BOARD OF REGENTS
MINUTES OF THE MEETING
April 3-4, 2024

Contents

Public Comment Period

<u>CONSENT</u>
Academic and Student Affairs

Budget and Finance

Routine Informal Items – No Board Action Necessary

ACADEMIC AND STUDENT AFFAIRS

BUDGET AND FINANCE

ADJOURN

BOARD OF REGENTS
MINUTES OF THE MEETING
April 3-4, 2024

The South Dakota Board of Regents met on April 3-4, 2024, at the University of South Dakota in Vermillion at 10:00 a.m. Central Time and via Zoom* with the following members present:

<u>ROLL CALL:</u>

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.

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

1-B Approval of the Agenda

IT WAS MOVED by Regent Brown, seconded by Regent Partridge, 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 December 13-14, 2023

IT WAS MOVED by Regent Brown, seconded by Regent Partridge, to approve the minutes of the Board of Regents meeting on December 13-14, 2023. Motion passed.

1-E Election of Officers

IT WAS MOVED by Regent Brown, seconded by Regent Lochner, to elect the following slate of officers effective April 5, 2024: Tim Rave as President; Jeff Partridge as Vice President; and Douglas Morrison as Secretary. Motion passed.

1-F Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Brown, seconded by Regent Lochner, that the Board dissolve into Executive Session at 10:15 a.m. on Wednesday, April 3rd, 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, April 4th. Motion passed.

THURSDAY, APRIL 4, 2024

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

Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, that the Board reconvene in executive session at 9:10 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. Motion passed.

The Board reconvened in public session at 10:30 a.m.

3-A Report and Actions of Executive Session

The Board of Regents dissolved into executive session at 10:15 a.m. on Wednesday, April 3, 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 before rising from executive session at 5:15 p.m.

The Board then reconvened in executive session at 9:10 a.m. on Thursday, April 4, for additional discussion of the matters just discussed before rising from executive session at 10:30 a.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 Partridge, that the Board approve the recommended actions as set forth in the secretary's report and publish said reports and official actions in the formal minutes of this meeting. Motion passed.

3-B Welcome and Presentation by USD President Sheila Gestring

USD President Sheila Gestring welcomed the Board and other attendees to the University of South Dakota. President Gestring introduced students Logan Bishop, Veronica Knippling, and Delaney Scott within the Beacom School of Business who provided a presentation on their work with Biggins Cattle Company located in Gregory, South Dakota. Their work with this family-owned business included developing and designing a modern website, data analysis of how their pricing fairs in the market area, and best ways to go about marketing and implementing digital payment processing for their customers. The students encouraged everyone to visit the website to get a look at the final product and learn what the Biggins family is all about at www.bigginscattleco.com.

President Gestring then introduced Dr. Tim Ridgeway, Dean of the University of South Dakota Sanford School of Medicine and the Vice President for Health Affairs, who provided an update on the landscape of the USD Medical School.

3-C 2023 Student Organization Awards

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that each year, the Board approves the previous year's Student Organization Award winners. The nominations advanced to the Board are chosen by each institution in the categories of Academic Excellence, Community Service, and Organizational Leadership. Once approved, the Board presents these awards at its meetings throughout the year. The current list of student organizations represents the recommended award winners for 2023.

IT WAS MOVED by Regent Brown, seconded by Regent Partridge, to accept the recommendations offered by each institution for student organization awards and announce the names of the award winners.

A copy of the 2023 Student Organization Awards can be found on pages **23** to **24** of the official minutes.

3-D Student Organization Awards – USD

Scott Pohlson, SDSU Vice President for Student Affairs and Enrollment Management, presented the SDSU student organization award winners for 2023. Kappa Alpha Theta accepted the award for academic excellence. AWOL (Alternative Week of Off-Campus Learning) accepted the award for community service. PAVE (promote awareness and voice empowerment) accepted the award for organizational leadership.

A copy of the USD Student Organization Awards can be found on pages **25** to **26** of the official minutes.

3-E Reports from Individual Presidents and Superintendents

No reports.

3-F Reports on Individual Regent Activities

No reports.

3-G Report of the Executive Director

Nathan Lukkes, Executive Director and CEO, introduced the new President of Black Hills State University, Steve Elliott, and welcomed him to his first formal Board of Regents meeting since he was hired a few months ago.

Nathan also mentioned that he wanted to hit briefly on legislative session how he would be remiss to not just highlight how well things went. The Regental system is very thankful and grateful for the legislative support that we received, as well as from the Governor's office. These things don't just happen, it is a concerted team effort from regents making phone calls, to coming to dinners, to Presidents coming to the Capitol to talk with folks, to keeping everybody in touch when they're hearing things from their local legislators. We managed to maintain a positive and productive dialogue from the beginning of session all the way through the end, and as a result, the system benefited greatly. Even though this session has ended, conversations are already starting for next year and working to identify budget priorities for the next legislative session.

With session wrapped, Nathan noted that this time of year allows time for him to make visits to campuses and have conversations with staff. He has been thankful to have some of those conversations, he just wanted to hit on the fact that he has heard a lot about the brand standards and communication policy that was passed in December. He has welcomes and appreciates the feedback that and good conversations he's had thus far. When we pass a policy, rarely do we get it 100% right on the first go. So we always kind of accept that, but also wanted to make clear from an expectation management standpoint that you know we also don't want to get in the habit of opening up a policy multiple meetings in a row to make little tweaks. So, you know, we really want to sit back and take the comprehensive look at things, solicit all of the feedback, and figure out what we can do now, or what we might need to change, and then at a future meeting if we need to make some changes, we're certainly willing to come forward and make those tweaks. Nathan again reiterated that he welcomes and appreciates the feedback that he has received thus far, and looks forward to continue to have more conversations and communications with stakeholders, and how we can continue to improve moving forward.

3-H Report from the Student Federation

Michael Garofalo, Student Federation President, provided the Board with an update regarding the recent activities of the Student Federation. He noted that they had a lot of discussion with legislators, too, especially about the tuition freeze. The Student Federation members all agree that that was good. It made education affordable. However, they have also talked a lot about funding issues that some student organizations and students or other employee salaries that are funded by GAF have had. They have started pulling from the reserves on most of their student governments; usually they like to avoid that as much as possible. A couple of campuses have had polls about raising the General Activity Fee. As a Federation overall, they are very optimistic that the issue can be resolved.

Regarding the Branding and Communications Policy, Michael noted that the Student Federation recently passed a resolution asking for a public comment period over the summer to hopefully consider revisions to that policy. Many students couldn't attend the public comment period at the December BOR meeting when the policy was approved due to conflict with finals schedules.

Michael mentioned that regarding communication in general, the Student Federation is working on starting to get on a more regular schedule on their end and also try to schedule some of their meeting in tandem with BOR meetings along with continuing to try to have a social with the Board like what was hosted this morning.

Michael also noted that this will be his last meeting and that during the upcoming week of April 15th, the Student Federation will be swearing in a new executive team that will be taking over reporting to the Board at subsequent meetings.

3-I Report from the USD Student Government Association (SGA)

Ethan Gladue, USD SGA President, and Jillian Schulte, USD SGA Vice President, provided the Board with an update regarding the recent activities of the USD Student Government Association.

One of their top priorities was their communication with the USD student body and that they know what opportunities lie out there and what sets them up best for life outside of USD.

Regent Partridge thanked Ethan and Julie for their report, and all student government representatives that showed up this morning from across all of the campuses taking time out of their schedules to speak with the Board.

4 Public Comment Period

Jeremy Daniel, Chair of the SDSU Faculty Senate, requested three adjustments to BOR Policy 1.7.6 Communications and Branding that was approved in December 2023. Within the policy, Section 2.2.3 provides a list of items employees are able to include as contact information and their official communications. Section 2.2.4 prohibits any information not on that list from being included. The Faculty Senate feel these requested changes will better align the policy with both Board of Regents and SDSU priorities and their respective strategic plans and encourage positive communication to recruit and retain students at all BOR institutions. First, they request the ability to include institution approved phrases in the contact information. It is noted that the section allows for an inclusion of institutional motto; however, there are other institution approved phrases that promote strong brand

identity and inclusion. An example at SDSU is the land acknowledgement statement published as part of the Wakini Initiative, and its relation to the institutional strategic plan. Inclusion of institutional approved phrases that support the institution's strategic plan would be appreciated. Second, they request the ability to include personal pronouns in the contact information. Pathway to Premiere 2030 also contains a goal on achieving excellence through transformative education by promoting initiatives that meet the needs of all students, enhance student belonging and wellbeing and support expanded access. It also highlights our plan to enhance student success, inspire current and future students, and prepare graduates to become global citizens in an ever-changing and interconnected world. The BOR Strategic Plan also contains a goal focused on student outcomes and strategic priorities with a focus on increasing student wellbeing and mental health advocacy.

Mental health challenges (LGBTQ+) and inclusion of pronouns lead to better mental health, as research suggests. There is research that demonstrates inclusion of personal pronouns helps foster a deeper connection between a student and a faculty member, and he noted that we all know that deeper student faculty communications create better educational outcomes. While they do not support mandated inclusion of personal pronouns in the signature block, they request the option to include them as applicable to foster communication and better outcomes.

Third, and lastly, they request clarification on the meaning of "job title of originating employee" as they do not feel this alone accurately reflects the true role of all faculty.

In conclusion, Jeremy noted that a written document was previously submitted to Regent Rave and Executive Director Lukkes outlining these requests; he encouraged the other Board members to review it as well.

Allan Aldrige, Associate Professor at USD, noted that his opinion he is about to state is not a reflection of the institution but is solely that of his personally. He is concerned regarding consent item 5-J Revisions to BOR Policy 4.1.1 and his concern of reducing the time in the proposed revisions from 20 days to 10 days. To address these issues, he would like the Board to consider amending the change to allow 14 days. The second request in the following paragraph of the policy that faculty be notified prior to the finals week so that faculty are appropriately notified that they should be expecting to see a contract coming via DocuSign.

Justin Schmidt, Young Americans for Liberty, addressed their group's expressed interest in ending the mandatory housing policy. They have delivered a petition signed by over 300 students. He noted that until the Board addresses this formally, Young Americans for Liberty intend to continue to bring the issue up.

CONSENT AGENDA

Regent Partridge requested to pull item 5-J from the consent agenda.

IT WAS MOVED by Regent Partridge, seconded by Regent Brown, to approve consent agenda items 5-A(1) through 5-I as presented. Motion passed.

Academic and Student Affairs – Consent

5-A(1) New Program Request – DSU – BS in Digital Content Creation

Authorize DSU to offer a BS in Digital Content Creation, as presented.

A copy of the New Program Request – DSU – BS in Digital Content Creation can be found on pages **27** to **32** of the official minutes.

5-A(2) New Program Request – DSU – Minor in Esports Leadership

Authorize DSU to offer a minor in Esports Leadership, as presented.

A copy of the New Program Request – DSU – Minor in Esports Leadership can be found on pages **33** to **39** of the official minutes.

5-A(3) New Program Request – SDSU – Minor in Applied Thinking and Innovation

Authorize SDSU to offer a minor in Applied Thinking and Innovation, as Presented.

A copy of the New Program Request – SDSU – Minor in Applied Thinking and Innovation can be found on pages **40** to **59** of the official minutes.

5-A(4) New Program Request – USD – Minor in Arts in Health

Authorize USD to offer a minor in Arts in Health, as presented.

A copy of the New Program Request – USD – Minor in Arts in Health can be found on pages **60** to **66** of the official minutes.

5-B(1) New Specialization Request – DSU – Esports Management – BBA in Business Administration

Authorize DSU to offer a specialization in Esports Management within the BBA in Business Administration program, as presented.

A copy of the New Specialization Request – DSU – Esports Management – BBA in Business Administration can be found on pages **67** to **72** of the official minutes.

5-B(2) New Specialization Request – SDSU – Clinical Nurse Leader – DNP in Nursing

Authorize SDSU to offer a Clinical Nurse Leader specialization within the DNP in Nursing program, as presented.

A copy of the New Specialization Request – SDSU – Clinical Nurse Leader – DNP in Nursing can be found on pages **73** to **79** of the official minutes.

5-B(3) New Specialization Request – USD – Radiologic Technology – BS in Health Sciences

Authorize USD to offer a specialization in Radiologic Technology within the BS in Health Sciences program, as presented.

A copy of the New Specialization Request – USD – Radiologic Technology – BS in Health Sciences can be found on pages **80** to **84** of the official minutes.

