including building demolition waste and packaging through recycling, reuse, repurposing, or composting.

5.6.1.5 (1 point): Verify annual average recycling rate from a 3rd-party organization.



5.6.2.1 Post Occupancy Solid Waste Recycling (2 points anticipated)

The building design must address one or more of the following:

5.6.2.1.1 Recycling for Solid Waste based on capacity

Provide minimum of 0.010 CY per student recycling collection capacity.

AND/OR

5.6.2.1.2 Recycling for Solid Waste based on interior storage requirements

Include at least one of the following types of dedicated recycling storage:

- In-cabinet or under-counter/work station collection bins;
- A minimum of one collection bin centrally located on each floor;
- A separate and secure collection area for a single material stream;

AND/OR

5.6.2.1.3 Recycling for Solid Waste based on exterior storage requirements

Provide adequate, accessible enclosures for recycling collection containers:

- Permanent, durable enclosures to accommodate collection bins required.
- Enclosures are screened on three sides; and
- Enclosures are designed to accommodate minimum clearances for collection equipment.

5.6.3.1 Supply Chain Waste Minimization (4 points anticipated)

Greater than 50% by cost, of building products used come from facilities that divert over 80% of their waste.



Indoor Environment (107 points anticipated)

In many Native American cultures, the wind is considered a powerful force that connects humans to the natural world and to the spiritual realm. For example, in Lakota culture, the wind is associated with the breath of life and is believed to carry prayers and messages to the Creator. The direction of the wind is also significant, with each direction having its own associated qualities and spiritual meanings. The east wind is often associated with new beginnings, while the south wind is associated with growth and abundance. The west wind is associated with introspection and reflection, while the north wind is associated with wisdom and guidance. These values have been aligned throughout the Indoor Environment Section.

6.1.1.1 Ventilation Air Quality (9 points anticipated)

Design ventilation to ASHRAE 62.1 standard.

6.1.2.1 Air Change Effectiveness (9 points anticipated)

Provide an Ez value greater than or equal to 0.9 in all regularly occupied spaces.

6.1.3 Air Handling Equipment (11 points anticipated)

6.1.3.1 (6 points): Provide MERV 13 filters for ventilation air and MERV 8 for terminal equipment that circulates room or zone air.

6.1.3.2 (5 points): Avoid interior liners that could harbor microbial growth AND/OR erode in the air in any outdoor air, return air, and supply air ductwork, or any fan, coil, terminal, or other devices exposed to the airstream.

6.1.4.1 CO2 Sensing and Ventilation Control Equipment (6 points anticipated)

Provide CO2 sensing and ventilation control equipment for densely occupied (25(+) people per 1,000ft²) rooms.



6.2.1 Volatile Organic Compounds (17 points anticipated)

6.2.1.1.1 (2 points): 70% (+) of adhesives and sealants by volume comply with VOC emissions criteria

6.2.1.1.2 (1 point): 90% (+) of adhesives and sealants by volume comply with VOC content limits

6.2.1.2.1 (2 points): 70% (+) of paints and coatings by volume comply with VOC emissions criteria

6.2.1.2.2 (1 point): 90% (+) of paints and coatings by volume comply with VOC content limits

6.2.1.3.1 (3 points): 90% of floors and floor coverings by area comply with prescribed limits of product VOC emissions

6.2.1.3.2 (3 points): 90% of ceiling systems by area comply with prescribed limits of product VOC emissions

6.2.1.3.3 (1 point): 90% of acoustical and thermal insulation by area comply with prescribed limits of product VOC emissions

6.2.1.3.4 (1 point): 90% of Wall Systems by area comply with prescribed limits of product VOC emissions

6.2.1.4.1 (1 point): 100% by cost of Installed furniture products comply with ANSI/BIFMA LEM Prerequisite AND/OR Certified

6.2.1.4.2 (1 point): 90% by cost of Installed furniture products comply with ANSI/BIFMA LEM Intermediate AND/OR Certified

6.2.1.4.3 (1 point): 70% by cost of Installed furniture products comply with ANSI/BIFMA LEM Advanced AND/OR Certified



6.2.3.1 Carbon Monoxide Monitoring (1 expected point)

Install Carbon monoxide monitoring devices and alarms in enclosed areas with combustion.

6.2.5 Pest and Contamination Control (2 points anticipated)

6.2.5.1 (1 point): Need to use the following Integrated pest management strategies:

- Outdoor air inlets have insect screens of 18x14 mesh for plenum systems feeding multiple air handlers
- Structural and mechanical openings are fitted with permanent protection (e.g. screens, sealants, etc.)
- Advertising signs and other assemblies affixed to the building façade are designed and constructed in a way that reduces bird habitation, and penetrations in the façade are sealed to prevent entry
- Mullions and ledges are less than 1 in. (2.5cm) deep to discourage bird roosting

6.2.5.2 (1 point): Provide a sealed storage area for food/kitchen solid waste and recycling.

6.3.1 Daylighting and Views (12 points anticipated)

6.3.1.1 (5 points): Achieve a minimum daylight factor (DF) of 3 or more for greater than 75% of regularly occupied floor area.

6.3.1.2 (3 points): Design clear views to the exterior for 90% of regularly occupied task areas.

6.3.1.3 (2 points): Install automated shading devices.

6.3.1.4 (2 points): Install sensors to maintain consistent lighting levels throughout the day using both daylighting and electric lighting.



6.3.2 Lighting Design Quantity (9 points anticipated)

6.3.2.1 (5 points): 90% percentage of regularly occupied spaces meet the Recommended Illuminance for the Locations/Tasks in Table 11.3.2.1-A and Table 11.3.2.1-B

6.3.2.2 (2 points): Meet maximum luminance ratios per IESNA for tasks:

- 3:1 between the task and adjacent surroundings
- 10:1 between the task and remote (nonadjacent) surfaces
- 20:1 between the brightest and darkest surface in the field of view
- 8:1 between rows of luminaires where there is indirect lighting and where ceiling luminance exceeds 124.1 fL (425 cd/m²)

6.3.2.3 (2 points): Select lighting fixtures for direct lighting with less than:

- 248.1 FL (850 cd/m²) at 65° from the vertical
- 102.2 FL (350 cd/m²) at 75° from the vertical
- 51.1 FL (175 cd/m²) at 85° from the vertical

6.3.3 Lighting Design Quality (3 points anticipated)

6.3.3.1 (1 point): Use light fixtures with a CRI of 80 or higher in all spaces.

6.3.3.2 (1 point): Specify Correlated Color Temperature (CCT) between 2700°K and 4500°K.

6.3.3.4 (1 point): Provide individual control of primary workspace lighting using stepped dimming or switching with at least three steps (100%, 50%, 0%).

Foresight to provide list of spaces once further project information is received.



6.3.4 Lighting Sustainability (5 points anticipated)

6.3.4.1 (2 points): Specify a Lumen Maintenance factor of 35,000 hours to L70 or greater.

6.3.4.2 (2 points): All luminaires must be RoHS compliant with EU Directive 2011/65/EU of the European Parliament that specifies maximum levels for the following six restricted materials:

- Lead (Pb): < 1000 ppm;
- Mercury (Hg): < 100 ppm;
- Cadmium (Cd): < 100 ppm;
- Hexavalent Chromium: (Cr VI) < 1000 ppm;
- Polybrominated Biphenyls (PBB): < 1000 ppm; and
- Polybrominated Diphenyl Ethers (PBDE): < 1000 ppm

6.3.4.3 (1 point): Develop a maintenance and operations plan.

6.4.1 Thermal Comfort Zones (14 points anticipated)

Design appropriately sized thermal zones.

6.4.2.1 Thermal Comfort Design (9 points anticipated)

Design HVAC systems and building in conformance with ASHRAE Standard 55-2017.

GBI Project Checklist for Green Globes for New Construction



Date: **5/26/2022**
 Project Name: **MWR HEALTH SCIENCE CENTER**

Important Note: This document is intended to provide information regarding the areas assessed and associated **maximum** points available under the Green Globes for New Construction (NC) 2021 program for each assessment area (e.g. Project Management), section (e.g. Team & Owner Planning), and subsection (e.g. Performance & Green Design Goals). Each of the areas presented here contain more specific criteria which are scored within the online Green Globes questionnaire. **Please purchase and complete the Green Globes questionnaire for the most accurate self-evaluation of a project. Final Green Globes certification is based upon third-party assessor verified points at the conclusion of an assessment.**

Please refer to the Green Globes NC 2021 Technical Reference Manual to view all assessed criteria, associated maximum points possible, ToolTips and references ([PDF link](#))

PROJECT MANAGEMENT		Maximum Points: 100	Expected Points	Applicable Points
1.1	Team & Owner Planning	45	15	
1.1.1	Performance & Green Design Goals	20		
1.1.2	Integrated Design Process	14	7	
1.1.3	Site and Building Resilience	11		
1.2	Environmental Management During Construction	8	6	
1.3	Life Cycle Cost Analysis or Building Service Life	12	12	
1.4	Moisture Control Analysis	6	0	
1.5	Commissioning or Systems Manual & Training	29	25	0

SITE		Maximum Points: 150	Expected Points	Applicable Points
2.1	Development Area	35	10	
2.1.1	Urban Infill and Urban Sprawl	10		
2.1.2	Greenfields, Brownfields and Floodplains	25		
2.2	Transportation	31		
2.3	Construction Impacts	34	5	
2.3.1	Site Erosion	5		
2.3.2	Site Disturbance	5		
2.3.3	Tree and Shrub Preservation	6	4	
2.3.4	Mitigating Heat Island Effect	14	6	
2.3.5	Bird Strikes	4		
2.4	Stormwater Management	21	14	
2.5	Landscaping	21	9	
2.6	Exterior Light Pollution	5	5	
2.7	Wildland- Urban Interface Site Design	3	53	0

ENERGY		Maximum Points: 260	Expected Points	Applicable Points
3.1	Energy Performance	180	136	
3.2	Non-Modeled Energy Efficiency Impacts	15		
3.2.1	Vertical, Horizontal, and Inclined Transport Systems - Efficiency Measures	5		
3.2.2	Load Shedding	5		
3.2.3	Plug Load and Process Energy Management	5		
3.3	Metering, Monitoring, and Measurement	25	10	
3.3.1	Metering	10		
3.3.2	Monitoring and Reporting	5	5	
3.3.3	Verification	10	10	

GBI Project Checklist for Green Globes for New Construction



Date: **5/26/2022**
 Project Name: **MWR HEALTH SCIENCE CENTER**

3.4 Renewable Sources of Energy		40		
3.4.1	On-Site Renewable Energy	30		
3.4.2	Off-Site Renewable Energy Credits	10	171	0

WATER EFFICIENCY		Maximum Points: 190	Expected Points	Applicable Points
4.1 Indoor Domestic Plumbing		54		
4.1.1	Plumbing Fixture and Fitting Standards	52	35	
4.1.2	Residential Indoor Appliances	2		
4.2 Cooling Towers		22		
4.3 Boilers and Hot Water Systems		9		
4.3.1	Boilers and Water Heaters	3		
4.3.2	Domestic Hot Water Systems	6	6	
4.4 Water Intensive Applications		19		
4.4.1	Commercial Food Service Equipment	5		
4.4.2	Laboratory and Medical Equipment	2	2	
4.4.3	Laundry Equipment	6		
4.4.4	Water Features and Pools	6		
4.5 Water Treatment		4	4	
4.6 Alternate Sources of Water		25		
4.6.1	Alternate Water Sources for Indoor Uses	12		
4.6.2	Alternate Water Sources for Non-Domestic for Non-	12		
4.6.3	Graywater Treatment	1		
4.7 Metering		20	10	
4.8	Leak Detection	10		
4.9	Irrigation	27	27	
			57	0

MATERIALS		Maximum Points: 150	Expected Points	Applicable Points
5.1 Whole Building Life Cycle Assessment		20		
5.2	Product Life Cycle	39	35	
5.3	Product Risk Assessment	10	5	
5.4 Sustainable Materials Attributes		15	15	
5.5 Reuse of Existing Structures and Materials		30		
5.5.1	Structural Systems and Non-Structural/Interior	22	22	
5.5.2	Material Reuse from Off-Site	8		
5.6 Waste		26		
5.6.1	Construction Waste	20	20	
5.6.2	Post Occupancy Solid Waste Recycling	2	2	
5.6.3	Supply Chain Waste Minimization	4	4	
5.7 Resource Conservation		10		
5.7.1	Off-Site Fabrication for Construction Optimization	4		
5.7.2	Design for Deconstruction (DFD)	6		
			103	0

GBI Project Checklist for Green Globes for New Construction



Date: **5/26/2022**
 Project Name: **MWR HEALTH SCIENCE CENTER**

INDOOR ENVIRONMENT		Maximum Points: 150	Expected Points	Applicable Points
6.1 Air Ventilation and Quality		35	9	
6.1.1	Ventilation Air Quantity	9	9	
6.1.2	Air Change Effectiveness	9	9	
6.1.3	Air Handling Equipment	11	11	
6.1.4	CO2 Sensing and Ventilation Control Equipment	6	6	
6.2 Source Control and Measurement of Indoor Pollutants		34		
6.2.1	Volatile Organic Compounds	17	17	
6.2.2	Pre-Occupancy Indoor Air Quality Testing	6		
6.2.3	Carbon Monoxide Monitoring	1	1	
6.2.4	Legionellosis Mitigation in the Building Water Systems	3		
6.2.5	Pest and Contamination Control	2	2	
6.2.6	Other Indoor Pollutants (Tobacco, Radon)	5		
6.3 Lighting Design and Systems		32	12	
6.3.1	Daylighting and Views	12	12	
6.3.2	Lighting Design Quantity	9	9	
6.3.3	Lighting Design Quality	6	3	
6.3.4	Lighting Sustainability	5	5	
6.4 Thermal Comfort		23		
6.4.1	Thermal Control Zones	14	14	
6.4.2	Thermal Comfort Design	9	9	
6.5 Acoustic Comfort		26		
6.5.1	Noise Limits and Masking Sound Level	12		
6.5.2	Acoustic Insulation and Vibration Isolation	10		
6.5.3	Reverberation Time or Ceiling Noise Reduction Coefficient (NRC)	4		
TOTAL:		107	0	

Expected Points	Applicable Points
556	0

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SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – J
DATE: December 13-14, 2023

SUBJECT

NSU Business and Health Innovation Center/Lincoln Hall Facility Design Plan (FDP)

CONTROLLING STATUTE, RULE, OR POLICY

- [SDCL § 5-14-1](#) – Classification of Capital Improvements
- [SDCL § 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds
- [SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution
- [BOR Policy 6.4](#) – Capital Improvements
- [BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Northern State University requests approval of the Facility Design Plan for the construction of the NSU Business and Health Innovation Center at a total cost of \$31,450,000. The Preliminary Facility Statement and the Facility Program Plan were approved in October of 2021. The project was included in Governor Noem’s FY23 recommended budget and received approval from the South Dakota Legislature during the 2022 legislative session with the passage of SB 44 which provided funding of \$29.5 million through the American Rescue Plan Act (ARPA) Capital Project Funds. During the 2023 legislative session SB 173 was passed, providing \$1.5 million of state general funds to be used for planning and design costs. These funds enabled the project to continue to evolve while the ARPA application was under review by the U.S. Treasury. Funding was approved by the U.S. Treasury in September.

IMPACT AND RECOMMENDATIONS

The Business and Innovation Center will be located on the northwest corner of campus at the current site of Lincoln Hall and Briscoe Hall. This location will provide a welcoming entry point to campus for those arriving on campus from Aberdeen’s Main Street. The two-story facility will include 40,600 square feet. The ground level will include office space for the School of Business faculty, dean, and staff, two classrooms, study spaces, huddle rooms

(Continued)

DRAFT MOTION 20231213_7-J:

I move to approve NSU’s Facility Design Plan for the Business and Health Innovation Center Facility at an amount not to exceed \$31,450,000, using the funding sources identified in the item.

for small group meetings and telehealth, and the Northern Innovation and Startup Center. Academic programming, such as offices and classrooms, will be located around the perimeter of the building. On the second floor, there will be three classrooms, two of which are designed primarily for the School of Business while the third will be used for nursing classes. In addition, the second floor will include a technology-rich conference room, offices for nursing faculty and staff, nursing simulation labs, debrief rooms and a skills lab. The building’s two-story commons area will provide ample space for students to study and interact, however specialty nursing equipment on the second floor will be safely separated from general building users. This space will also be utilized for events hosted by the adjacent Innovation and Startup Center.

Estimated Project Costs

Description	Budget amount
Construction Costs	\$22,895,497
Construction Contingency	\$1,368,725
Architect/Engineer Fees	\$1,990,000
OSE Fee	\$ 75,000
Briscoe Hall Demolition and Asbestos Abatement	\$2,428,250
Furniture, Fixtures & Equipment	\$2,428,250
Survey	\$19,500
Geotech and Construction Testing Commissioning	\$123,090
Commissioning	\$148,200
Abatement	\$160,000
Miscellaneous	\$64,800
Owner Contingency	\$ 1,726,938
Total	\$31,450,000

Proposed Funding Sources

American Rescue Plan Act (ARPA) Capital Projects Funds	\$29,500,000
General Fund Appropriation	\$1,500,000
NSU Auxiliary System Plant Funds	\$450,000

ATTACHMENTS

Attachment I – Northern State University Business and Health Innovation Center/Lincoln Hall Facility Design Plan

**Northern State University
Business and Health Innovation Center
Facility Design Plan**

Northern State University requests approval of the Facility Design Plan for the construction of the NSU Business and Health Innovation Center at a total cost of \$31,450,000. The Preliminary Facility Statement and the Facility Program Plan were approved in October of 2021. The project was included in Governor Noem's FY23 recommended budget and received approval from the South Dakota Legislature during the 2022 legislative session with the passage of SB 44 which provided funding of \$29.5 million through the American Rescue Plan Act (ARPA) Capital Project Funds. During the 2023 legislative session SB 173 was passed, providing \$1.5 million of state general funds to be used for planning and design costs. These funds enabled the project to continue to evolve while the ARPA application was under review by the U.S. Treasury. Funding was approved by the U.S. Treasury in September.

The Construction Manager for the project is the team of McCownGordon Construction and Quest Construction. The information and drawings included in this Facility Design Plan are provided by CO-OP Architecture and Anderson Mason Dale Architects with consultant information from Helms & Associates, Sichmeller Engineering, IMEG, and Confluence.

A. Architectural, Mechanical, and Electrical Design

The Business and Innovation Center will be located on the northwest corner of campus at the current site of Lincoln Hall and Briscoe Hall. This location will provide a welcoming entry point to campus for those arriving on campus from Aberdeen's Main Street. The two-story facility will include 40,600 square feet. The ground level will include office space for the School of Business faculty, dean, and staff, two classrooms, study spaces, huddle rooms for small group meetings and telehealth, and the Northern Innovation and Startup Center. Academic programming, such as offices and classrooms, will be located around the perimeter of the building will include glazed interior partition walls to allow daylight to reach the core of the building and its spaces. On the second floor, there will be three classrooms, two of which are designed primarily for the School of Business while the third will be used for nursing classes. In addition, the second floor will include a technology-rich conference room, offices for nursing faculty and staff, nursing simulation labs, debrief rooms and a skills lab. The building's two-story commons area will provide ample space for students to study and interact, however specialty nursing equipment on the second floor will be safely separated from general building users. This space will also be utilized for events hosted by the adjacent Innovation and Startup Center. The use of ceramic tiling, carpeting, and resilient tile flooring is planned throughout the building, ensuring practicality and visual appeal. Polished concrete is another cost-effective flooring option that may also be considered. Ceilings include acoustic panel, gypsum board systems, and wood trim, which contribute to the building's acoustic performance and visual warmth. Special attention will be given to the main commons to create a professional and welcoming atmosphere, particularly achieved with wood accents and technology-rich display boards.