5-B(4) New Specialization Request – USD – Science Education – BSEd in Secondary Education

Authorize USD to offer a specialization in Science Education within the BSEd in Secondary Education program, as presented.

A copy of the New Specialization Request – USD – Science Education – BSEd in Secondary Education can be found on pages **85** to **89** of the official minutes.

5-C(1) New Site Request – DSU – BS in Individualized Studies (Online)

Approve DSU's new site proposal to offer the BS in Individualized Studies online, as presented.

A copy of the New Site Request – DSU – BS in Individualized Studies (Online) can be found on pages **90** to **94** of the official minutes.

5-C(2) New Site Request – SDSU – BA in Interdisciplinary Studies (Online)

Approve SDSU's new site proposal to offer the BA in Interdisciplinary Studies online, as presented.

A copy of the New Site Request – SDSU – BA in Interdisciplinary Studies (Online) can be found on pages **95** to **99** of the official minutes.

5-C(3) New Site Request – SDSU – BA in Sociology (Online)

Approve SDSU's new site proposal to offer the BA in Sociology online, as presented.

A copy of the New Site Request – SDSU – BA in Sociology (Online) can be found on pages **100** to **105** of the official minutes.

5-C(4) New Site Request – USD – MA in Special Education (Online)

Approve USD's new site proposal to offer the MA in Special Education online, as presented.

A copy of the New Site Request – USD – MA in Special Education (Online) can be found on pages **106** to **110** of the official minutes.

5-D General Education Course Approvals

Approve the revisions to system General Education course options from SDSMT, SDSU, and USD, as presented.

A copy of the General Education Course Approvals can be found on pages **111** to **125** of the official minutes.

5-E Inactive Status and Program Termination Requests – NSU, SDSMT, & SDSU

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

A copy of the Inactive Status and Program Termination Requests – NSU, SDSMT, & SDSU can be found on pages **126** to **141** of the official minutes.

5-F Articulation Agreement – Dakota State University

Approve the articulation agreement from Dakota State University with Anoka Technical College, as presented in Attachment I.

A copy of the Articulation Agreement – Dakota State University can be found on pages **142** to **149** of the official minutes.

5-G(1) Agreements on Academic Cooperation – South Dakota School of Mines and Technology

Approve South Dakota School of Mines and Technology's agreement on academic cooperation with the Oslo Metropolitan University, as presented.

A copy of the Agreements on Academic Cooperation – South Dakota School of Mines and Technology can be found on pages **150** to **155** of the official minutes.

5-G(2) Agreements on Academic Cooperation – South Dakota State University

Approve South Dakota State University's agreements on academic cooperation with Gujurat Technological University and Presidency University, as presented.

A copy of the Agreements on Academic Cooperation – South Dakota State University can be found on pages **156** to **166** of the official minutes.

Budget and Finance – Consent

5-H 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 page **167** of the official minutes.

5-I USD-City of Vermillion Easement Resolution

Approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easements as stated therein.

A copy of the USD-City of Vermillion Easement Resolution can be found on pages **168** to **182** of the official minutes.

5-J Revisions to BOR Policy 4.1.1 (Formerly 4:1) (First and Final Reading)

This item was pulled from the consent agenda and moved to the full discussion agenda at the request of Regent Partridge to address a question he had regarding it.

A copy of the Revisions to BOR Policy 4.1.1 (Formerly 4:1) can be found on pages **19** and **183** to **187** of the official minutes.

Routine Informational Items – No Board Action Necessary

5-K Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages **188** to **190** of the official minutes.

5-L Building Committee Report

A copy of the Building Committee Report can be found on pages **191** to **192** of the official minutes.

5-M Capital Projects List

A copy of the Capital Projects List can be found on pages **193** to **197** of the official minutes.

5-N FY23 Annual Comprehensive Financial Report (ACFR) Audit Update

A copy of the FY23 Annual Comprehensive Financial Report (ACFR) Audit Update can be found on pages **198** to **200** of the official minutes.

5-O Residence Hall Occupancy Report for Fall 2023/Spring 2024

A copy of the Residence Hall Occupancy Report for Fall 2023/Spring 2024 can be found on pages **201** to **205** of the official minutes.

5-P FY23 Auxiliary System Agreed Upon Procedures Report

A copy of the FY23 Auxiliary System Agreed Upon Procedures Report can be found on pages **206** to **244** of the official minutes.

5-Q 2023-2024 Regional Tuition and Fees Survey

A copy of the 2023-2024 Regional Tuition and Fees Survey can be found on pages **245** to **248** of the official minutes.

5-R SDSMT FY23 NCAA Agreed Upon Procedures Report

A copy of the SDSMT FY23 NCAA Agreed Upon Procedures Report can be found on pages **249** to **257** of the official minutes.

5-S Intent to Plan Requests

A copy of the Intent to Plan Requests can be found on pages **258** to **259** of the official minutes.

5-T South Dakota Opportunity Scholarship Report

A copy of the South Dakota Opportunity Scholarship Report can be found on pages **260** to **268** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

6-A New BOR Policy 3.6.2 – System Financial Aid Processing (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated the new policy before the Board really defines what the Enrollment Services Center is and the financial aid processing that they do for the system. This is the first reading of the new proposed policy, with the intent to bring it back to the June BOR meeting for a second and final reading.

IT WAS MOVED by Regent Brown, seconded by Regent Partridge, to approve the first reading of the proposed new BOR Policy 3.6.2 – System Financial Aid Processing, as presented. Motion passed.

A copy of the New BOR Policy 3.6.2 – System Financial Aid Processing (First Reading) can be found on pages **269** to **274** of the official minutes.

6-B FAFSA Simplification Act Update

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that this is an update for the Board on where we stand with the new FAFSA application implementation being conducted by the US Department of Education. There are some positive aspects of this implementation, but what it has caused in our system is a delay in awarding financial aid packages to students.

A copy of the FAFSA Simplification Act Update can be found on pages **275** to **276** of the official minutes.

6-C Revised BOR Policy 2.4.5 – Externally Funded Courses for Academic Credit (Formerly 2:13) (First and Final Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that the proposed revisions are more clerical in nature to bring it up to date with current practice, and removed duplicative language.

IT WAS MOVED by Regent Brown, 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 2.4.5 – Externally Funded Courses for Academic Credit, as presented. Motion passed.

A copy of the Revised BOR Policy 2.4.5 – Externally Funded Courses for Academic Credit (Formerly 2:13) (First and Final Reading) can be found on pages **277** to **281** of the official minutes.

6-D Revised BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirements Policy (Formerly 2:29) (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that this policy change was requested by one of the universities to incorporate the credential of a certificate. The Academic Affairs Council (AAC) vetted the requested changes and recommended approval. The changes that were supported are presented in Attachment I. This is the first reading of the proposed revisions, with the intent to bring it back to the June BOR meeting for a second and final reading.

IT WAS MOVED by Regent Brown, seconded by Regent Morrison, to approve the first reading of the proposed revisions to BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirement, as presented. Motion passed.

A copy of the Revised BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirements Policy (Formerly 2:29) (First Reading) can be found on pages **282** to **287** of the official minutes.

6-E(1) New Program Request – DSU – MS in Artificial Intelligence

Dr. Janice Minder, System Vice President for Academic Policy and Planning, was joined by Dr. Rebecca Hoey, DSU Provost and Senior Vice President for Academic and Student Affairs, to provide an overview of the program request. Dakota State University (DSU) requests authorization to offer a MS in Artificial Intelligence. The proposed MS 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, understand the agribusiness environment, and lead organizations in the challenging and dynamic world of agriculture.

IT WAS MOVED by Regent Brown, seconded by Regent Morrison, to authorize DSU to offer a MS in Artificial Intelligence, as presented.

ROLL CALL:

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

Motion passed.

A copy of the New Program Request – DSU – MS in Artificial Intelligence can be found on pages **288** to **304** of the official minutes.

6-E(2) New Program Request – NSU – MS in Strategic Innovation and Leadership

Dr. Janice Minder, System Vice President for Academic Policy and Planning, was joined by Dr. Erin Fouberg, NSU Associate Vice President for Academic Affairs, to provide a summary of the new program requested. Northern State University (NSU) requests authorization to offer a MS in Strategic Innovation and Leadership. The proposed program will prepare students to analyze, lead, and innovate within organizations. In this program, students will study dynamics of innovation, leadership theories, design thinking, creativity, decision making, communications, and team dynamics. Graduates will be prepared to lead organizational change, drive business growth, add customer value, and create competitive advance through innovation.

IT WAS MOVED by Regent Brown, seconded by Regent Morrison, to authorize NSU to offer a MS in Strategic Innovation and Leadership, as presented. Motion passed.

A copy of the New Program Request – NSU – MS in Strategic Innovation and Leadership can be found on pages **305** to **321** of the official minutes.

6-E(3) New Program Request – USD – BBA in Agribusiness Leadership

Dr. Janice Minder, System Vice President for Academic Policy and Planning, was joined by Dr. Kurt Hackemer, USD Provost, and Dr. Timothy O'Keefe, Dean of the USD Beacom School of Business, to provide a summary of the program requested. The University of South Dakota (USD) requests authorization to offer a 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, understand the agribusiness environment, and lead organizations in the challenging and dynamic world of agriculture.

Regent Morrison asked why SDSU doesn't offer this program as it is right in their wheelhouse for their institutions. SDSU Provost, Dennis Hedge, was called to come to the front of the room to assist in answering the question. Provost Hedge noted that he had conferred with Dr. Hackemer about this program before because SDSU does offer this program as well. When this program request worked its way through the Academic Affairs Council, it came down to leadership.

When it comes to the projected numbers in the PowerPoint presentation provided by USD on this request, Regent Partridge believes that they are off on their projections, and he feels the program will be much bigger than they are thinking. Provost Hackemer noted that they preferred to keep their estimates humble so that they may come to the Board noting that they exceeded expectations and not that they fell short.

IT WAS MOVED by Regent Brown, seconded by Regent Partridge, to authorize USD to offer a BBA in Agribusiness Leadership, as presented. Motion passed.

A copy of the New Program Request – USD – BBA in Agribusiness Leadership can be found on pages **322** to **334** of the official minutes.

BUDGET AND FINANCE

7-A FY25 On-Campus Tuition and Mandatory Fees

Heather Forney, System VP of Finance and Administration, stated that for the third year in a row, the 2024 South Dakota Legislative Session concluded with legislators increasing base funding for the Board of Regents to continue to freeze tuition at FY24 rates by covering the salary policy costs for tuition funded employees. Tuition and mandatory fees will remain at the FY24 rate because of this continued support.

The South Dakota Advantage rate was extended to Kansas, Missouri, and Minnesota. The Minnesota Reciprocity agreement is not being renewed for the academic year 2024-2025. New Minnesota students enrolling at a Board of Regents university beginning in Summer 2024 will receive the Dakota Advantage rate. Students currently enrolled under the existing reciprocity agreement will continue to receive the negotiated reciprocal rate as they work towards completing their degrees.

The FY25 proposal for tuition and mandatory fees attempts to keep the cost to students as low as possible in consideration of student access, service to students, and delivering the highest quality education possible to our students. It is recommended that all FY25 tuition, GAF, and computer lease fees remain flat, except for a 2.6% increase to the computer lease fee for DSU.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the FY25 On-Campus Tuition and Mandatory Fees as presented in Attachment I. Motion passed.

A copy of the FY25 On-Campus Tuition and Mandatory Fees can be found on pages **335** to **349** of the official minutes.

7-B FY25 Off-Campus Tuition Rates

Heather Forney, System VP of Finance and Administration, provided a brief overview of the item presented. She noted that except for the Dual Credit Course rate, the off-campus tuition rates will be held flat commensurate with the on-campus tuition, due to additional general funds being allocated to the cover salary policy recommendation of 4% and the increase in health insurance.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the FY25 Off-Campus Tuition Rates as presented in Attachment I. Motion passed.

A copy of the FY25 Off-Campus Tuition Rates can be found on pages **350** to **352** of the official minutes.

7-C FY25 System, Discipline, Delivery, and Vehicle Registration Fees

Heather Forney, System VP of Finance and Administration, stated that outside of tuition and mandatory fees, students will be assessed specific fees for services and may pay additional fees for higher cost disciplines. Specific services could include processing applications, testing for credit, assessment fees, late fees, parking fees or similar services. Discipline fees are used to support high-cost disciplines in the areas of salaries and/or operating expenses. The Legislature funded a 4% salary policy increase for state employees and a slight increase in employer-paid

healthcare benefit. System fees and Special Discipline and Delivery fees are projected to be flat. Vehicle Registration fees will also not increase in FY25.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the FY25 System, Discipline, Delivery, and Vehicle Registration Fees, as presented in Attachment I. Motion passed.