The exterior building façade was designed with extreme care to fit into the existing fabric of campus. Special consideration was taken into the height and proportion of building elements to

ensure a respectful juxtaposition to the campus green and adjacent structures. The exterior building materials consist of brick and metal panels which will complement existing campus facilities. A glazed curtain wall system will break up the façade, allowing for a variation in material and for access to daylight into the building. The use of both clear insulated glass and spandrel units will be utilized on the curtain wall. The open staircase in the lobby also serves as a focal point on the exterior of the building, sitting directly adjacent to the curtain wall which provides visibility into the commons area. On the east side of the building, the elevator tower anchors the building to the quad and proudly displays the Northern ‘N.’

The building will be designed to meet Green Globe standards as required by the State.

Mechanical/Plumbing Systems

HVAC SYSTEM:

The air handling system will consist of multiple air handling units for each unique department area to accommodate their different occupancy schedules, and their HVAC requirements unique to that area of the building.

Each Air Handling Unit (AHU) will provide the morning warmup heat, all cooling, and all ventilation requirements of the facility by supplying air to variable air volume boxes (VAV’s) with hot water reheat coils. The AHU’s shall utilize hot water heat during the heating season or chilled water cooling during the cooling season (chiller is located to the south by Graham Hall) and shall incorporate a supply fan section with VFD, an air blender, full economizer (free outside air cooling during hot water heating season) from a stationary intake louver, and an integral return fan section with VFD providing full relief through a stationary relief louver.

The main mechanical penthouse containing the three AHU’s that serve the building will be located on the attic level. A faux chimney extending from the sloped roof will house stationary louvers on the east and west sides to provide the fresh outside air and corresponding relief for the penthouse air handlers.

Data Rooms: The central VAV air handler system will serve the data rooms or electrical rooms requiring cooling on their own zone, which will provide individual cooling to the space year-round, rejecting heat back into the central HVAC system.

Individual Zone Control

Each individual zone will have a VAV box located above accessible ceilings, within mechanical rooms, or in the attic space. If a zone calls for cooling the VAV box damper opens and allows the 55-62 degree air to enter the zone from the air handler satisfying its cooling requirements. If the zone is calling for heat, the VAV box damper opens to its heating position and the reheat coil is used to heat the air to satisfy the zone’s heating requirements. When there is no call for heating or cooling, the VAV provides for proper ventilation air.

Supplemental cabinet unit heaters will be utilized to offset infiltration in high traffic locations with exterior doors, and at all vestibules.

Supplemental hanging unit heaters will be utilized to heat non-critical spaces such as the mechanical rooms and loading dock.

Supplemental radiation heat will serve perimeter areas where necessary for improved occupant comfort.

Hydronic Heating Water Heating System

The hydronic heating piping will consist of an insulated, two-pipe hydronic hot water loop that will use circulating pumps to circulate heating water to the AHU, VAV's, CUH's, hanging unit heaters, and panel radiation where applies. Heat will be injected to the hot water heating loop as needed by using high efficiency, near condensing natural gas fired boilers located in the first-floor mechanical room. Boiler venting will be routed up through the building to a faux chimney termination per manufacturer's recommendations. Combustion air will be routed through the building to a louver under the soffit on the south wall of the building.

Hydronic Chilled Water System

The chilled water system will be served by an air-cooled chiller installed in a mechanical yard by the existing Graham Hall. The chilled water circulating pumps, air separator, and expansion tank on the chilled water loop will be located in the first-floor mechanical room. Below grade pre-insulated piping will be utilized to route chilled water supply & return piping into the building through the floor.

Ventilation Systems

Continuous exhaust will be provided in code required areas such as storage rooms and restrooms. Inline exhaust fans will be utilized to provide exhaust for each restroom group and associated janitorial/storage areas. Inline exhaust fans will be utilized and ducted to an exhaust louver on the south side of the building. Exhaust fans will be applied based on the areas served, and any unique occupancy schedule requirements of the zones served.

Temperature Control System

The temperature controls will consist of a new web-based direct digital control system with a graphics interface for changing setpoints and monitoring and will have remote access capability for owner designated personnel.

HVAC WARRANTIES

The mechanical contractor shall warrant his work against failure and workmanship for a period of at least one year from the date of substantial completion. Any work that is defective within that one-year period shall be replaced by the Contractor without charge. If longer/special warranties are noted elsewhere in the specifications, those warranties shall apply.

EXTENDED COMPRESSOR WARRANTY ON THE AIR-COOLED CHILLER.

Compressor parts shall be under warranty for an additional four years from the date of original installation but, in no event, for longer than five years and six months from the date of shipment from the factory. During this time, the manufacturer will repair or replace any compressor part which upon inspection proves to have been defective. Labor for replacing the compressor would be at a cost to the owner.

PLUMBING SYSTEM

The plumbing systems shall consist of the following:

Sanitary Sewer Service

The new facility will have a new six-inch sanitary sewer service.

Storm Sewer Service

The new facility will have a new storm sewer service by others to serve the gutters and downspouts for storm drainage.

Domestic Water Service and Dedicated Fire Sprinkler Water Services

A new four-inch domestic water service, riser, and meter fit will be installed in the new first floor water entry room. A new dedicated six-inch fire sprinkler service will be installed in the same room with a fire sprinkler riser and zone valves.

Plumbing Fixtures

New fixtures will be ADA compliant where necessary.

Wall hung photo-eye operated flush valve toilets and wall mount urinals will be provided. Photo-eye operated faucets will be utilized for lavatories. Wall mount manual soap dispensers would be by others. Plumbing fixtures will be high efficiency, low water consumption fixtures to meet the requirements for the Water Use Reduction Green Globe credits.

Exterior wall hydrants to be located such that they cover the perimeter exterior of the first floor.

Domestic Water Piping & Insulation

To prevent pitting, scaling, or corrosion below & above ground domestic cold, hot, and recirculating hot water piping & fittings shall be Uponor PEX-A with a 25-year warranty. The exception will be all piping within the mechanical room, at the water meter fit, & gas fired water heater. All mains & branch piping above grade shall be insulated with fiberglass and a sealed vapor barrier.

Domestic Hot Water System

A high-efficiency, gas-fired domestic hot water heater with recirculation pump in the first-floor water entry room will be utilized to store water at 140F and distribute 120F water to the domestic hot water system by using a digital mixing valve. Venting & combustion air will be routed out the south wall per manufacturer's recommendations. A domestic hot water recirculation system will be used to ensure that the building occupants do not have to wait for hot water.

Sanitary Waste/Venting

All sanitary waste and venting shall be PVC piping except for cast iron venting required in any return air plenums.

Natural Gas Piping

All natural gas piping shall be schedule 40 black pipe with isolation valves and pressure reducing valves as necessary.

A new natural gas service & meter fit will provide natural gas necessary to serve the high efficiency near condensing boilers and high efficiency water heater that will provide for the heating and domestic hot water needs.

Storm Drainage

Building storm drainage will be by others with gutters and downspouts to a below grade storm sewer by others.

Cooling Condensate Drainage

All condensate drain piping from the Air Handling Units shall be insulated Type “L” Copper or Schedule 40 PVC and routed to floor sinks.

Sump Pump System

A sump pump and basin will be installed in the elevator pit for the new elevator for the proposed Lincoln Hall. Summer discharge shall be into a drain leader from the gutter downspout leading into underground storm drainage. Winter discharge will discharge into a mop sink in the second-floor custodial room. A high-water alarm panel will be in this room as well. Piping materials shall follow the same requirements as sanitary waste/venting.

FIRE SPRINKLER SYSTEM

A complete fire sprinkler system will be installed meeting NFPA, local codes, & the Fire Marshal’s requirements. A fire department connection will be installed on the street address side of the building. The fire sprinkler system will be from a dedicated fire sprinkler service installed in the new perimeter water service room.

Pending discussion with Owner on protection of IT/Data equipment, either a double interlock preaction sprinkler system with electric/pneumatic release or a clean agent/dry chemical system will be applied in IT rooms as required. The dry chemical system will also require protection with the main sprinkler system unless otherwise approved with the authority having jurisdiction.

Electrical Systems

Project Description

This project will include work on Graham Hall for separation of electrical services that are fed from Lincoln. A new electrical service will be fed from the Student Center. A primary electrical room, water entry / domestic water boiler and (Main Distribution Frame) MDF will be located on the ground floor, adjacent to a service drive. Additional electrical rooms and Intermediate Distribution Frame (IDF) rooms are located on the upper floor levels. Mechanical Penthouse will include units accessible via one stairway and one stretcher sized elevator that will go to the mezzanine level.

Sustainability and Energy Goals

Project will comply with Green Globes.

Points will be reviewed and determined by the design team and owner.

Lighting Systems

Lighting levels for each space will be designed in conjunction with the NSU building/grounds specifications and the illuminating engineering society (IES) lighting handbook.

Additional mandatory controls for lighting that include manual switching, automatic controls to reduce lighting levels, and day lighting controls will be installed.

Lighting System Components

Interior Luminaires:

LED luminaires will be used for all lighting.

Exterior Luminaires:

LED luminaires with low temperature drivers will be located in exterior applications at exit doors, parking lots, and along walkways and drives. Exterior lighting will be a combination of building mounted downlighting, with decorative and accent lighting being explored as appropriate. Exterior luminaires will be selected to match the existing campus standard for building mounted and pole mounted luminaires. Design of the exterior lighting will be coordinated with the architect and landscape architect.

Lighting Controls

Lighting controls will comply with the applicable energy code.

Emergency Lighting

Emergency egress lighting units shall be provided utilizing battery inverters for main corridors and open areas and bug eye style luminaires for utility spaces. Myers Lighting inverters are the basis of design.

Exit signs will be LED type luminaires with die cast aluminum housing. Emergency battery-powered wall pack luminaires will be provided in all the mechanical and electrical utility rooms.

Power System Requirements

The electrical service to the new Lincoln Hall addition will be served by the owner existing 500KVA transformer that will be relocated at grade level on the south side of the building. From the utility connection cabinet at the Student Union, underground electrical primary service will be routed in duct bank to the transformer.