A copy of the FY25 System, Discipline, Delivery, and Vehicle Registration Fees can be found on pages **353** to **359** of the official minutes.

7-D FY25 Housing and Food Service Rates

Heather Forney, System VP of Finance and Administration, stated that the proposed housing rates for FY25 allow the universities to address the inflationary increase on operating expenses, the 2% maintenance and repair requirement, and funding adjustments to salary policy and employee healthcare costs. The meal plan rates reflect the second year of the new contract with Sodexo for food operations and any related institutional administrative costs.

When including the tuition and mandatory fee rates, the total weighted average cost increase is $556. The impact to students within the system will range from an increase of $350 to $724 per year.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the FY25 Housing and Food Service Plan rates as presented in Attachments I & II. Motion passed.

A copy of the FY25 Housing and Food Service Rates can be found on pages **360** to **365** of the official minutes.

7-E FY25 Graduate Assistant Stipends

Heather Forney, System VP of Finance and Administration, stated that the Board of Regents annually establishes a minimum stipend to be paid to graduate assistants. Graduate assistants are expected to work a full semester to receive the full semester compensation. Graduate assistants are expected to work the full four-week summer session to receive the full four-week session compensation. The minimum compensation may be prorated accordingly if the graduate student does not work the full semester or four-week session.

DSU, SDSMT, and SDSU currently waive tuition for their graduate assistants and fellows as compensation for their work; therefore, the salary minimum does not apply to DSU, SDSMT, or SDSU.

The Board has traditionally increased the minimum amount of the graduate assistant stipends by the rate of increase in resident graduate tuition. The increase is rounded to the nearest dollar. Since there was no increase in tuition for FY24, there will be no addition to the stipend amount.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the BHSU and NSU FY25 minimum graduate assistant stipends in the amount of $3,921 per semester and $980 per four-week session; and USD FY25 minimum graduate assistant stipends in the amount of $4,067 per semester and $1,016 per four-week session. Motion passed.

A copy of the FY25 Graduate Assistant Stipends can be found on pages **366** to **367** of the official minutes.

7-F FY25 Special Schools Nonresident Tuition

Heather Forney, System VP of Finance and Administration, stated the South Dakota School for the Blind and Visually Impaired (SDSBVI) annually reviews its instructional and residential costs to determine an appropriate tuition rate for nonresident students who may attend the school. SDSBVI does not currently have any nonresident students in attendance.

The current tuition rate at SDSBVI is $39,844 for instructional costs and $16,104 for residential care. An inflationary increase is applied to cover salary policy, CPI on operating expenses, and adjustments to health benefit cost per benefit-eligible employee. The Bureau of Finance and Management (BFM) calculated the annual Consumer Price Index (CPI) for the last fiscal year at 2.60%.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the FY25 nonresident instructional tuition rate to be $40,880 and the residence cost to be set at $16,523 for the South Dakota School for the Blind and Visually Impaired. Motion passed.

A copy of the FY25 Special Schools Nonresident Tuition can be found on page **368** of the official minutes.

7-G FY25 General Bill Summary

Heather Forney, System VP of Finance and Administration, expressed the Regent system's thanks to the legislature and the Governor for their support in the BOR's funding requests during session. The 2024 legislative session concluded with the passage of the FY25 General Bill HB1259. The Board of Regents received a general fund base increase of $6,265,281 (2.1%). This $6M increase does not include the 4% salary policy or health insurance increase funding ($69 per benefit eligible FTE) for generally-funded employees as those amounts are appropriated to statewide pools that are allocated by the Bureau of Finance and Management (BFM) after session concludes.

A copy of the FY25 General Bill Summary can be found on pages **369** to **372** of the official minutes.

7-H FY24 General Bill Amendments

Heather Forney, System VP of Finance and Administration, stated that amendments to the FY24 general bill are found in SB52, which has been approved by the Legislature and sent to the Governor for signature. The portion of the bill relating to the Board of Regents (BOR) is provided in the table within the item presented. Any changes in the bill are considered one-time and are not base budget adjustments.

A copy of the FY24 General Bill Amendments can be found on pages **373** to **374** of the official minutes.

7-I FY24 Special Appropriations

Heather Forney, System VP of Finance and Administration, stated the Board of Regents received support for one special appropriation during the 2024 legislative session—the Center for Quantum Information Science and Technology (C-QIST). The adoption of increased FY24 revenues and continued financial growth and stability allowed the Legislature and Governor to allocate $3,034,444 in general funds to support exploratory and discovery activities related to the various emergent quantum capabilities and applications, early research initiatives, and new academic programs. These funds will be split between DSU and SDSMT to support their work on the C-QIST.

A copy of the FY24 Special Appropriations can be found on page **375** of the official minutes.

7-J NSU Gerber Hall Renovation Facility Program Plan (FPP) and Facility Design Plan (FDP)

Heather Forney, System VP of Finance and Administration, joined by NSU President Neal Schnoor, stated that Northern State University (NSU) requests approval of this combined Facility Program Plan (FPP) and Facility Design Plan (FDP) for the renovation of Gerber Hall. The Board approved NSU's Preliminary Facility Statement for this project in May of 2023. Heather clarified that the GMP hasn't been established yet for this project.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the combined Facility Program Plan and Facility Design Plan for NSU's Gerber Hall renovation to be funded with a combination of general fund and HEFF M&R. Motion passed.

A copy of the NSU Gerber Hall Renovation Facility Program Plan (FPP) and Facility Design Plan (FDP) can be found on pages **376** to **385** of the official minutes.

7-K USD Churchill-Haines Laboratory Renovation Preliminary Facility Statement (PFS)

Heather Forney, System VP of Finance and Administration, was joined by Julie Kriech, USD Vice President for Finance & Administration, to provide an overview of the request. The University of South Dakota requests approval of this Preliminary Facility Statement for planning renovations to the Churchill-Haines Laboratory building on the Main Campus in Vermillion.

The University of South Dakota's Churchill-Haines Laboratory building is a 74,273 square foot facility that was completed in 1977. This building houses the Departments of Biology and Chemistry including research laboratories. Although structurally sound, the building's interior spaces need modernization.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve USD's Preliminary Facility Statement for the planning of renovations to the Churchill-Haines Laboratories utilizing a combination of FY25 HEFF allocations and campus maintenance and repair funds. A building committee representative should be appointed to oversee this project. Motion passed.

A copy of the USD Churchill-Haines Laboratory Renovation Preliminary Facility Statement (PFS) can be found on pages **386** to **389** of the official minutes.

7-L Revisions to BOR Policy 5.5.1 Tuition and Fees: On Campus Tuition, BOR Policy 5.5.2 Tuition and Fees: Off-Campus Tuition, and BOR Policy 5.5.5 Interstate Tuition Agreements (First and Final Reading)

Heather Forney, System VP of Finance and Administration, stated that the policy revisions presented have been updated to include changes to tuition and fee charges authorized by both the Board and the Legislature including the expansion of Dakota Advantage to Kansas, Missouri, and Minnesota, reduced tuition for state employees for courses taken online, and the expanded tuition benefits school counselors. By making these changes, the BOR Policy manual will reflect changes made by the Board and the Legislature to reduced tuition programs.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, 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 – Tuition and Fees: On-Campus Tuition, BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition, and BOR Policy 5.5.5 – Interstate Tuition Agreements, as presented in Attachments I, II, and III respectively. Motion passed.

A copy of the Revisions to BOR Policy 5.5.1 Tuition and Fees: On Campus Tuition, BOR Policy 5.5.2 Tuition and Fees: Off-Campus Tuition, and BOR Policy 5.5.5 Interstate Tuition Agreements (First and Final Reading) can be found on pages **390** to **404** of the official minutes.

7-M Revisions to BOR Policies 1.6.4, 3.8.1, 6.13, and 6.13.1 (Formerly 1:35, 3:18, 6:13, and 6:13:1) (First Reading)

Holly Farris, System General Counsel, stated that in recent legislative sessions, there have been multiple bills attempting to regulate performances that may occur or be supported on college campuses. This conversation culminated during the 2024 legislative session with the introduction and passage of HB 1178, which becomes effective July 1, 2024. Board staff is not aware of any existing issues or occurrences in which obscene live conduct has taken place on institutional premises, and therefore there are no existing operations that require significant overhaul. However, HB 1178 provides the opportunity to clarify that such conduct is prohibited on campus for all individuals—students, employees, guests, and third parties.

These policy revisions presented will not change existing day-to-day operations within the system or on campuses. Rather, they will work in tandem with HB 1178 to clarify requirements and ensure public notification that obscene live conduct may not occur in BOR facilities or with public resources. Accordingly, Board policies on facilities use, funding of student organizations, and minors on campus have been revised to reflect this prohibition. This is the first of two readings of the proposed revisions; Holly anticipates bringing these back for a second and final reading at the June 2024 BOR meeting.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the first reading of the proposed revisions to BOR Policies 1.6.4 (Minors on Campus); 3.8.1 (Recognition and Funding of Student Organizations); 6.13 (Facilities Use by Private Parties); and 6.13.1 (Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests), as presented. Motion passed.

A copy of the Revisions to BOR Policies 1.6.4, 3.8.1, 6.13, and 6.13.1 (Formerly 1:35, 3:18, 6:13, and 6:13:1) (First Reading) can be found on pages **405** to **429** of the official minutes.

5-J Revisions to BOR Policy 4.1.1 (Formerly 4:1) (First and Final Reading)

Kayla Bastian, System Chief Human Resources Officer, clarified how the recommendation for moving from twenty (20) to ten (10) days came about. The item as currently written is recommending this policy revisions be approved as a first and final reading, which would make it go into effect immediately; however, Kayla affirmed that there would be no issue within the current structure to defer the final approval so that further conversations could be had regarding the proposed revisions to address issues brought forth by Allan Aldrige, Associate Professor at USD.

Regent Partridge again thanked Professor Aldridge for bringing his concerns forward. Since holding the final reading for a later meeting would not negatively impact HR processes at this time, Regent Partridge noted he feels it would be prudent of the Board to consider approving these revisions as a first reading only, allowing additional discussions to be had and have this come back for a second reading at a subsequent Board meeting for further action.

Regent Rave asked Kayla to keep track of the timeliness of how long it takes contracts go through, if possible, so that data can be compared to the edits proposed for this policy.

IT WAS MOVED by Regent Partridge, seconded by Regent Morrison, to approve the first reading of the proposed revisions to BOR Policy 4.1.1. Motion passed.

A copy of the Revisions to BOR Policy 4.1.1 (Formerly 4:1) (First Reading) can be found on pages **183 to 187** of the official minutes.

ADJOURNMENT

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

The meeting adjourned at 1:20 p.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on <u>Wednesday, April 3rd</u>, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session on April 4th, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL § 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

2-D(1).Approve the employment contract for USD men's football coach, Robert Nielson, as discussed.

2-D(2).Approve the employment contract for USD athletic director, Jon Schemmel, as discussed.

2-F. Approve the compensation adjustments and appointment as outlined in Attachment I.

2-G. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.

2-H(1).Direct South Dakota State University to enter into discussion for renaming the SDSU Wintrode Student Success Center Building to the Thompson Opportunity Center.

2-H(2).Approve the request from South Dakota State University to rename the SDSU Electrical Engineering and Computer Science department to the McComish Department of Electrical Engineering and Computer Science, except that the name be in effect for the life of the program and not perpetual.

2-H(3).Approve the request from South Dakota State University to rename the SDSU Public Service Academy to the Mike Huether Public Service Academy.

2-I. Award two (2) years of prior service credit toward promotion for Wendy Simmermon (DSU); and award four (4) years of prior service credit toward tenure and four (4) years of prior service credit toward promotion each for Ethan Snow (SDSU) and Junjian Qi (SDSU).

2-J. Approve the requests to grant tenure as a Professor to Dr. Sungyong Jung, Dr. Jeremy Chambers, and Dr. Sanku Mallik (SDSU).

2-K. Approve the leave request for Max Marc (BHSU), Gina Gibson (BHSU), Hannah Walters (NSU), Gokce K. Ustunisik (SDSMT), Purushotham Tukkaraja (SDSMT), Travis W. Walker (SDSMT), A. James Murphy (SDSU) and Katherine Malone (SDSU), as presented.

2-L. Award an honorary an honorary Doctor of Public Service to Jim D. Neiman (BHSU), Matt Paulson (DSU), Qusi Al-Haj (SDSMT), and John Stiegelmeier (SDSU); an honorary Doctor of Humane Letters to Donald F. Montileaux (SDSU); an honorary

Doctor of Letters and Literature to Joseph Marshall III (SDSU); and an honorary Doctor of Science to Jim Faulstich (SDSU).

2-M.   *Approve the request to reorganize the academic colleges and schools at Black Hills State University.*

SOUTH DAKOTA STATE UNIVERSITY

Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Jesse Bobbit	Defensive Coordinator	1/22/2024	Market/Retention	$115,000.00	$81,000.00	42.0%
Jinali Qi	Resarch Associate II	3/22/2024	Reclassification	$62,824.00	$59,832.00	5.0%
Elizabeth Augustine	Asst. Director of Financial Aid	3/22/2024	Reclassification	$56,800.00	$53,470.00	6.2%

APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR

NAME	TITLE	EFFECTIVE DATE	SALARY	INSTITUTION
Mark Nore	Director of Athletics	3/22/2024	$130,000.00	BHSU
Michael McKelvey	VP for Institutional Advancement/Foundation CEO	6/3/2024	$157,000	DSU

22

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SUBJECT
Student Organization Award Winners for 2023

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION
Each year, the Board of Regents approves the previous year's Student Organization Award winners. The nominations advanced to the Board are chosen by each institution in the categories of Academic Excellence, Community Service, and Organizational Leadership. Once approved, the Board presents these awards at its meetings throughout the year.

Award for Academic Excellence

The purpose of this award is to recognize student organizations for outstanding contributions to the academic environment of their university or the academic performance of students. The following organizations have been chosen:

BHSU	Lakota Omniciye
DSU	Future Business Leaders of America Collegiate (FBLA)
NSU	Honors Club
SDSMT	Lambda Chi Alpha
SDSU	Chemistry Club
USD	Kappa Alpha Theta

Award for Community Service

The purpose of this award is to recognize student organizations for community service external to the campus. When student groups engage in community service, they help to establish good relationships between the institution and the community, they provide necessary help to non-profit organizations, they develop the leadership skills of their

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DRAFT MOTION 20240403_3-C:
I move to accept the recommendations offered by each institution for student organization awards and announce the names of the award winners.

members, and they instill an appreciation for service in our students. The following organizations have been chosen:

BHSU	Future Teachers Association (FTA)
DSU	Games Club/ Nanocon Committee
NSU	Council for Exceptional Children
SDSMT	Beta Delta Mu
SDSU	University Program Council
USD	Alternative Wek of Off-Campus Learning (AWOL)

Award for Organizational Leadership

The purpose of this award is to recognize student organizations for outstanding activities that provide effective student or community leadership. The following organizations have been chosen:

BHSU	Accounting Club (Kicking Assets)
DSU	CybHER Club
NSU	Residence Hall Association (RHA)
SDSMT	Lambda Chi Alpha
SDSU	Student Nurses' Association
USD	PAVE

IMPACT AND RECOMMENDATIONS

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

ATTACHMENTS

None

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SUBJECT
>   Student Organization Awards – USD

CONTROLLING STATUTE, RULE, OR POLICY
>   None

BACKGROUND / DISCUSSION
>   At the April 2024 Board of Regents meeting, the Board approves recommendations offered by each institution for the 2023 student organization award winners. The winners of these awards are announced at Board meetings throughout 2024. The University of South Dakota (USD) Student Organization Awards would be presented at the April 2024 BOR meeting in Vermillion.

>   2023 USD Award for Academic Excellence: Kappa Alpha Theta
>   The Kappa Alpha Theta sisterhood strives to empower their members to succeed scholastically and foster a love of learning. Kappa Alpha Theta achieved the top GPA out of all Greek houses on USD's campus with a chapter average GPA of 3.557. They had 45 members receive a 4.0 GPA in the fall and another 45 members with a GPA of 3.5-3.99. Their chapter's main academic programming comes from their Twin Star program which allows the younger members to receive academic guidance from someone who has been in their position before and knows what it takes to succeed. The chapter also provides Academic Development Plans to members who may be struggling academically after each semester. These plans hold members accountable for study hours, ensure they are meeting with the Academic Development Director, and provide a tangible plan to improve their grades.

>   2023 USD Award for Community Service: AWOL
>   The AWOL (Alternative Week of Off-Campus Learning) chapter of the University of South Dakota exemplifies community collaboration for students by providing various diverse Service-Learning opportunities. From the beginning of the academic year, which began with AWOL's freshman orientation program Serve and Learn, AWOL participants have completed a total of 2,245.5 logged community service hours. AWOL programming has included 26 community partners in the surrounding Vermillion community as well as nationwide. Cultivating partnerships with Vermillion community partners is paramount for

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INFORMATIONAL ITEM

their program and home—and therefore AWOL does repeat and consistent programming with partners like United Way, Heikes Farms, and Habitat for Humanity.

2023 USD Award for Organizational Leadership: PAVE

The purpose of PAVE is to "promote awareness and voice empowerment" on campus by providing educational meetings and events that increase awareness of different topics related to sexual violence and empower their community to adopt a no-tolerance policy and culture of resilience. PAVE has effectively demonstrated student and community leadership in numerous ways this past 2023-2024 academic year. While initially holding a back-seat stance and passive approach to advocating for sexual assault prevention on campus, a structural reorganization of the executive team that occurred at the conclusion of the 2022-2023 school year welcomed new leaders with greater visions for the organization. The newly inducted executive team had the common goal of increasing PAVE's presence on campus by growing inter-organization relationships, working more intimately with university employees, and starting new meeting and event traditions. Over the course of this year, our organization has found it extremely gratifying to be part of a bigger movement than themselves.

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

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SUBJECT
New Program Request – DSU – BS in Digital Content Creation

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests authorization to offer a BS in Digital Content Creation. The proposed BS will equip students to strategically manage and create digital material that engages consumers through written and visual storytelling. Students will learn to create content for, produce, and lead integrated media campaigns for online, mobile apps, social media, and traditional platforms.

The Intent to Plan request was approved in May 2022, per BOR Policy 2.3.2.

IMPACT AND RECOMMENDATION
A summary of the program proposal has been included as Attachment I. Additional information on this proposal is available from the Board office by request.

ATTACHMENTS
Attachment I – New Program Request Summary: DSU – BS in Digital Content Creation

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DRAFT MOTION 20240403_5-A(1):
I move to authorize DSU to offer a BS in Digital Content Creation, as presented.

Full Proposal – BS in Digital Content Creation
Dakota State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred degrees in social media content production in South Dakota, supporting student demand and workforce opportunities.

Program Description:

> This interdisciplinary program will equip students to strategically manage and create digital material that engages consumers through written and visual storytelling. Students will learn to create content for, produce, and lead integrated media campaigns for online, app, social media, and traditional platforms.

Strategic Impact –

> **DSU Strategic Impact:** Social media and its requisite content, as a phenomenon distinct from all other media and marketing communication, is entirely mediated by and generally created via technology. It is tracked in entirely digital spaces. This interdisciplinary major draws from several disciplines, among them media content creation, digital video, image, and audio production; coding; marketing; and communication. The program will incorporate communication and marketing with content creation and media production tailored for social media, such as scripting, coding, and audio and video production for platforms like Snapchat, Discord, Twitch, Instagram, Facebook, and emerging platforms in addition to preparing content for traditional media formats, including print. As a special focus university ascribed to generating new innovative ideas and championing current and emerging technologies, DSU is well positioned to deliver such a program and keep it at the forefront of the field. This program, like others DSU is authorized to offer, provides an additional and relevant highly technical degree with an emphasis in innovation and leadership.

> **BOR Strategic Impact**: DSU's BS in Digital Content Creation supports Goal 4 of the SDBOR's Strategic Plan, Workforce Development and Economic Development, "South Dakota public universities shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state's long-term economy."

> The Digital Media Management & Social Media Communication positions available in SD are with a wide variety of industries, such as healthcare, the State of SD, financial institutions, non-profits, construction companies, insurance, technology, education, and so much more. These roles are among the fastest growing in the industry, with demand for social media jobs and skills increasing at the highest rate.

> Source: https://www.marketingweek.com/steep-rise-demand-marketers-digital

Program Summary:

> The classification of this program will be 09.0702 [Digital Communication and Media/Multimedia]. This program is proposed to be offered both on-campus program and through distance education. It is designed to attract students interested in the influencer marketing economy, including content creators, which grew in 2021 from $2 billion to almost $13.8 billion with approximately 50 million content creators. The university anticipates students entering this

program will be recruited from prospective students who have expressed interest in one of three programs at DSU, specifically English for New Media (which is being inactivated/taught out), Marketing, and Digital Arts and Design. Students completing this degree will graduate having completed an internship and a portfolio of professional materials.

Source:https://www.bls.gov/opub/mlr/2023/beyond-bls/the-significance-of-social-media-influencers-in-todays-economy.htm

Duplication and Competition:

DSU already offers a similar program (English for New Media). They argue that the proposed new program is a better reflection of the emerging needs of the marketplace. English for New Media is being terminated.

The University of South Dakota offers Media and Journalism: Strategic Communication. Unlike DSU's proposed program in Digital Content Creation, USD's program does not include a significant number of digital or business courses. All required courses are MCOM. USD does also offer a minor in Social Media Marketing, which, if added to the Media and Journalism major would address some of this difference, but the minor requires no business or CIS/CSC courses, only marketing from an MCOM perspective. DSU's proposed major is interdisciplinary, relying on coursework from across the university. Per IPEDS, USD had 47 graduates from the overarching category of Communication, Journalism, and Related Programs in 2022-23. It is not possible to determine how many were in the Media and Journalism: Strategic Communication major.

In 2022, Black Hills State University was approved to offer a degree in Communication and Media which includes courses in mass communications, art, photography, communication studies, and theatre. Graduates of this program are prepared for employment in journalism, multimedia, social media, and marketing. According to IPEDS, BHSU had 12 graduates from the overarching category of Communication, Journalism, and Related Programs in 2022-2023.

To understand the statistics in South Dakota, the Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that the state produced a total of 63 bachelor-prepared students in related fields.

Regental Universities[1]:

University	Bachelor's Degrees Conferred in Communication, Journalism, and Related Programs	Total Number of Bachelor's Degrees Conferred At Each Institution
USD Media and Journalism: Strategic Communication, BA/BS	47	1166
BHSU Communication and Media, BS	12	370

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[1] Integrated Postsecondary Education Data System (IPEDS) for 2022-2023

Private SD Universities[2]:

University	Bachelor's Degrees Conferred in Communication, Journalism, and Related Programs	Total Number of Bachelor's Degrees Conferred At Each Institution
Augustana, Communication Studies/Business and Media Studies, BA	4	381

Total Sum of SD Peer Findings:

University	Bachelor's Degrees Conferred in Communication, Journalism, and Related Programs	Total Number of Bachelor's Degrees Conferred (All SD Universities)
Total	63	1917

The number of conferred bachelor's degrees in related fields, specifically Communication, Journalism, and Related Programs, as reported by IPEDs was 63 out of a total of 1917 for all of South Dakota; approximately 3% of the total number of degrees awarded in this field. The opportunities for students with degrees in these fields exceed the current number of degrees awarded in SD.

Competitor University Peers[3]:

University	Bachelor's Degrees Conferred in Related Fields	Total Number of Bachelor's Degrees Conferred At Each Institution
University of Northern Iowa	22	1992
Wayne State College	10	634
Dordt University	7	314

Workforce Outlook/State Need:

The employment projections for South Dakota in this field range from an 8-25% increase within the next seven years.

South Dakota Occupational Employment Projections 2020-2030
Public Relations Specialists - 504 employees in 2020, 552 needed by 230 for a projected increase of 9.52% Technical Writers - 118 employees in 2020, 137 needed by 2030 for a projected increase of 16.1%.
Market Research Analysts and Marketing Specialists - 1084 employees in 2020, 1363 needed by 2030 for a projected increase of 25.74%.
Web Developers and Digital Interface Designers - 313 employees in 2020, 339 needed by 2030 for a projected increase of 8.31%.

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[2] Integrated Postsecondary Education Data System (IPEDS) for 2022-2023
[3] IPEDS

Per O-Net Online, Digital and Web Interface Designers earn a median annual salary of $83,240. Audio and Visual Technicians earn a median annual salary of $50,660. Marketing Specialists earn a median annual salary of $68,230.