Metering will be installed in accordance with the Northern States University requirements.

Main Distribution

The service entrance main switchboard (SB-1) is anticipated to be rated 1600-amp at 120/208-volt, 3-phase, 4-wire, 100k AIC. MDC will include 1600-amp adjustable-trip, ground fault main

circuit breaker and an Arc Maintenance Switch (AMS) to temporarily reduce the interrupting rating of the main circuit breaker for personnel safety per the NEC.

Generator

No generator is planned for this project.

Normal Distribution

New normal power branch lighting loads will be served from new 200-amp, 208/120 volt, 3-phase, 4-wire branch circuit double tub panels with 84 circuits. Each floor will have a minimum of two 200-amp dedicated branch circuits that will serve east and west side loads.

A 120/208 volt, 3-phase, 4-wire, 42 space branch circuit panelboard will serve mechanical equipment loads on Level 1 and Level 2.

A 120/208volt, 3-phase, 4-wire, 24 space branch circuit panelboard will be provided for each floor to serve lighting loads.

Branch Distribution

Branch circuit design will be based on a maximum of 1,900 volt amperes per 20 ampere, 120 volt circuit, and 4,400 volt amperes per 20 ampere, 277 volt circuit.

Lightning Protection

No protection is planned. There is not an existing system on campus.

Grounding System Requirements

A grounding system and equipment grounding will be provided per National Electrical Code Article 250 for transformers, motor starters, panelboards, switchboards, transfer switches, wiring systems, etc.

Electronic Metering

A power monitoring system will be provided. This power monitoring system will consist of electronic power monitoring devices on distribution panels as required to track receptacle, lighting, motor, fan, and miscellaneous loads separately per the Green Globe requirements.

Fire Alarm and Communication System Requirements

The new Voice communication fire alarm system design shall consist of a detector at the fire alarm control panel (FACP). Fire/smoke dampers are anticipated to be electric (120-volt) and can be controlled through spot detection, groups of detectors or duct detectors as allowed in the International Building Code (IBC). Each initiating device, including manual pull stations, will have their own unique address and report to the fire alarm control panel. Addressable monitor modules will be used to monitor sprinkler flow and tamper valve position. The existing campus fire alarm system is connected to the Johnson Control system and the fire alarm system will require relays for interconnection to that system.

Firestopping: All penetrations to fire rated wall will be fire stopped.

Utilities

The electric power will be from NSU's electric distribution system. NSU receives a WAPA allocation and supplemental power is purchased through the State of South Dakota contract with Heartland. Natural gas will be provided by Northwestern Energy.

B. Changes from Facility Program Plan

The size of the building has been reduced and the departments to be housed in the Business and Health Innovation Center have changed. The Facility Program Plan included 48,000-50,000 square feet to accommodate the School of Business, Accelerated Nursing, International Programs, Admissions, Development and Alumni and incubator space.

Due to budget constraints related to increased building costs as well as further consideration of departmental adjacencies, the size of the building has been reduced to 40,600 square feet. The new facility will be home to the School of Business, the NSU nursing program, and the Innovation and Startup Center.

C. Impact to existing campus-wide heating, cooling and electrical systems

The new facility will have standalone heating and cooling systems. Graham Hall, currently served from the existing Lincoln Hall being demolished in this project, will have a new standalone cooling system and will utilize capacity from the Avera Student Center heating system. The existing campus electrical loop has the capacity to absorb the increase in demand resulting from this project.

D. Changes from the cost estimates for operational or M&R expenses

There have been no changes to estimated operating costs or M&R costs from those provided in the Facility Program Plan.

E. Estimated project costs**Project Costs**

Construction Costs	\$22,895,497
Construction Contingency	1,368,725
	\$24,264,222

Soft Costs

Architect/Engineer Fees	\$1,990,000
Office of the State Engineer Fee	75,000
Briscoe Hall Demolition and Asbestos Abatement	450,000
Furniture, Fixtures & Equipment	2,428,250
Survey	19,500
Geotech and Construction Testing	123,090
Commissioning	148,200
Abatement	160,000
Miscellaneous	64,800
Owner Contingency	1,726,938
Total Soft Costs	\$7,185,778

Total Estimated Project Cost	\$31,450,000
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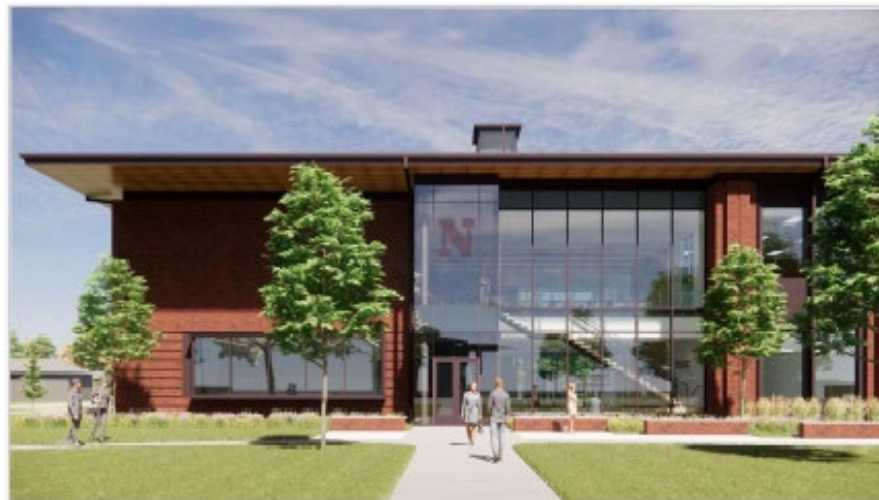
Funding Sources

American Rescue Plan Act (ARPA) Capital Projects Funds	\$29,500,000
General Fund Appropriation	\$1,500,000
NSU Auxiliary System Plant Funds	\$450,000
	\$31,450,000

F. Timeline

The Guaranteed Maximum Price (GMP) will be established in early 2024. Asbestos abatement will begin in January. Demolition and construction will begin in the spring of 2024 upon approval of the GMP. With an expected construction period of 14 months, the anticipated completion date is July of 2025.