Student Learning Outcomes:

1. Demonstrate effective communication in visual, verbal, time-based, and web-based media.
2. Demonstrate effective collaboration skills as a member of a design team.
3. Choose and use digital media tools to effectively and creatively display original and client-driven content for the web.
4. Analyze and develop appropriate content and designs for a variety of audiences and purposes.

The outcome for graduates of the program will be assessed by a variety of methods including a web design project, a large multimedia essay, a professional portfolio, and an internship report. The university collects, discusses, and reports career placement data of all graduates. DSU conducts an employer survey to measure employer beliefs about each graduate's ability.

Projected Enrollment:

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
	FY24	FY25	FY26	FY27	FY28	FY29
Students new to the university	5	8	10	10	10	10
Students from other university programs	--	2	--	--	--	--
Students off-campus or distance	--	--	--	--	--	--
continuing students	--	5	15	25	30	30
Total students in the program (fall)	**5**	**15**	**25**	**35**	**40**	**40**
Program credit hours (major Courses)**	60	165	280	425	500	500
Graduates				5	10	10

*Do not include current fiscal year.

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

The majority of the students in this program are expected to be new to the university with a few redirected from other university programs. Based on comparisons with the University of Minnesota Moorhead, DSU anticipates 5 new students in the first year. The second year they anticipate 8 new students and 2 students transferring from existing majors. By the third year, they assume 10 new enrolled students, which they expect to maintain at this level for the foreseeable future. These assumptions are based on historical enrollment patterns, comparisons with other universities, their marketing plan, and projected job growth. DSU anticipates that only 3 students would be needed to break even, given that the faculty and the courses are in place and there is space in the courses.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
TUITION & FEE REVENUES	14,449	39,735	67,429	102,347	120,409	120,409
PROGRAM EXPENSES	-	6,570	6,570	6,570	6,570	6,570
NET (T&F REVENUES LESS PROGRAM EXPENSES)	**14,449**	**33,165**	**60,859**	**95,778**	**113,839**	**113,839**
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	**14,449**	**33,165**	**60,859**	**95,778**	**113,839**	**113,839**

No new resources (human or fiscal) are requested.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
New Program Request – DSU – Minor in Esports Leadership

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests authorization to offer a minor in Esports Leadership. The proposed minor combines concepts of leadership and competition and will prepare leaders in the emerging esports market. The program will provide a comprehensive understanding of the leadership roles and responsibilities in the esports industry. Through coursework and interactive experiences, students will gain the knowledge and skills needed to pursue successful careers in esports leadership.

IMPACT AND RECOMMENDATION
DSU plans to offer the minor in Esports Leadership on campus and online. DSU does not request new state resources. No new courses will be required. DSU estimates 10 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request Summary: DSU – Minor in Esports Leadership

****

DRAFT MOTION 20240403_5-A(2):
I move to authorize DSU to offer a minor in Esports Leadership, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	**Esports Leadership**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**BBA, Digital Arts and Design, Game Design, Education**
EXISTING RELATED MAJORS OR MINORS:	**None**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2023**
PROPOSED CIP CODE:	**31.0504**
UNIVERSITY DEPARTMENT:	**Education**
BANNER DEPARTMENT CODE:	**DEDU**
UNIVERSITY DIVISION:	**College of Education**
BANNER DIVISION CODE:	**DED**

☒ **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.

_____   10/19/2023
President of the University   Date

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

1. **Do you have a major in this field (*place an "X" in the appropriate box*)?** ☐ *Yes* ☒ *No*

2. **If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**
   Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	*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

   DSU is ideally suited to offer a minor in Esports Leadership. Our academic portfolio includes a BS in Computer Game Design, a BBA in Business with specializations in Marketing and Management, and a BS in Digital Art and Design with specializations in computer graphics, digital sound design and production animation. We employ a full-time esports coach, and our esports athletic team is one of the largest and fastest growing athletic programs at DSU, with 122 athletes competing in 2022-23 and 129 this fall. DSU has hosted SDHSAA clinics for high school teachers and administrators interested in developing esports programs. Given our mission and our strength in computer and cyber technologies, cyber leadership, education, business, and esports, degrees in esports leadership are a natural area for growth.

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

   This minor combines concepts of leadership and competition and will prepare leaders in the emerging esports market. This program will provide a comprehensive understanding of the leadership roles and responsibilities in the esports industry. Through coursework, and interactive experiences, students will gain the knowledge and skills needed to pursue successful careers in esports leadership.

4. **How will the proposed minor benefit students?**

   Graduates of this minor will be able to assist in researching, planning, organizing, and producing live esports events. This minor can also lead to establishing a competitive esports program.

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.*

   The demand for esports leadership positions is growing as the industry continues to expand and mature. Individuals with the right combination of skills and experience will be in high demand, and those who can demonstrate their ability to lead and succeed in this dynamic industry will have many exciting opportunities available to them. This minor will provide skills for stepping into this industry.

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*			
	1st	**2nd**	**3rd**	**4th**
Estimates	**FY24**	**FY 25**	**FY 26**	**FY 27**
Students enrolled in the minor (fall)	**6**	**10**	**10**	**10**
Completions by graduates			**6**	**10**

*Do not include current fiscal year.

The esports athletic team is one of the largest and fastest growing athletic programs at DSU, with 122 athletes competing in 2022-23. Given our mission and our strength in computer and cyber technologies, cyber leadership, education, business, and esports, degrees in esports leadership are a natural area for growth.   We expect this minor to be very attractive to our student athletes.

The university offered GAME 110 Introduction to Esports this fall as an elective course and had healthy enrollment numbers.   GAME 210 Contemporary Issues in Esports will be offered this spring.

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

The curriculum was developed to provide students with a unique learning experience that can engage students who may not be interested in traditional sports or activities. Developing a curriculum for esports can provide students with an opportunity to explore a new field of interest and engage in hands-on learning experiences that are relevant to the industry.

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, <u>including</u> 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	18	100%
Electives in minor	0	0%
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)
GAME	110	Introduction to Esports		3	No
GAME	210	Contemporary Issues in Esports	GAME 110	3	No
MCOM	353	Digital Media Communications		3	No
CET	432	Esports Foundations and Systems		3	No
GAME	476	Fan Experience, Sportainment, and Brand Management		3	No
GAME	487	Facility, Risk and Event Management in Sports		3	No
			Subtotal	18	

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)
		None			Choose an item.
			Subtotal		

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					
	GAME 110	GAME 210	MCOM 353	CET 432	GAME 476	GAME 487
Recognize influences (technical and historical) that impact the evolving Esports landscape.	X	X	X			
Develop an Esports leadership plan to implement successful brand strategies and fan engagement.				X	X	X
Align Esports development goals with inclusive opportunities for all students.	X	X		X		

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

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

Courses will be taught using online learning platforms, learning management systems, Mobile learning applications, E-books and textbooks, Virtual classrooms, Webinars and webcasts, Online simulations, social media, Web 2.0 tools, Augmented reality, Digital cameras, Drone cameras, and Video and audio conferencing.

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* Delivery methods are defined in *AAC Guideline 5.5*.	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online – Asynchronous	**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."*

    No

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.*

    DSU has faculty with the expertise to teach the courses and they will be included in the course rotation within the current faculty workload.

14. **New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (***place an "X" in the appropriate box***).**

    ☐   YES,
        the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

    ☒   NO,
        the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A (3)
DATE: April 3-4, 2024

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SUBJECT

New Program Request – SDSU – Minor in Applied Thinking and Innovation

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a minor in Applied Thinking and Innovation. The proposed minor will prepare students for their professional careers in a cross-disciplinary context. The blend of seminars, colloquia, and project-based experiences will galvanize collaboration among students to apply critical thinking and creative inquiry to complex issues. The minor would be offered as part of the Fishback Honors College distinction, which would add flexibility for honors college students to take the majority of their honors curriculum as part of their minor. The minor would also be available to students outside of the Honors College.

IMPACT AND RECOMMENDATION

SDSU plans to offer the minor in Applied Thinking and Innovation on campus. SDSU does not request new state resources. Five new courses will be required. SDSU estimates 55 students enrolled and 15 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSU – Minor in Applied Thinking and Innovation

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DRAFT MOTION 20240403_5-A(3):

I move to authorize SDSU to offer a minor in Applied Thinking and Innovation, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor
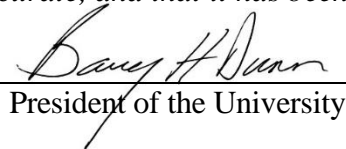
UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	**Applied Thinking and Innovation**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any**
EXISTING RELATED MAJORS OR MINORS:	**N/A - Honors College Distinction**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2024**
PROPOSED CIP CODE:	**30.9999**
UNIVERSITY DEPARTMENT:	**Van D. & Barbara B. Fishback Honors College**
BANNER DEPARTMENT CODE:	**SHON**
UNIVERSITY DIVISION:	**Van D. & Barbara B. Fishback Honors College**
BANNER DIVISION CODE:	**3R**

☒ **Please check this box to confirm that:**

- The individual preparing this request has read AAC Guideline 2.8, which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

President of the University	2/7/24
	Date

1. **Do you have a major in this field?** ☐ Yes ☒ No

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

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Applied Thinking and Innovation. The Applied Thinking and Innovation Minor will prepare students for their professional careers in a cross-disciplinary context. The blend of seminars, colloquia, and project-based experiences will galvanize collaboration among students to apply critical thinking and creative inquiry to complex issues. These skills are important for the workplace in a variety of occupations.

The proposed minor fits within SDSU's statutory mission to provide undergraduate and graduate programs of instruction in the liberal arts and sciences. The Applied Thinking and Innovation Minor will contribute to the South Dakota Board of Regents Strategic Plan 2022-2027 *Goal 4: Workforce and Economic Development* by responding to the changing educational and workforce skills needed

by graduates to meet industry demands.[1] This minor is focused on developing key skills that students can apply to any major and career field to make them more competitive and better prepared to enter the workforce and contribute to their communities after graduation.

The Applied Thinking and Innovation Minor will serve as the foundation for a newly established pathway for students who wish to pursue graduation with Honors College distinction at SDSU. A core tenant of SDSU's Pathway to Premier 2030 Strategic Plan[2] is "*academic excellence through transformative education*", and that is what the Honors College experience is meant to provide students. The audience for this minor is primarily students who are pursuing graduation within the Fishback Honors College, but it will be open to all students on campus. There may be students who choose to pursue the minor who are not enrolled in the Honors College. This will increase access to Honors courses, instructors, and educational pedagogy which will positively impact the students pursuing the minor and have an indirect positive impact on their classmates and instructors across campus. These impacts will not only be felt on campus but also more widely across South Dakota as students live and serve in their communities.

The minor in Applied Thinking and Innovation also seeks to expand access to education which is foundational to the land grant mission of South Dakota State University and the Fishback Honors College. The current Honors curriculum offers flexibility for students to meet the Honors graduation requirements with most of the coursework being taken within the student's chosen major(s)/minor(s), and we plan to continue offering this option. However, students are also expressing a desire for more opportunities to develop skills such as critical thinking and communication that will be beneficial in their future careers. This minor will serve as the foundation for an alternate pathway to graduating with Honors College distinction that will allow students to further develop these skills in concrete and transformative ways and earn a minor designation that will communicate this academic achievement to prospective employers.

Nationally, leading Honors colleges provide students with transdisciplinary experiences in the aforementioned professional skills. Developing this minor at SDSU will provide an important avenue to equip students from the state of South Dakota and surrounding states with the same quality and caliber education which aligns with both the SDSU and SDBOR strategic plans.

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 Applied Thinking and Innovation Minor will enable students in varying academic colleges and backgrounds to unite in a cross-disciplinary setting to explore perspectives on a range of societal issues. Courses that comprise the minor are specifically designed to prepare students for success in their professional careers. The minor will provide a more structured path for students to earn Honors College distinction while also reaching students outside of Honors with an interest in this field. Prospective students sometimes have difficulty understanding what a Honors College is or the benefits Honors can offer, the the minor will assist in recruiting prospective students because it will provide a clear path to earning Honors College distinction with tangible outcomes and benefits..

4. **How will the proposed minor benefit students?**

The proposed Applied Thinking and Innovation minor will enrich students' aptitude in critical thinking, collaboration, and innovative inquiry. The Applied Thinking and Innovation Minor will permit students of varying disciplines to form stronger relationships with one another through sequential seminars while also developing communication skills as students consider solutions to complex issues in our society today. The Applied Thinking and Innovation minor will be structured by an engineered pedagogy that melds discussion-based study with project-centered exploration.

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[1] https://www.sdbor.edu/the-board/StrategicPlan/Documents/StrategicPlan_22_27.pdf
[2] https://www.sdstate.edu/pathway-premier-2030

5. **Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.**

There is an increasing demand for graduates entering the workforce to have strong interpersonal and analytical skills. Surveys of both employees and employers have found that the most important skills in today's workplace are interpersonal skills, critical thinking, and the ability to communicate.[3][4] In South Dakota, the "Professional, Scientific and Technical Services subsector" is projected to add more than 2700 workers over the next decade, so there will be a demand for experts with unique and specialized skills who can adapt to rapid changes in technology and industry.[5] While it is known these skills are important, it can be difficult for students to recognize and articulate where and how they have developed these skills in college. Some courses or programs may have critical thinking or communication skills embedded into courses, but students can't always make the connection between these courses and application in the real world. The curriculum proposed within the Applied Thinking and Innovation Minor not only equips students with these skills, but also provides tangible opportunities for students to apply and reflect on the use of the skills in real world settings.

Interpersonal skills are an important component of many jobs across industries. A 2020 Pew Research Center Report in 2020 found that in 2018, 42% of workers held jobs in which social skills were the most important skill set.[6] Social and interpersonal skills are important for graduates when interacting with coworkers but also because many jobs require interacting with consumers or clients outside of the industry. According to the Bureau of Labor Statistics, over 75% of people worked in jobs that involved interacting with the pubic in 2020.[7] The same report found that more than 60% of workers were in jobs that required "more than basic people skills" which were defined as "the ability to listen, communicate, and relate to others." In South Dakota, nearly 90% of workers fall in the "non-farm wage and salaried workers" category where these people skills would be most applicable, and this group is projected to have the highest employment growth by 2030.[8] The courses in this minor will promote development of these important interpersonal skills that will be needed in our graduate's future professions.

Interpersonal and critical thinking skills are shown to be important in the workplace now, and research indicates that will continue in the future. According to a study by the World Economic Forum, cognitive skills such as creative thinking and analytical thinking will be the highest growing need for employees in the next five years.[9] Curiosity, adaptability, and self-awareness were also identified by employers as skills that will be important for workers in the near future. This minor is focused on developing these skills that students can apply to any major and career field to make them more competitive and better prepared to enter the workforce and contribute to their communities after graduation.

6. **Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.**

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 25	FY 26	FY 27	FY 28
Students enrolled in the minor (fall)	10	25	45	55

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[3] Pew Research Center. "The State of American Jobs." (2016).
[4] Anthony M. Baird & Satyanarayana Parayitam. "Employers' ratings of importance of skills and competencies college graduates need to get hired: Evidence from the New England region of USA." (2019).
[5] South Dakota Department of Labor and Regulation. "South Dakota Workforce Report." (2021).
[6] Rakesh Kochhar. "Women make gains in the workplace amid a rising demand for skilled workers." *Pew Research Center*. (2020).
[7] Kenneth Cluskey & Kristen Monaco. "Minds at work: What's required according to the Occupational Requirements Survey." *Bureau of Labor Statistics*. (2021).
[8] South Dakota Department of Labor and Regulation. "South Dakota Workforce Report." (2021).
[9] World Economic Forum. "Future of Jobs Report." (2023).

Estimates	Fiscal Years*			
	1st	2nd	3rd	4th
	FY 25	FY 26	FY 27	FY 28
Completions by graduates	0	0	10	15

*Do not include current fiscal year.

These estimates were obtained by surveying current Honors students about their interest in a minor as a pathway to graduating with Honors College distinction. Ninety-one first-year and second-year students responded to the survey with 42% saying they would consider the new minor option and another 38% saying they might consider the minor – resulting in 80% of surveyed students indicating a possible interest in pursuing the minor. Given the interest in this path, the Honors College estimates that around 1/5 of students who are pursuing graduation with Honors College distinction will complete this minor as part of their path through Honors. The audience for this minor is primarily students who are pursuing graduation within the Fishback Honors College, but it will be open to all students on campus. There may be students who choose to pursue the minor who are not enrolled in the Honors College. Any student that declares the Applied Thinking and Innovation Minor will be able register for and complete the required 18 credits of coursework. The Honors College anticipates the number of graduates each year to level off around 15 students in year 4.

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

The proposed Applied Thinking and Innovation Minor curriculum is meant to prepare students for their professional careers in a cross-disciplinary context. The blend of seminars, colloquia, and project-based experiences will galvanize collaboration among students to apply critical thinking and creative inquiry to complex issues. As established above, these skills are important for the workplace in a variety of occupations. The minor will consist of courses that are already offered within the Honors College, adapted courses that have been offered in the past, and new courses that will fulfill Honors and learning objectives and SDSU priorities. Students pursuing graduation with the Honors College distinction will be able to apply the 18 credit minor towards the 24 credits required for the distinction.

The National Collegiate Honors Council's guidelines for Honors education[10] establish community-based learning, global understanding, and professional training as foundations of an Honors curriculum. These elements will be central to the curriculum and learning objectives for the proposed minor. The practice of offering a minor as a route to earning Honors College distinction has been well established across the country at schools such as the University of Houston[11], Virginia Tech[12], and James Madison University[13]. Additionally, the APLU-affiliate group, the Council on Honors Education (CoHE), held a conference in 2022 where many of the leaders of Honors colleges and programs indicated intent and/or interest in establishing a minor to best serve students.

8. **Complete the tables below. Explain any exceptions to Board policy requested.**

A. **Distribution of Credit Hours**

Applied Thinking and Innovation Minor	Credit Hours	Percent
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	100%

B. **Required Courses in the Minor**

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[10] National Collegiate Honors Council. "Shared Principles and Practices of Honors Education."
[11] https://uh.edu/honors/Programs-Minors/
[12] https://honorscollege.vt.edu/
[13] https://www.jmu.edu/honors/current-students/academics.shtml

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
HON	100	Honors Orientation	none	1	No
HON	290	Seminar: Leadership and Teams	none	1	No
HON	390	Seminar: Thinking in Systems	none	1	No
HON	490	Seminar: Honors in My World	none	1	No
HON OR	383	Honors Colloquium	none	3	No
HON	482	Travel Studies			Yes
HON	498*	Research	none	2	No
			Subtotal	9	

*Note: HON 498 Research could be replaced by approved research or capstone credits within another discipline.

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

Select 3 credits from the following list. Credits: 3

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
HON	346	Honors Collaborative Discovery and Innovation	none	1	Yes
HON	376	The Justice Challenge	none	2	Yes
HON	377	Honors Hackathon	none	1	Yes
HON	378	Honors Design Challenge	none	3	Yes
HON	383	Honors Colloquium	none	1-3	No
HON	482	Travel Studies	none	1-3	Yes

Select 6 credits from the following list. A maximum of 3 credits could come from HON 495 and/or Honors Experiential Learning credit. Credits: 6

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
HON	346	Honors Collaborative Discovery and Innovation	none	1	Yes
HON	376	The Justice Challenge	none	2	Yes
HON	377	Honors Hackathon	none	1	Yes
HON	378	Honors Design Challenge	none	3	Yes
HON	383	Honors Colloquium	none	1-6	No
HON	482	Travel Studies	none	1-6	Yes
HON	491	Independent Study	none	1-6	No
HON	495	Practicum	none	1-3	No
HON	498	Research	none	1-6	No
		Honors-designated courses in any discipline		1-6	No
		Honors contracted courses in any discipline		1-6	No

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
		Honors Experiential Learning Students can earn credit for the following experiences: - Graduate-level coursework as an undergraduate student - Non-Honors study abroad/travel study* - Internship* - Non-Honors teaching assistant/research assistant credit* - Student teaching/practicum* - Clinical experience* *Requires additional reflection		1-3	No

9. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Students who complete this minor will achieve the following student learning outcomes. These outcomes reflect the existing student learning outcomes for students who graduate with Fishback Honors College distinction as well as outcomes that are unique to the coursework in this minor. The outcomes are based on standards set by the National Collegiate Honors Council—the governing organization for Honors education—as well as the core values and priorities of SDSU's strategic plan.

1. Demonstrate application of critical thinking and systems analysis.
2. Collaborate with others to develop cross-disciplinary understanding of complex topics.
3. Analyze and integrate multiple sources of information into communication and decision-making.
4. Effectively communicate information, ideas, and beliefs with clarity and civility.
5. Design innovative approaches and solutions to challenges.

Individual Student Outcome	Program Courses that Address the Outcomes										
	HON 100*	HON 290*	HON 346	HON 376	HON 377	HON 378	HON 383	HON 390*	HON 482	HON 490*	HON 498*
Demonstrate application of critical thinking and system analysis.	X		X	X	X	X		X	X		X
Collaborate with others to develop cross-disciplinary understanding of complex topics.		X			X	X	X	X	X		
Analyze and integrate multiple sources of information into communication and decision-making.			X	X	X	X	X	X	X		X
Effectively communicate information, ideas, and beliefs with clarity and civility.	X	X	X	X	X	X	X	X	X	X	
Design innovative approaches and solutions to challenges.		X	X		X	X				X	

*Required coursework

10. What instructional approaches and technologies will instructors use to teach courses in the minor?

The instructional technologies will be consistent with those available and utilized for other SDSU courses. The majority of courses will be offered face-to-face with some options for hybrid or online delivery. The courses in this minor will involve a variety of instructional approaches including seminars, discussion-led courses, lectures, and community engagement. There will be some direct

instruction courses, experiential learning options, and applied study/research.

11. Delivery Location

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	**2024-2025 Academic Year**

	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*](AAC Guideline 5.5).	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		
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)?

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

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.

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.*

The infrastructure to oversee and track student completion of the minor is already in place with existing Honors staff. Further analytical capacity will be supported by the addition of an Associate Dean of Academic Excellence (ADAE). The funds for this position have been raised in partnership with the SDSU Foundation, and the Honors College intends to recruit to fill this position within a year. The ADAE will further contribute to offering courses outlined in the minor. In the fall of 2023, the Fishback Honors College welcomed their first faculty member to the team. This professional – the Kemp Endowed Professor of Honors Mathematics – will also contribute to teaching both new and existing courses in support of the minor.

The new courses proposed for the Applied Thinking and Innovation Minor are currently being developed with support from a $749,977 United States Department of Agriculture Higher Education

Challenge grant awarded to SDSU in 2022. This funding will continue to support the development and delivery of the new courses through the end of the 2025-2026 academic year. Following the completion of the grant, workload will be available for Honors staff to continue offering the courses.

The Fishback Honors College expects an increase in revenue generation resulting from this minor. For each new incoming class, they estimate the generation of 105 credit hours based on the 15 students who complete the minor each year completing 1 credit each of HON 100, 290, 390, and 490 as well as 3 credits from the list of electives above and beyond what they would do for Honors distinction alone. Additional revenue will be generated from students who enroll in some of the minor courses but who do not complete the minor.

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.**

☒ YES, *the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.*

☐ NO, *the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*

Appendix A
Corresponding Curriculum Requests – New Course Requests

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Van D. & Barbara B. Fishback Honors College
Institution	**Division/Department**
Dennis D.Hedge	1/25/2024
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
HON 346	Honors Collaborative Discovery and Innovation	1

Course Description
Students will develop foundations for success in the Honors Capstone. Working collaboratively, students from all disciplinary backgrounds will explore historical and modern examples of discovery and innovation that exemplify best practices in research, scholarship, and/or creative activity. This course serves as a strong launching point for the Honors Capstone and provides insight into some of the greatest discoveries and innovations of our time.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
EDFN 338	Foundations of American Education	2
XXX 498	Research	variable

Provide explanation of differences between proposed course and existing system catalog courses below:

EDFN 338 Foundations of American Education explores the history and philosophy of American education through 12th grade with a focus on issues related to teachers. HON 346 will take a broader look at the history and philosophy of education with a focus on innovation, discovery, and research particularly at the college level and in the professional world.

XXX 498 Research credits give students the opportunity to conduct hands-on research or scholarly work in their field. This course will have elements of research, but it is more focused on providing students with foundational knowledge and skills that will prepare them to engage in XXX 498 courses and similar experiences in the future.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: This course will be offered on a rotating basis within the teaching appointment of current and planned Honors College staff members.