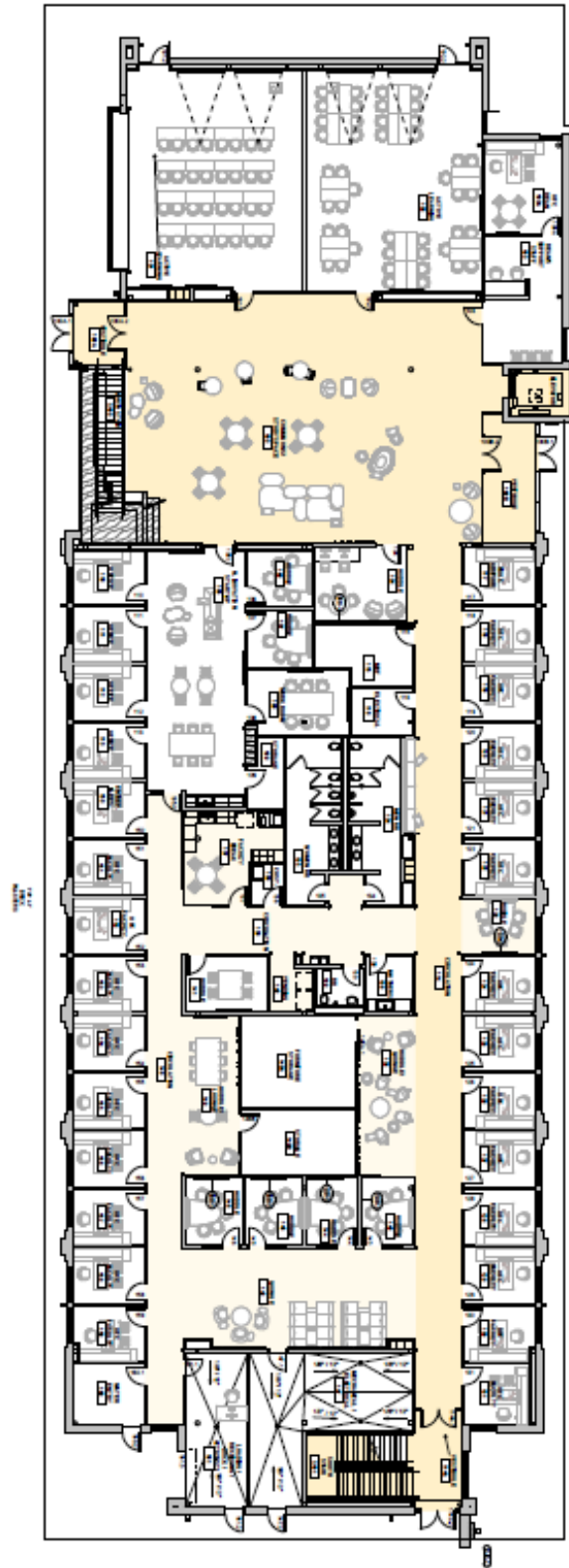
Exterior Renderings



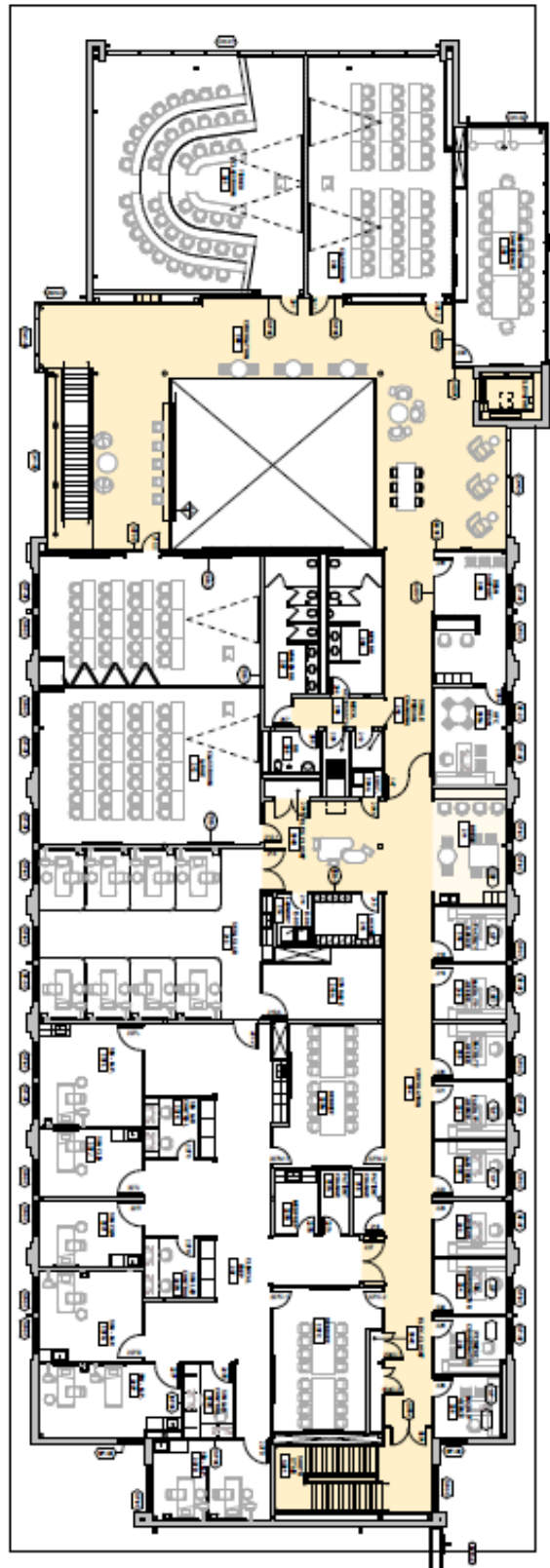
Commons Area



First Floor



Second Floor



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – K
DATE: December 13-14, 2023

SUBJECT

Resolution to Remove Briscoe Hall at Northern State University from the Auxiliary Facilities System

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.25 – Auxiliary Revenue System

BACKGROUND / DISCUSSION

The Board is requested to authorize the removal of Briscoe Hall, a residence hall on the campus of Northern State University (NSU), from the NSU Housing and Auxiliary Facilities System (the “System”) created pursuant to the Amended and Restated Bond Resolution adopted by the Board on October 21, 2004, as amended and supplemented.

The action item includes a resolution making the determination of the Board that (1) Briscoe Hall located on the campus of NSU and part of the NSU Institutional System, is physically and structurally unfit for use as a student residence hall and should therefore be abandoned for economic non-feasibility and removed from the NSU Institutional System; and (2) prior to its removal from the NSU Institutional System, Briscoe Hall will be demolished, with the cost of such demolition payable from available revenues of the NSU Institutional System.

IMPACT AND RECOMMENDATIONS

NSU requests authority to remove Briscoe Hall from its Auxiliary Facilities System as it is structurally unfit for use as a residence hall. They further request authority to demolish Briscoe Hall prior to its removal from the Auxiliary Facilities System, utilizing funds available in its Institutional System.

ATTACHMENTS

Attachment I – Resolution Removing Briscoe Hall at Northern State University from the Auxiliary Facilities System

DRAFT MOTION 20231213_7-K:

I move to approve the recommendation as set forth in detail on Attachment I. The action should be approved on a separate motion and seconded, and a roll call vote shall be taken and recorded.

A RESOLUTION REMOVING BRISCOE HALL AT NORTHERN STATE
UNIVERSITY FROM THE HOUSING AND AUXILIARY FACILITIES
SYSTEM

* * *

WHEREAS, under the terms and provisions of South Dakota Codified Laws, Chapter 13-49, the Board of Regents (the “*Board*”) was created to, among other matters, control and have jurisdiction of six state-supported universities, including Black Hills State University, Dakota State University, Northern State University (“*NSU*”), South Dakota School of Mines and Technology, South Dakota State University and the University of South Dakota (collectively, the “*Institutions*” and each, an “*Institution*”); and

WHEREAS, the Board on October 21, 2004, did duly adopt a resolution (herein called the “*System Resolution*”) amending and restating previous resolutions and establishing a combined system of housing and auxiliary facilities (the “*System*”) pursuant to which each Institution continues to operate its existing system (collectively, the “*Institutional Systems*” and each, an “*Institutional System*”) but the revenues of which are subject to being used by the Board to avoid a potential default on revenue bonds issued by the Board on behalf of any Institution in the System pursuant to the System Resolution; and

WHEREAS, pursuant to Section 14(A) of the System Resolution, the Board is authorized to abandon facilities for economic non-feasibility and remove them from the System upon a determination that such facilities are not suitable for the use for which the same were initially acquired; and

WHEREAS, the Board has reviewed evidence that Briscoe Hall, located on the campus of NSU and part of the NSU Institutional System, is physically and structurally unfit for use and occupancy as a student residence hall and should therefore be abandoned for economic non-feasibility and removed from the list of facilities of the NSU Institutional System; and

WHEREAS, the Board has reviewed evidence that Briscoe Hall has no further use to NSU and should therefore, prior to its removal from the NSU Institutional System, be demolished, with the cost of such demolition payable from available revenues of the NSU Institutional System;

NOW, THEREFORE, Be It and It is Hereby Resolved by the South Dakota Board of Regents, as follows:

Section 1.1. Removal of Certain Facilities from the System. Pursuant to Section 14(A) of the System Resolution, the Board hereby determines that Briscoe Hall is physically and structurally unfit for use and occupancy as a student residence hall, the purpose for which it was originally acquired, and therefore such residence hall is hereby abandoned for economic non-feasibility and removed from the NSU Institutional System. As required by Section 14(A) of the System Resolution, a copy of this Resolution shall be filed with the Executive Director and

each Bond Registrar under the System Resolution. The updated list of existing facilities comprising the System is attached hereto as *Exhibit A*.

Section 1.2. Demolition of Briscoe Hall. Prior to the removal of Briscoe Hall from the NSU Institutional System, it will be demolished, with the cost of such demolition payable from available revenues of the NSU Institutional System.

Section 1.3. Severability Provisions. If any one or more sections, clauses, sentences, and parts of this Resolution shall for any reason be questioned in any court of competent jurisdiction, and shall be adjudged unconstitutional or invalid, such judgment shall not affect, impair or invalidate the remaining provisions hereof, but shall be confined to the specific section, clause, sentence and part so determined, and that all resolutions or parts thereof in conflict herewith are hereby repealed.

THIS RESOLUTION shall take effect upon its adoption.

Adopted this ____ day of _____, 2023.

President

ATTEST:

Executive Director

(SEAL)

EXHIBIT A**EXISTING FACILITIES****BHSU:**

Housing Facilities:

- Heidepriem Hall
- Bordeaux Hall
- Wenona Cook Hall
- Thomas Hall
- University Apartments

Student Union

Parking Facilities

Dining Services

Bookstore

DSU:

Residence Halls:

- Zimmerman Hall
- Higbie Hall
- Richardson Hall
- Emry Hall
- The Courtyard
- Van Eps Place
- Residence Village

Student Union

NSU:

Residence Halls:

- Great Plains East
- Great Plain West
- McArthur-Welsh Hall
- Steele Hall
- Kramer Hall
- Wolves Memorial Suites

Student Union

SDSMT:

Residence Halls:

- Connolly Hall
- Palmerton Hall
- Peterson Hall
- Placer Hall

Surbeck Student Center

Wellness Center

SDSU:

Housing Facilities:

- Binnewies Hall
- Brown Hall
- Caldwell Hall
- Hansen Hall
- Jackrabbit Grove (Ben Reifel, Theodore W. Schultz, Hallie Walker Hyde, and Honors Halls)
- Jackrabbit Village (Spencer, Abbott, and Thorne Halls)
- Mathews Hall
- Meadows North
- Meadows South
- Pierson Hall
- Young Hall
- Skylight Apartments
- Huggins Apartments
- Garden Square Units
- Thornber Apartments
- Southeast Neighborhood Apartments

Student Wellness Center

Dining Facilities:

- Larsen Commons
- Student Union Building

Parking Facilities

USD:

Residence Halls:

- Beede Hall
- Brookman Hall
- Burgess Hall
- McFadden Hall
- Mickelson Hall
- Norton Hall
- Olson Hall
- Richardson Hall

Cherry Street Rentals

Muenster University Center

Student Wellness Center, including parking lot

Coyote Village Housing, including parking lot

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – L
DATE: December 13-14, 2023

SUBJECT

Revised BOR Policies 5.5.1 – Tuition and Fees: On-Campus Tuition and 5.5.2 – Tuition and Fees: Off-Campus Tuition (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.5.1](#) – Tuition and Fees: On-Campus Tuition
[BOR Policy 5.5.2](#) – Tuition and Fees: Off-Campus Tuition
[SDCL Chapter 3-20](#) – Reduced Tuition at State Colleges and Universities

BACKGROUND / DISCUSSION

Throughout the HR Transformation subcommittee process, several subcommittees brought up the desire to expand the reduced tuition for state employees to distance education courses as an employee recruitment and retention incentive. Currently, state employees can only receive a reduced tuition benefit for on-campus courses, including those offered at BHSU – Rapid City and USD – Sioux Falls. In this changing labor market, it is critical that we continue to evaluate our total rewards package in order to remain competitive and differentiate Board of Regents institutions as employers of choice. This policy change was discussed by the HR steering committee and COPS.

The reduced tuition is limited to resident, benefit-eligible employees who have been continuously employed for one year or more; employees are only eligible for the reduced tuition rate for six credit hours per semester and are limited to space availability in the class. The benefit will equal one-half of the resident on-campus rate of tuition and does not include a reduction on student fees.

In addition, the proposed revisions replace the references to “off-campus” courses to distance education, adds the system definition for distance education, and revises the definition of “on-campus” to include the BHSU – Rapid City and USD – Sioux Falls campuses. These changes add clarity to the policies and align them with practice.

(Continued)

DRAFT MOTION 20231213_7-L:

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 5.5.1 and 5.5.2 as outlined in Attachments I and II.