3.2. Existing program(s) in which course will be offered: Applied Thinking & Innovation Minor

3.3. Proposed instructional method by university (*as defined by* [AAC Guideline 5.4](#))**:** R – Lecture

3.4. Proposed delivery method by university (*as defined by* [AAC Guideline 5.5](#))**:** 001 – Face to Face, 018 - Online Synchronous

3.5. Term change will be effective: fall 2024

3.6. Can students repeat the course for additional credit? ☐Yes, total credit limit: ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes   ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: Van D. & Barbara B. Fishback Honors College

4.2. Banner Department Code: SHON

4.3. Proposed CIP Code: 30.9999

Is this a new CIP code for the university?   ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Hanna Holmquist	Hanna Holmquist	10/24/2023
Request Originator	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	10/24/2023
Department Chair	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	10/24/2023
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   The HON 346 course directly answers a call from students for support and scaffolding related to their Honors Capstone experience. Completion of this course will prepare students for the unique nuances of the various approved forms of Honors Capstones while introducing them to a diverse cross section of collaborative- and solo-based inquiry and innovations that have shaped our world.
2. Note whether this course is: ☐ Required   ☒ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A
5. Desired section size: 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Christine Larson, Professor, Ph.D., or other faculty with a terminal degree and experience in RSCA.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Current facilities and instructional design services meet the needs of this course.
8. Note whether adequate library and media support are available for the course.
   Yes, adequate library and media support are available for this course.

9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes   ☒ No

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
    N/A

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Van D. & Barbara B. Fishback Honors College
Institution	**Division/Department**
Dennis D.Hedge	1/25/2024
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
HON 376	The Justice Challenge	2

Course Description

This common, grounding experience introduces students to the scope of a Grand Challenge theme. Possible themes include food, climate, and sustainable agriculture. The eight-week intensive course provides the context and science-based content knowledge that students will need to credibly take on the challenges of the world related to the theme. In addition, the course provides students with professional development and team-building opportunities with experts from the region and beyond.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
HON 383	Honors Colloquium	1-3
GEOG/SUST 111	Sustainable Society	3

Provide explanation of differences between proposed course and existing system catalog courses below:

HON 376 The Justice Challenge will have a new focus each year that addresses current and pressing issues of our time. There is also potential for students to work collaboratively with other Honors students and professionals from across the country who are focused on a similar theme. HON 383 Honors Colloquium covers more general academic topics and is generally focused on applications and partnerships within SDSU and the Brookings community. GEOG/SUST 111 Sustainable Society is an introduction to sustainability that assesses how human population, affluence, privilege, environmental justice, and sustainable development are aspects of sustainability. There will be some similar themes in the Justice Challenge course, but

it will be more broadly related to topics beyond just sustainability.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: This course will be offered on a rotating basis within the teaching appointment of current Honors College staff members.

3.2. Existing program(s) in which course will be offered: Applied Thinking & Innovation Minor, Honors College distinction

3.3. Proposed instructional method by university *(as defined by* AAC Guideline 5.4*)*: R - Lecture

3.4. Proposed delivery method by university *(as defined by* AAC Guideline 5.5*)*: 001 – Face to Face, 018 - Online Synchronous

3.5. Term change will be effective: fall 2024

3.6. Can students repeat the course for additional credit? ☒Yes, total credit limit: 4   ☐ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes   ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: Van D. & Barbara B. Fishback Honors College

4.2. Banner Department Code: SHON

4.3. Proposed CIP Code: 30.9999

Is this a new CIP code for the university?   ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Hanna Holmquist	Hanna Holmquist	10/24/2023
Request Originator	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	10/24/2023
Department Chair	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	10/24/2023
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   HON 376 The Justice Challenge is an intensive learning experience founded in the latest pedagogical approaches to developing students as systems thinkers and solvers of complex problems facing our society. This type of experience provides students with experience utilizing professional skills that are rare even in professional settings. The addition of this course incorporates a timely and transformative experience hallmark to the guiding principles of honors education.
2. Note whether this course is: ☐ Required   ☒ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course? None
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made. N/A
5. Desired section size: 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Rebecca Bott-Knutson, Dean, Ph.D.
   Christine Larson, Professor, Ph.D.

7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Current facilities and instructional design services meet the needs of this course.
8. Note whether adequate library and media support are available for the course.
   Yes, adequate library and media support are available for this course.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes   ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
    N/A

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Van D. & Barbara B. Fishback Honors College
Institution	**Division/Department**
Dennis D.Hedge	1/25/2024
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
HON 377	Honors Hackathon	1

Course Description

Students from multiple disciplines will form working teams and develop innovative solutions for a complex, real-world problem. Students will use critical thinking to consider workability, feasibility, and usability of possible solutions. The experience will conclude with students presenting their ideas to faculty and professionals in the field.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
X93	Workshop	variable
X92	Topics	variable

Provide explanation of differences between proposed course and existing system catalog courses below:

The X93 Workshop option is geared toward graduate students and is more general in the types of activities included. HON 377 Honors Hackathon will be an intensive experience for undergraduate students that involves more experiential learning and application of concepts. X92 Topics courses provide students with an in-depth look at a specialized topic. HON 377 experiences will be organized around a topic, but there will be hands-on work and real-world application of the material over a short, intensive academic experience.

Section 3. Other Course Information
3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: This course will be offered on a rotating basis within the teaching appointment of current Honors College staff members.

3.2. Existing program(s) in which course will be offered: Applied Thinking & Innovation Minor, Honors College distinction

3.3. Proposed instructional method by university *(as defined by AAC Guideline 5.4)*: X – Experiential Learning

3.4. Proposed delivery method by university *(as defined by AAC Guideline 5.5)*: 001 – Face to Face, 018 - Online Synchronous

3.5. Term change will be effective: fall 2024

3.6. Can students repeat the course for additional credit? ☒Yes, total credit limit: 2   ☐ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes   ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)
4.1. University Department: Van D. & Barbara B. Fishback Honors College

4.2. Banner Department Code: SHON

4.3. Proposed CIP Code: 30.9999

Is this a new CIP code for the university?   ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Hanna Holmquist	Hanna Holmquist	10/24/2023
Request Originator	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	10/24/2023
Department Chair	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	10/24/2023
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   The Honors Hackathon is an intensive learning experience founded in the latest pedagogical approaches to developing critical thinking, collaborative, and problem-solving skills. This type of experience provides students with experience utilizing professional skills that are rare even in professional settings. The addition of this course incorporates a timely and transformative experience hallmark to the guiding principles of honors education.
2. Note whether this course is: ☐ Required   ☒ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A
5. Desired section size: 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Rebecca Bott-Knutson, Dean, Ph.D.

Hanna Holmquist, Advisor and Coordinator for Student Services, M.S.
Nathan Bylander, Coordinator for Programs, Events, and Promotions, M.S.
Christine Larson, Professor, Ph.D.

7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Current facilities and instructional design services meet the needs of this course.
8. Note whether adequate library and media support are available for the course.
   Yes, adequate library and media support are available for this course.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes   ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
    N/A

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Van D. & Barbara B. Fishback Honors College
Institution	**Division/Department**
Dennis D.Hedge	1/25/2024
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
HON 378	Honors Design Challenge	3

Course Description

The Design Challenge is an opportunity for students to identify and propose solutions to a local problem. The course emphasizes design thinking, creativity, critical thinking, and collaboration applied to solutions for issues affecting local communities. Understanding the interrelationships and complexities of multi-faceted problems is central to each project.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
EE 464	Senior Design Project I	2
EE 465	Senior Design Project II	2
LDR 496	Field Experience	2

Provide explanation of differences between proposed course and existing system catalog courses below:

The EE 464 and EE 465 Senior Design courses (and similar courses within other engineering majors) involve students applying the skills and knowledge from their academic coursework

to a specific project that has real-world applications. HON 378 will also have students applying knowledge in real-world settings with community partners, but it will be more focused on identifying ways to address systemic issues rather than developing a new technology or product for a client.

Students in LDR 496 complete a leadership-based field experience which often involves working with local non-profits or similar organizations. Students in HON 378 will also work with community partners, but the course and projects will be more focused on identifying issues and solutions for the organization rather than simulating workplace experiences for the students.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: This course will be offered on a rotating basis within the teaching appointment of current Honors College staff members.

3.2. Existing program(s) in which course will be offered: Applied Thinking & Innovation Minor, Honors College distinction

3.3. Proposed instructional method by university (*as defined by AAC Guideline 5.4*)**:** E – Seminar

3.4. Proposed delivery method by university (*as defined by AAC Guideline 5.5*)**:** 001 – Face to Face

3.5. Term change will be effective: fall 2024

3.6. Can students repeat the course for additional credit? ☐Yes, total credit limit: ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: Van D. & Barbara B. Fishback Honors College

4.2. Banner Department Code: SHON

4.3. Proposed CIP Code: 30.9999

Is this a new CIP code for the university?   ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Hanna Holmquist	Hanna Holmquist	10/24/2023
Request Originator	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	10/24/2023
Department Chair	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	10/24/2023
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   HON 378 Honors Design Challenge is an innovative strategy to foster academic excellence and support community engagement simultaneously. Students will learn community-participatory practices for sound public-service based applications. This course serves as an opportunity to directly engage both applied thinking and innovation aspects of the minor.

2. Note whether this course is: ☐ Required   ☒ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course? None

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A
5. Desired section size: 24
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Rebecca Bott-Knutson, Dean, Ph.D.
   Geb Bastian, Assistant Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Current facilities and instructional design services meet the needs of this course.
8. Note whether adequate library and media support are available for the course.
   Yes, adequate library and media support are available for this course.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes   ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
    N/A

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Van D. & Barbara B. Fishback Honors College
Institution	**Division/Department**
Dennis D.Hedge	1/25/2024
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
HON 482	Travel Studies	1-3

Course Description

This travel study course is designed to provide extramural educational experiences, as approved by, and under the direction of a faculty member, and may be in cooperation with faculty and administrators of other institutions. Students will participate in hands-on activities, and design educational activities for presentation. Includes pre-travel coursework and post-travel reflection.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
Varies	Travel Studies	1-5
HON 492	Topic	1-3

Provide explanation of differences between proposed course and existing system catalog courses below:

The Honors College has previously offered travel studies courses under HON 492 Topics. SDSU offers specific travel studies courses under various prefixes including, but not limited to, ABS, ARCH, ART, CMST, CS, ENGL, FSRM, GDES, GEOG, GLST, GS, HDFS, HMGT, ID, NUTR, and PE. HON 482 will focus on a travel experience built upon interdisciplinary topics that are not specific to a single discipline.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

⊠ No. Schedule Management, explain below: The Honors College has offered this course as HON 492 Topics. This request assigns the course a permanent course title and number.

3.2. Existing program(s) in which course will be offered: Applied Thinking & Innovation Minor, Honors College Distinction

3.3. Proposed instructional method by university (*as defined by AAC Guideline 5.4*)**:** V – Travel Study

3.4. Proposed delivery method by university (*as defined by AAC Guideline 5.5*)**:** 001 – Face to Face

3.5. Term change will be effective: fall 2024

3.6. Can students repeat the course for additional credit? ⊠ Yes, total credit limit: 6 ☐ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ⊠ No

3.8. Will section enrollment be capped? ☐Yes, max per section: ⊠ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ⊠ No

3.10. Is this prefix approved for your university? ⊠ Yes   ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: Van D. & Barbara B. Fishback Honors College

4.2. Banner Department Code: SHON

4.3. Proposed CIP Code: 30.9999

Is this a new CIP code for the university?   ☐ Yes ⊠ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Becky Bott-Knutson	Becky Bott-Knutson	12/11/2023
Request Originator	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	12/11/2023
Department Chair	**Signature**	**Date**
Becky Bott-Knutson	Becky Bott-Knutson	12/11/2023
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   The Honors College has previously offered travel studies courses using HON 492 Topics. Giving this course a permanent title and course number will make it easier to identify study abroad from other experiential opportunities within the Honors curriculum.

2. Note whether this course is: ☐ Required   ⊠ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A

5. Desired section size: 30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Rebecca Bott-Knutson, Dean, Ph.D.
   Christine Larson, Professor, Ph.D.
   Hanna Holmquist, Honors Advisor and Coordinator of Student Services, M.S.
   Nathan Bylander, Coordinator for Programs, Events, and Promotions, M.S.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Current facilities and instructional design services meet the needs of this course.
8. Note whether adequate library and media support are available for the course.
   Yes, adequate library and media support are available for this course.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes   ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is
    to be determined.
    The number of credits will be determined by the number of hours involved in the travel experience and
    associated coursework.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
New Program Request – USD – Minor in Arts in Health

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests authorization to offer a minor in Arts in Health. Arts in health uses the arts (visual, dance, music, literature, theatre, etc.) to enhance health and well-being in a variety of institutional settings. The proposed minor would train future arts in health professionals to work with individuals and institutions to promote health and wellness through the arts in community and healthcare settings. USD currently has a certificate in Arts in Health.