Revisions to BOR Policies 5:5:1 and 5:5:2 (First and Final Reading)

December 13-14, 2023

Page 2 of 2

IMPACT AND RECOMMENDATION

This is the first and final reading of these policies. Board staff recommends approving the first and final reading of proposed revisions to BOR Policy 5.5.1 and BOR Policy 5.5.2 as outlined in Attachments I and II. Upon approval, the reduced tuition benefit would be available to state employees effective for the Spring 2024 semester.

ATTACHMENTS

Attachment I – BOR Policy 5:5:1 Revisions

Attachment II – BOR Policy 5:5:2 Revisions

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: On-Campus Tuition

NUMBER: 5.5.1

A. PURPOSE

To establish the tuition structure used for on-campus students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. DEFINITIONS

1. **Active Duty Military Personnel:** A person who is either in the military full time or in the Reserve or National Guard and placed on active duty status as authorized in Title 10, Title 5 and Title 32 of the Department of Defense Instruction 1205.18.
2. **Higher Education Facilities Fund (HEFF):** Represents 11.5% of all tuition collected and can be used for maintenance and repair of academic facilities, building new facilities, and paying rent on specific facilities as authorized in §13-53-15 and §13-53-15.3 and §13-51-2.
3. **On-Campus Tuition:** The charge, whether per credit hour, per semester, or annual, that is assessed to students taking courses delivered on campus, [including the Rapid City and Sioux Falls campuses](#), for the support of instruction and administrative costs.

C. POLICY

1. On-Campus Tuition

All courses taught on campus will be at the Board approved on-campus tuition rate except for remedial courses.

- 1.1. **Standard On-Campus Tuition Rates:** The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. The on-campus tuition rates are per credit hour rates for the following classifications of students:
 - Undergraduate resident
 - Undergraduate nonresident
 - Graduate resident
 - Graduate nonresident
- 1.2. The on-campus tuition rates are per semester for the following classifications of students:

- Law school resident
 - Law school nonresident
 - Pharmacy resident
 - Pharmacy nonresident
- 1.3. The on-campus tuition rates are per annual rates for the following classifications of students:
- Medical school resident
 - Medical school nonresident

2. Tuition Allocations

- 2.1. All on-campus tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the higher education facilities fund with the exception of the first \$875,000 of Medical School tuition which shall be deposited 100% into the system tuition fund (SDCL 13-53-15).
- 2.2. Salary Competitiveness: Salary competitiveness is a component of tuition. The proceeds shall be used to enhance faculty and non-faculty exempt salaries. The Board will identify the per credit hour rate annually that is committed to the enhancement of salaries as part of the annual tuition and fee setting process.
- 2.3. Institutional Maintenance and Repair: The campuses are required to allocate a portion of each on-campus credit hour to maintenance and repair. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The Board will identify the per credit hour rate that is to be committed to maintenance and repair as part of the annual tuition and fee setting process.
- 2.4. Critical Maintenance and Repair: The critical deferred maintenance bonds are supported by revenue from each on-campus tuition credit. The critical deferred maintenance funds are deposited centrally. The Board will identify the per credit hour rate that is to be committed to the critical maintenance and repair bonds as part of the annual tuition and fee setting process.
- 2.5. Technology Funds: The Board has identified a portion of each on-campus credit hour that is to be dedicated to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund. The Board will identify the per credit hour rate that is to be committed to these technology investments.

3. Board Approved Reduced Tuition Programs

A university may request that the Board approve the use of reduced nonresident tuition rates to support enrollment strategies. A university may also request that the Board set differential tuition rates if necessary to maintain or increase the enrollment of selected types of students.

- 3.1. Persons 65 Years of Age or Older: The tuition for resident students sixty-five (65) years of age or older during the calendar year enrolled shall be 55% of the cost of resident tuition.
- 3.2. Graduate Fellows and Assistants: Resident graduate assistants and graduate student fellows shall be assessed 53% of the resident graduate tuition rate for all on-campus courses, nonresidents shall be assessed 63% (BOR Policy 5.17).
- 3.3. Reserve Officer Training Corps Cadets: South Dakota residents who are junior and senior students and who are contracted senior Reserve Officer Training Corps (ROTC) cadets shall be charged 50% of the undergraduate resident tuition rate established by the Board of Regents for not more than four semesters. (BOR, May 1989, pp. 531 and 533).

A senior cadet is eligible for the special tuition rate as long as he or she:

- remains a resident of South Dakota throughout each semester he or she has applied for benefits;
 - has met all the contract eligibility requirements for Senior ROTC and has signed the contract for the programs;
 - maintains satisfactory academic progress as defined by the United States Army or Air Force Cadet Command;
 - is not receiving a ROTC scholarship and is not a member of the simultaneous membership program.
- 3.4. Military Science Courses: Military Science courses offered to military science students shall be offered without payment of tuition. All other required fees shall apply.
 - 3.5. Western Regional Graduate Program (WRGP): Students from the WICHE states can participate in designated WRGP graduate programs at in-state tuition rates. Institutions shall submit to the Board the designated graduate programs participating in the WRGP as part of the Board's annual tuition and fee setting process. The Board's approval of tuition and fees shall include the list of WRGP programs authorized to offer in-state tuition rates to students from WICHE states.
 - 3.6. Western Undergraduate Exchange Tuition Rate for Residents of WICHE States: Undergraduate residents of WICHE states are eligible to attend any of the SD universities at 150% of the resident on-campus tuition rate. Students attending SDSM&T who are new freshmen and first-time transfers starting the summer of 2016 shall be charged the Western Undergraduate Exchange (WUE) tuition rate for undergraduate courses. The states included are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming.
 - 3.7. Children of Alumni: Effective Summer 2015, non-resident undergraduate freshmen students or first-time transfers attending the same university from which one of their parents or legal guardian received a degree can attend at the resident on-campus

tuition rate. Eligibility criteria approved by the Board differ between institutions and are available from each university.

- 3.8. Active Duty Military Personnel: The undergraduate on-campus tuition rate assessed to active duty military personnel may not exceed the federal tuition assistance benefit for active duty military. In addition, active duty military personnel will not be charged mandatory or discipline fees.
- 3.9. South Dakota Advantage Program: Effective Summer 2019, first time freshmen or new transfer students from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming shall be assessed the resident on-campus tuition rate. This reduced tuition rate is available only at the undergraduate level.
 - 3.9.1. The following undergraduate students previously awarded resident tuition will retain resident rates, within the system:
 - Colorado students attending BHSU or SDSM&T beginning with the summer of 2018;
 - Iowa students attending DSU, NSU, SDSU, or USD beginning with the summer of 2016;
 - Montana student attending BHSU beginning summer of 2018;
 - Nebraska student attending DSU, NSU, SDSM&T, SDSU, or USD beginning with the summer of 2018
 - North Dakota students attending NSU beginning with the summer of 2004;
 - Wyoming students attending BHSU beginning with the summer of 2013.

4. Tuition and Fee Reductions and Waivers Established by the Legislature

The Legislature has established several tuition and fee reductions and waivers for the benefit of specific groups of South Dakota residents. The information in this policy on the legislated reductions and waivers contains only excerpts from the South Dakota Codified Laws and is not intended to provide the necessary detail to administer the programs. Normal fees should be assessed unless specifically waived. SDCL must be referenced for specific guidelines and eligibility criteria. Current information about eligibility requirements is provided in SDCL and shall be available from the Executive Director's office.

- 4.1. Employees of the State of South Dakota (SDCL §3-20): Employees of the state who meet the following requirements and who are admitted to the university may be eligible for a 50% tuition reduction for state support undergraduate and graduate courses up to a maximum of six credit hours per semester. An employee of the state is eligible for tuition reduction as long as he or she:
 - is continuously employed by the state for a period of one year in a benefit eligible position;
 - is a bona fide resident of the state;

- maintains an academic grade of 2.0 or better;
- maintains an academic rating of competent or better in the most recent merit appraisal or is otherwise certified as competent by the immediate supervisor; and
- is a benefit-eligible employee.

Registration in any course at the reduced tuition rate shall be limited to space available, as determined by the President or designee; after all of the full-time or full tuition paying student have registered. The Board of Regents shall maintain an annual record of the number of participants and the tuition dollar value of such participation.

- 4.2. Members of the South Dakota National Guard (SDCL §33-6-5): Any member of the South Dakota National Guard can qualify for a reduced tuition benefit by meeting the following qualifications in SDCL §33-6-7:
- Be a member of the South Dakota Army National Guard Unit or Air National Guard Unit throughout each semester or vocational program for which the member applies for benefits;
 - Have satisfactorily completed required initial basic training;
 - Have satisfactorily performed duty upon return from basic training, including a minimum ninety percent attendance on scheduled drill dates and at annual training with the member's parent unit;
 - Maintain satisfactory academic progress; and
 - Provide proper notice to the institution at the time of registration for the term in which the benefits are sought.
- 4.3. Veterans and Others Who Performed War Service (SDCL §13-55-2): Veterans and others who performed active war service may pursue any undergraduate course or courses without payment of charges for tuition for each month of qualified service or major fraction thereof a month in academic time. No eligible person shall be entitled to less than one or more than four academic years of free tuition. Residence at the time of entry into military service or active war service shall not affect eligibility for this entitlement. Eligibility is limited to persons who reside in this state and who:
- are veterans or others as defined in SDCL §33-17-2;
 - are qualified for resident tuition;
 - comply with all the requirements for admission;
 - are not entitled to have such tuition paid by the United States or are entitled to receive in part from the United States for education and training allowance and in part the expenses of his or her subsistence, tuition, fees, supplies, books and equipment per SDCL §13-15-4.
- 4.4. Children and Spouses of National Guardsmen Disabled or Deceased in Line of Duty (SDCL §13-55-10): South Dakota residents under the age of 25 years whose father, mother, or spouse died or sustained a total permanent disability resulting from duty

as a member of the South Dakota National Guard, while on state active duty or any authorized training duty, shall be entitled to tuition without cost and be entitled to attend any course or courses of student.

- 4.5. Visually Impaired Persons (SDCL § 13-55-11 through 13-55-13): Residents of South Dakota who are visually impaired and who are eligible for admission may pursue any course of student without payment of tuition and fees that other students are required to pay directly to the university until they have received two hundred twenty-five (225) semester hours of credit or its equivalent.

A person shall be deemed to be visually impaired if he or she cannot, with use of correcting glasses, see sufficiently to perform ordinary activities for which eyesight is essential. The impairment shall be certified according to SDCL §13-55-11.1.

- 4.6. Children of Residents Who Died During Service in Armed Forces (SDCL §1355-6 through 13-55-9): Certain children of residents who died while in the service of the armed forces of the United States are entitled to free tuition and to any course or courses of study without the payment of any charges or costs, therefore:

4.6.1. Eligibility is limited to South Dakota residents under the age of twenty-five years.

4.6.2. The deceased parent, mother or father, must have been a veteran as defined in SDCL § 33-17-1, must have been a bona fide resident of South Dakota for at least six months immediately prior to entry into active services, and must have died from any cause while in the service of the armed forces of the United States.

- 4.7. Dependents of Prisoners or Missing in Action (SDCL §13-55-9): Dependents of prisoners of war or persons missing in action, upon being admitted to a university, shall be entitled to eight semesters or twelve quarters, free of tuition and mandatory fees, other than subsistence expenses, for either full- or part-time student, for so long as he or she is eligible.
- 4.8. Certain Elementary and Secondary Teachers and Vocational Instructors (SDCL §13-55-24): Certain elementary and secondary school teachers and vocational instructors may pursue any undergraduate or graduate course upon payment of 50% of tuition and 100% of required fees.

Eligibility is limited to teachers and vocational instructors who:

- are bona fide residents of South Dakota;
- are employed by an accredited school as a teacher as defined in Title 13;
- are required by state law, administrative rules or an employment contract to attend college as a condition of employment or to maintain a certificate to teach;
- are certified as eligible for this program by the school district or private school by which they are employed; and
- maintain an average academic grade of 3.0 or better.

The right of any teacher or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying student have registered.

An eligible teacher or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

- 4.9. Survivors of Certain Fire Fighters, Certified Law Enforcement Officers and Emergency Medical Technicians (SDCL §13-55-22): If a firefighter or certified law enforcement officer or an emergency medical technician dies as a direct result of injuries received in performance of official duties, the survivor, upon being duly accepted for enrollment into any state-supported university of higher education or state-supported technical or vocational school, shall be allowed to obtain a bachelor's degree or vocational degree for so long as the survivor is eligible, free of any tuition. However, the bachelor's degree or vocational degree shall be earned within a thirty-six month or eight semester period or its equivalent.
- 4.10. Reciprocity Tuition Rate for Minnesota Residents (SDCL §13-53B): Minnesota residents shall be charged the rate established in the tuition reciprocity agreement between the South Dakota Board of Regents and the Minnesota Higher Education Coordinating Board. (See Policy 5.5.5 – Interstate Tuition Agreements.)
- 4.11. Resident Tuition for Rehabilitation Services Clients: All nonresidents who are receiving tuition support from the South Dakota Division of Rehabilitation Services are entitled to pay tuition at resident rates.

5. Reduced Tuition Program Limitation

A student is only eligible to participate in one reduced tuition program at any point in time. The student will be assigned the appropriate student type that provides the student with the greatest reduced tuition benefit.

FORMS / APPENDICES:

None

SOURCE:

BOR October 2014; August 2006; June 2011; April 2013; March 2016; December 2016; June 2017; March 2018; August 2019; October 2023 (Clerical).

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: ~~Off-Campus~~Distance Education Tuition

NUMBER: 5.5.2

A. PURPOSE

To establish the tuition structure for ~~off-campus~~distance education students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. DEFINITIONS

1. **Active Duty Military Personnel:** A person who is either in the military full time or in the Reserve or National Guard and placed on active duty status as authorized in Title 10, Title 5 and Title 32 of the Department of Defense Instruction 1205.18.
2. **Distance Education:** As defined by federal regulations, distance education courses use one or more of the technologies listed below to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously. The technologies that may be used to offer distance education include: 1.) the internet, 2.) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices, 3.) audio conference, or 4.) other media used in course in conjunction with any of the technologies listed previously. As further defined by SARA policy, distance education also includes interactive video and correspondence courses or programs.
- 2.3. **Off-Campus Distance Education Tuition:** The per credit hour charge that is assessed to students taking courses delivered thru distance learning~~off-campus~~ for the support of instruction and administrative costs.
- 3.4. **Remedial Courses:** Courses delivered ~~either on or off campus~~through distance education to students requiring additional assistance in the areas of English, Reading, or Mathematics in an effort to achieve expected competencies in these core academic skill areas.

C. POLICY

1. Off-Campus Distance Education Tuition

All courses offered ~~off-campus and at the Centers will be at off-campus~~via distance education will be at tuition rates established by the Board unless authorized by the Legislature and approved by the Board.

- 1.1. Standard ~~Off-Campus~~Distance Education Tuition Rates: The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. This

rate is comprised of the ~~off-campus~~distance education tuition rate plus an eleven and one-half percent (11.5%) Higher Education Facilities Fund (HEFF) component, and a surcharge for the support of the Electronic University Consortium (EUC).

- 1.2. Per Credit Hour Rates: The ~~off-campus~~distance education tuition rates are per credit hour rates for undergraduate and graduate students. There is no distinction between resident and nonresident students as there is with on-campus tuition.
- 1.3. Remedial On-Campus Courses: These courses will be assessed an amount equal to the undergraduate ~~off-campus~~distance education tuition rate. No fees are to be charged in addition to this rate.

2. Tuition Allocations

- 2.1. All ~~off-campus~~distance education tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the Higher Education Facilities Fund.
- 2.2. General Activity Fee: The campuses are required to allocate the equivalent of the per credit hour General Activity Fee (GAF) to the institution's GAF pool of funds for all ~~off-campus~~distance education credit hours taken by on-campus students.
- 2.3. Salary Competitiveness: The Board will identify the per credit hour amount that is to be committed to the enhancement of salaries as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to enhance faculty and non-faculty exempt salaries. The annual revenue committed to salary enhancement from ~~off-campus~~distance education tuition applies to all ~~off-campus~~distance education credit hours taken by on-campus students.
- 2.4. Institutional Maintenance and Repair: The Board will identify the per credit hour amount that is to be committed to maintenance and repair (M&R), as well as the critical deferred maintenance bonds, as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to local M&R. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The annual revenue committed to M&R from off-campus tuition applies to all ~~off-campus~~distance education credit hours taken by on-campus students.
- 2.5. Technology Funds: The Board will identify the per credit hour amount that is to be committed to technology investments as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund, as well as campus technology. The annual revenue committed to technology investments from off-campus tuition applies to all ~~off-campus~~distance education credit hours taken by on-campus students.

3. ~~Off-Campus~~Distance Education Reduced Tuition Programs

Legislated and Board approved tuition and fee reductions and waivers apply only to on-campus courses and programs except where noted below. (SDCL §13-55-23)

- 3.1. South Dakota National Guard Members (SDCL §33-6-5): The undergraduate and graduate ~~off-campus~~distance education tuition rates assessed to members of the South Dakota National guard may be reduced by the tuition benefit provided for on-campus courses, the benefit will equal one-half of the resident on-campus tuition rate. This benefit is applied after the federal tuition benefits and may not exceed 100% of the tuition costs.
- 3.2. Active Duty Military Personnel: The undergraduate ~~off-campus~~distance education tuition rate assessed to active duty military personnel may not exceed the federal tuition assistance benefit for active duty military.
- 3.3. Employees of the State of South Dakota: State employees ~~attending a University Center~~, who meet the eligibility requirements for reduced tuition, will receive the same tuition reduction as that provided for on-campus courses up to a maximum of six credit hours per semester. The benefit will equal one-half the resident on-campus tuition rate for undergraduate or graduate courses. ~~for any face-to-face course at a Center.~~
- 3.3.1. Employees of the state who meet the following requirements and who are admitted to the university may be eligible for a 50% tuition reduction for distance education undergraduate and graduate courses up to a maximum of six credit hours per semester. An employee of the state is eligible for tuition reduction as long as he or she:
- 3.3.1.1. Is continuously employed by the state for a period of one year in a benefit eligible position;
- 3.3.1.2. Is a bona fide resident of the state;
- 3.3.1.3. Maintains an academic grade of 2.0 or better;
- 3.3.1.4. Maintains an academic rating of competent or better in the most recent merit appraisal or is otherwise certified as competent by the immediate supervisor; and
- 3.3.1.5. Is a benefit-eligible employee.
- 3.3.2. Registration in any course at the reduced tuition rate shall be limited to space available, as determined by the President or designee; after all of the full-time or full tuition paying student have registered. The Board of Regents shall maintain an annual record of the number of participants and the tuition dollar value of such participation.
- 3.4. Elementary or Secondary Teacher or Vocational Instructor (SDCL §13-55-24): Certain elementary and secondary school teachers and vocational instructors pursuing any undergraduate or graduate ~~off-campus course~~, distance education course, or other course not subsidized by the general fund, will receive the same tuition reduction as that provided for on-campus courses. The benefit will equal one-half the resident on-campus tuition rate.

Eligibility is limited to teachers and vocational instructors who:

- are bona fide residents of South Dakota;

- are employed by an accredited school as a teacher as defined in Title 13;
- are required by state law, administrative rules or an employment contract to attend college as a condition of employment or to maintain a certificate to teach;
- are certified as eligible for this program by the school district or private school by which they are employed; and
- maintain an average academic grade of 3.0 or better.

The right of any teacher or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying students have registered.

An eligible teacher or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

FORMS / APPENDICES:

None

SOURCE:

BOR October 2004; June 2011; April 2013; May 2013; December 2014; May 2016; June 2017; June 2018; May 2019; October 2023 (Clerical); [December 2023](#).

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

**AGENDA ITEM: 7 – M
DATE: December 13-14, 2023**

SUBJECT

New BOR Policy 1.7.6 – Communications and Branding, and Repeal of BOR Policy 5.16 – Trademarks (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.16](#) – Trademarks
[17 U.S.C.](#) – Copyrights

BACKGROUND / DISCUSSION

The proposed policy seeks to establish consistent standards for the visual and written communications of BOR institutions by the institutions themselves, administrative units therein, and employees of institutions. First, the proposed policy defines what constitutes an institution’s branded content and graphical marks, as well as what constitutes an official communication of an institution. Definition of these terms will assist institutions in applying the proposed policy’s requirements to the appropriate content.

Second, the policy proposes to establish brand standards for BOR institutions to guide institutions through the creation, registration, and use of branded content and graphical marks by the institution and institutional units, as well as authorization for use of graphical marks by third-parties through licensing or co-branding arrangement.

Third, the proposed policy sets out standards for official communications of BOR institutions, including expectations for appropriate use of branded content within official communications. Additionally, expectations for the appropriate use of official communications channels are set out for employees and institutional units, emphasizing the importance of presenting a consistent message across all means of communications by an institution.

Finally, the proposed policy incorporates existing BOR Policy 5.16 (Trademarks) in the sections pertinent to protecting the branded content of BOR institutions and creates standards around protecting other graphical marks and branded content. As a result, a separate policy addressing trademarks is no longer necessary and should be repealed.

(Continued)

DRAFT MOTION 20231213_7-M:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1.; (2) approve the first and final reading of the proposed revisions to BOR Policy 1.7.6, as presented, and (3) repeal BOR Policy 5.16.

IMPACT AND RECOMMENDATION

The proposed Communications and Branding policy will provide consistent expectations and standards for BOR institutions' creation and use of graphical marks and branded content. The proposed policy also places adequate parameters on the use of official communications created and sent by or on behalf of BOR institutions, assuring that institutions maintain continuity and clarity in conveying the message of their institutions.

Staff recommends approval.

ATTACHMENTS

Attachment I – New BOR Policy 1.7.6 – Communications and Branding

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Communications and Branding

NUMBER: 1.7.6

A. PURPOSE

To create standards and expectations for institutional communications and brand management to preserve and protect a cohesive message and image.

B. DEFINITIONS

1. **Branded Content:** Content bearing institutional names, including names of institutional units, produced on behalf of an institution in communications channels that include, but are not limited to, advertising, printed and digital communications and marketing materials, promotional items, signage, web sites, video, and official institutional social media.
2. **Graphical Marks:** The logo, color schemes, stylized wordmarks, or symbols that visually represent an institution.
3. **Institution:** BOR Central Office, Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, University of South Dakota, South Dakota Services for the Deaf and South Dakota School for the Blind and Visually Impaired.
4. **Institutional Unit:** College, department, office, center, institution or other similar administrative unit within an institution.
5. **Official Communication:** Information disseminated by an institution or a unit thereof, an institutional employee acting in their official capacity, or registered student organization utilizing any medium that has the capacity to include graphical marks of the institution in its presentation. Examples include, but are not limited to, printed communications such as letters, flyers, brochures, pamphlets, and posters; digital communications such as e-newsletters, email, digital presentations, web sites, and apps; and video communication.
6. **Stylized Wordmark:** A word or phrase presented in a specific, consistently used typeface that is used as a visual identifier of the institution.

C. POLICY

1. Brand Standards

- 1.1. Each institution shall establish brand standards for their respective institution's branded content. Brand standards shall include designation of and guidelines for use of an institution's graphical marks, motto, and typefaces.

- 1.1.1. Institutions shall establish brand standards for individual institutional units. Any brand standards established for institutional units shall coordinate with the cohesive standards set for the institution as a whole.
- 1.1.2. Institutions shall establish guidelines for use of the institution's brand standards by recognized student organizations.
 - 1.1.2.1. Brand standards shall require a recognized student organization to be in good standing with an institution and to identify on any formal communications utilizing an institution's graphical marks that the student organization is an independent organization.
- 1.2. Each institution shall be responsible for the registration, protection, control, licensing, distribution, and approval of use of the institution's graphical marks on behalf of the Board of Regents, including but not limited to trademark or copyright registration. Institutions shall, on behalf of the Board of Regents, register trademarks, logos, and other graphical marks with the South Dakota Secretary of State's Office or the United States Patent and Trademark Office, and with any other entities required by state or federal law.
 - 1.2.1. A president or superintendent may approve use of a third party's use of an institution's graphical marks on the condition that the third party agrees to comply with all brand standards set forth by an institution. Institutions may not approve of third-party use that would permit a third party to use an institution's graphical marker as a brand or message identifier of the third party.
 - 1.2.2. Third-party use of graphical marks must be authorized in writing.
 - 1.2.3. Funds generated from the approved use or licensing of an institution's graphical marks may be invested with the institution's foundation. Use of such funds shall be determined by the institutional president.
 - 1.2.4. Registered trademarks of an institution may not be used in product endorsements.
- 1.3. Institutions may approve of co-branding with a third party for shared functions or activities. Shared functions or activities include, but are not limited to:
 - 1.3.1. Acknowledgements, sponsorships, and promotions where the university is one of multiple sponsors or supporters of an event or activity;
 - 1.3.2. Memberships, such as the institution being a member of a professional association or athletic conference; or
 - 1.3.3. Approved collaborations or joint ventures between an institution and a third party.
- 1.4. Modifications or distortions to an institution's established brand standards are prohibited, absent prior written approval of the institutional president or superintendent, or their designee.

- 1.5. A president or superintendent, or their designee, may, in limited circumstances, approve a graphical mark that does not contain an institutional logo or stylized wordmark. Such approvals are be limited to:
 - 1.5.1. Joint ventures where an institution has entered into a legal joint venture agreement establishing a separate legal entity for which, by agreement of the parties, a distinct graphical mark will be beneficial to all parties;
 - 1.5.2. An entity that is controlled by an institution but has functions or activities separate from the institution; or
 - 1.5.3. An entity that is controlled by an institution and a distinct graphical mark would improve the competitive capacity of the entity to market itself.

2. Official Communications Standards

2.1. General Provisions

- 2.1.1. Each institution shall establish and enforce standards for the official communications of their institution, institutional units, and/or employees, including but not limited to, use of institutional email, web sites, and social media platforms.
- 2.1.2. Each institution shall establish and enforce standards for the use of branded content in an institution's official communications.
 - 2.1.2.1. An institutional employee or unit, or registered student organization may only use the designated institutional logo or stylized wordmarks in official communications.
- 2.1.3. When communicating via letterhead, email, or other formats including but not limited to websites, telephone, or social media platforms, employees shall take reasonable steps to ensure that it is clear when they are speaking in their capacity as a private citizen and when they are speaking in their capacity as an institutional employee.
- 2.1.4. Contact information for an institutional unit originating an official communication must be clearly denoted in the communication (e.g. signature block, Contact Us page, etc.). To maintain consistent branding and message standards across all forms of official communications, contact information is limited to the following:
 - 2.1.4.1. Name of originating unit;
 - 2.1.4.2. Email address for originating unit (if applicable);
 - 2.1.4.3. Physical address;
 - 2.1.4.4. Mailing address;
 - 2.1.4.5. Telephone number(s);
 - 2.1.4.6. Web links to official institutional websites or social media platforms (if applicable);
 - 2.1.4.7. Primary institutional logo; and

2.1.4.8. Institutional motto.

2.1.5. Inclusion of information, graphics, or links not listed in C.2.1.4 is prohibited.

2.2. Employee Communications Standards

2.2.1. Institutional email accounts or letterhead are to be used in accordance with the business of the system or an institution and for purposes directly related to an employee's position and/or job functions, and not for conducting personal business.

2.2.1.1. The provisions of 2.2.1 do not apply to email accounts assigned to students who are also employed by an institution but are not assigned an institutional employment email account. If a student-employee's job function requires regular use of email as a function of the student-employee's assigned job duties, the institution shall provide an employee email account for the student-employee that is subject to the requirements of 2.2.1.

2.2.2. Incidental personal use of an employee email account may be permitted at the discretion of an employee's supervisor, subject to applicable sections of Section 4 (Human Resources) and Section 7 (Technology) of the BOR Policy Manual.

2.2.3. Contact information for an employee originating an official communication must be clearly denoted in the communication. To maintain consistent branding and message standards across all forms of official communications, contact information is limited to the following:

2.2.3.1. Name of originating employee (may include educational credentials or degrees earned);

2.2.3.2. Job title of originating employee;

2.2.3.3. Name of unit;

2.2.3.4. Email address for originating employee;

2.2.3.5. Email address for unit (if applicable);

2.2.3.6. Physical address;

2.2.3.7. Mailing address;

2.2.3.8. Telephone number(s);

2.2.3.9. Weblinks to official institutional websites or social media platforms (if applicable);

2.2.3.10. Primary institutional logo;

2.2.3.11. Institutional motto; and

2.2.3.12. Professional disclosures relevant to advising a communications recipient about disclosure requirements or recognized legal privileges associated with the communication, provided such

disclosures are within the scope of the originating employee's employment.

- 2.2.4. Inclusion of information, graphics, or links not listed in C.2.2.3 is prohibited.
- 2.2.5. When communicating via formats other than letterhead or email, such as formats including but not limited to telephone or social media platforms, employees shall take reasonable steps to ensure that it is clear when they are speaking in their capacity as a private citizen and when they are speaking in their capacity as an institutional employee.

3. Compliance

- 3.1. Failure of an institutional unit, registered student organization, or third-party entity to adhere to the requirements of this policy may result in the removal or revocation of authorization or license to utilize an institution's graphical marks.
- 3.2. Failure of an employee to adhere to the requirements of this policy may result in discipline of the employee pursuant to Section 4 (Personnel) of the BOR Policy Manual.
- 3.3. The requirements of this policy are subject to all other applicable BOR policies. Nothing in this policy is intended to abrogate the requirements of any other BOR policy.

FORMS / APPENDICES:

None

SOURCE:

BOR December 2023.