IMPACT AND RECOMMENDATION
USD plans to offer the minor in Arts in Health on campus and online. USD does not request new state resources. No new courses will be required. USD estimates 15 students enrolled and 7 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request Summary: USD – Minor in Arts in Health

****

DRAFT MOTION 20240403_5-A(4):
I move to authorize USD to offer a minor in Arts in Health, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	USD
TITLE OF PROPOSED MINOR:	Arts in Health
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any baccalaureate
EXISTING RELATED MAJORS OR MINORS:	Arts in Health undergraduate and graduate certificates (Major UAIH)
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	51.2301
UNIVERSITY DEPARTMENT:	Art
BANNER DEPARTMENT CODE:	UART
UNIVERSITY DIVISION:	College of Fine Arts
BANNER DIVISION CODE:	2F

X	**Please check this box to confirm that (place an "X" in the left box):**
	• The individual preparing this request has read AAC Guideline 2.8, which pertains to new baccalaureate degree minor requests and that this request meets the requirements outlined in the guidelines.
	• This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

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

_____   _____
                    President of the University   Date

1. **Do you have a major in this field?** (*YES or NO*)
   No, we do not have a baccalaureate degree in Arts in Health, but students can currently take an undergraduate or graduate certificate in Arts in Health.

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		

AAC Form 2.8 – New Baccalaureate Degree Minor
(Last Revised 04/2021, USD Accessibility Check 09/2022)

USD already offers a certificate program in Arts in Health. At the undergraduate level, the majority of students taking this program are traditional, on-campus students. However, as a certificate program those courses are ineligible for federal financial aid. We would like to expand the certificate program to include two 3-credit courses, turning it into a minor that students can receive federal aid for the program, thus making the program both more accessible and more affordable. The University of South Dakota is designated by SDCL 13-57-1 to provide professional education in ". . . fine arts, . . . and medicine. This minor links professional education in those fields, and supports the goal of Affordability identified in the USD 2020-26 strategic plan by "reducing the funding gap for students with financial need (p. 14)." This minor also addresses SDBOR Strategic Plan 2022-2027 goal 2, Access and Affordability, by enabling students to access federal financial aid resources for the courses. This improves "college access for students of all income levels, reducing the long-term debt of student loan borrowers, and helping South Dakota's institutions compete for both in-state and out-of-state students (p. 9)." The Arts in Health minor will thus be a highly accessible program that may be taken fully online and will be eligible for student federal financial aid.

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.**
    Arts in health uses the arts (visual, dance, music, literature, theatre, etc.) to enhance health and well-being in a variety of institutional settings. The purpose of this minor is to train future arts in health professionals to work with individuals and institutions to promote health and wellness through the arts in community and healthcare settings.

4. **How will the proposed minor benefit students?**
    Students will learn about basic and advanced healthcare concepts, and how the fine arts can cross multiple disciplines to help develop patient care tools to assist medical professionals in patient treatment. Additionally, students learn to safely bring the fine arts to communities and populations with specific needs and abilities across the whole life spectrum. Expanding the certificate program to include two 3-credit courses to create a minor will also ensure that students can receive federal financial aid for the classes.

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.*
    Arts in health embraces the use of visual arts, dance and movement, music, literature and poetry, drama, and theater to enhance the health and wellbeing for all individuals, regardless of age or ability. As such, the minor is designed to explore the diverse, multi-disciplinary field of arts in health, and is an excellent enhancement for many majors, including Addictions Studies, Elementary Education, Psychology, Sociology, and more. Students learn about the history of the field, professional best practices, ethics, and creative strategies to develop and facilitate arts programming within a broad range of health care and public health environments. Arts in healthcare studies show that 50% of US hospitals have arts programing and 24 states offer accredited graduate degree programs in art therapy. These are educational programs and jobs students obtaining the minor may wish to pursue.

6. **Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.**

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 25	FY 26	FY 27	FY 28
Students enrolled in the minor (fall)	5	10	15	15
Completions by graduates	-	5	7	7

*Do not include current fiscal year.

Estimates are based on an analysis of the enrollment in the introductory class of the certificate program, ART 410, and the culminating course and internships, ART 425:

	FY20	FY21	FY22	FY23	FY24
410	10	12	16	8	15
425	4	3	0	1	5

We believe that as the minor is established most students will choose to receive that rather than the certificate. In addition, we believe that the number of students completing the program will rise to 50% of those who start once students are eligible for federal financial aid.

7. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**
    The curriculum utilizes the standards of Core Curriculum for Arts in Health Professionals by the National Organization for the Arts in Health (NOAH), Health Education Standards, and the South Dakota Arts Council (SDAC) Content Standards and highlights requirements for programs offering master's programs in arts in health.

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, <u>including</u> 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**

Program Title	Credit Hours	Percent
Requirements in minor	12	66.67%
Electives in minor	6	33.33%
Total	18	100%

    B. **Required Courses in the Minor**

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
ART	410	Arts in Health	n/a	3	no
ART	415	Populations, Multiculturalism, and Ethics	n/a	3	no
ART	420	Materials Use and Safety	n/a	3	no
ART	425	Arts in Health Internship	n/a	3	no
			Subtotal	12	

AAC Form 2.8 – New Baccalaureate Degree Minor
(Last Revised 04/2021)

9. **Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.**
    Select __6__ credits from the following list:

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
Electives: any 6 credits from the following prefixes with approval of the Director of the Arts in Health Program: ACP, ART, ARTH, ARTD, CJUS, CMST, COUN, DCOM, ELED, ENGL, HLTH, HSAD, HSC, MUAP, MUEN, MUS, NATV, PHGY, PUBH, PSYC, SOC, SOCW, SPED, THEA, WMST.			Prerequisites will be reviewed at the course level with the Director of Arts in Health Program.	6	No

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 Outcomes	ART 410	ART 415	ART 420	ART 425
Gain a basic understanding of the arts in health field.	X	X	X	X
Identify components for successful arts programing within healthcare settings and communities.	X	X	X	
Explore materials use and safety considerations in health and community settings.	X	X	X	X
Build academic writing skills needed to communicate the value of arts in health effectively.	X	X	X	X
Evaluate ethical practices for populations in health and community settings		X		X
Develop basic skills required to successfully perform and produce results in an arts in health setting.	X	X	X	X

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text

10. **What instructional approaches and technologies will instructors use to teach courses in the minor?** *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*
    ART 410, 415 and 420 will be taught online asynchronous. ART 425 is taught as an experiential learning internship course in the field of arts in health setting. Six credits of elective courses may be taught as face-to-face, online synchronous, or online asynchronous delivery methods.

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		

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in* <u>*AAC Guideline 5.5*</u>.	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	X15 Online Asynchronous X18 Online Synchronous X98 Other	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)	Yes	X15 Online Asynchronous X18 Online Synchronous X98 Other	Fall 2024

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.*
No additional costs are anticipated by offering the Arts in Health minor as we already offer all classes associated with the minor through the Arts in Health certificate and elective courses.

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" before the correct response)

	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.
X	NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

15. Additional Information:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT

New Specialization Request – DSU – Specialization in Esports Management – BBA in Business Administration

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a specialization in Esports Management within BBA in Business Administration program. The program will provide the knowledge and skills needed to be successful managers and leaders. Students will be able to develop, promote and manage esports events as well as develop an understanding of the technical and environmental aspects of the esports ecosystem.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the specialization on campus and online. DSU is not requesting additional state resources to offer the program. No new courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Esports Management – Business Administration (BBA)

****

DRAFT MOTION 20240403_5-B(1):

I move to authorize DSU to offer a specialization in Esports Management within the BBA in Business Administration program, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	**Esports Management**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**BBA Business Administration**
BANNER PROGRAM CODE:	**520201**
INTENDED DATE OF IMPLEMENTATION:	**1/1/2024**
PROPOSED CIP CODE:	**520201**
UNIVERSITY DEPARTMENT:	**College of Business and Information Systems**
BANNER DEPARTMENT CODE:	**DCBIS 8N**
UNIVERSITY DIVISION:	**Business**
BANNER DIVISION CODE:	**DBUS**

☒ **Please check this box to confirm that:**

- 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.

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 S. Hoey	11/16/2023
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

AAC Form 2.6 – New Specialization
(Last Revised 01/2021)

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

1. **Level of the Specialization (*place an "X" in the appropriate box*):**

    Baccalaureate   ☒   Master's   ☐   Doctoral   ☐

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

    The Esports Management specialization prepares students for careers in the esports industry. The program will provide the knowledge and skills needed to be successful managers and leaders. Students will be able to develop, promote and manage esports events as well as develop an understanding of the technical and environmental aspects of the esports ecosystem.

    o   Analyze fundamental business principles as they apply to managing events in the Esports industry.
    o   Describe the technical requirements involved in producing Esports programs.
    o   Use communication strategies tailored to the management of specific audiences in the Esports setting.

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

    The esports industry has experienced tremendous growth in recent years, with a global audience of over 500 million people and revenues expected to reach $1.08 billion in 2021, according to Newzoo's Global Esports Market Report.[1]

    The industry has seen significant investment from major brands, as well as the establishment of professional leagues and tournaments with multi-million-dollar prize pools. Esports has also gained recognition as a legitimate sport, with players receiving visas as professional athletes and esports being included in major sporting events such as the Asian Games and the Olympics.

    Esports has also seen growth in terms of viewership and engagement, with online platforms such as Twitch and YouTube providing a global audience for live broadcasts and replays of tournaments and matches.

    Furthermore, the COVID-19 pandemic has accelerated the growth of esports as traditional sports were suspended, leading to an increase in viewership and engagement. This trend is expected to continue, as esports offers a digital alternative that can be played and watched from anywhere in the world.

    Overall, the esports industry is expected to continue to grow in the coming years, driven by the increasing popularity of competitive gaming, the expansion of professional leagues and teams, and the continued investment from brands and advertisers.

    We looked at US government data but found it lagging behind the industry's rapid change.   The Bureau of Labor Statistics Occupational Outlook Handbook was reviewed for ways among several of considering this evolving career. A few are provided as examples:

    ●   Entertainment and Sports Occupations, for workers who perform artistic and athletic ventures. Overall employment in entertainment and sports occupations is projected to grow 13 percent from 2021 to

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[1] https://newzoo.com/insights/trend-reports/newzoo-global-esports-live-streaming-market-report-2022-free-version

2031, much faster than the average for all occupations; this increase is expected to result in about 95,500 new jobs over the decade. In addition to new jobs from growth, opportunities arise from the need to replace workers who leave their occupations permanently. About 106,200 openings each year, on average, are projected to come from growth and replacement needs. The median annual wage for this group was $49,470 in May 2021, which was higher than the median annual wage for all occupations of $45,760.[2]

- Advertising, Promotions, and Marketing Managers who plan programs to generate interest in products or services. Overall employment of advertising, promotions, and marketing managers is projected to grow 10 percent from 2021 to 2031, faster than the average for all occupations. About 35,300 openings for advertising, promotions, and marketing managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. The median annual wage for advertising and promotions managers was $127,150 in May 2021.The median annual wage for marketing managers was $135,030 in May 2021.[3]

- Management Occupations: Workers in these occupations establish plans and policies, direct business activities, and oversee people, products, and services. Overall employment in management occupations is projected to grow 8 percent from 2021 to 2031, faster than the average for all occupations; this increase is expected to result in about 883,900 new jobs over the decade. In addition to new jobs from growth, opportunities arise from the need to replace workers who leave their occupations permanently. About 1.1 million openings each year, on average, are projected to come from growth and replacement needs. The median annual wage for this group was $102,450 in May 2021, which was the highest of all.

- A recent internet search for esports jobs show there is a demand. There are a wide variety of job titles, such as esports copywriter, esports coach, esports operations director, esports game operation analyst, esports social media manager, gaming and esports account manager, and more. For example, Indeed.com showed 810 jobs available[4], LinkedIn.com listed 626 esports jobs in the United States[5], and ZipRecruiter.com had 305 esports jobs available in a $33k-$135k salary range.[6]

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
Required Core			**60**	
ACCT	210	Principles of Accounting I	3	No
ACCT	211	Principles of Accounting II	3	No
BADM	101	Survey of Business	3	No
BADM	220	Business Statistics	3	No
BADM	310	Business Finance	3	No
BADM	321	Business Statistics II	3	No
BADM	344	Managerial Communications	3	No
BADM	350	Legal Environment of Business	3	No
BADM	360	Organization and Management	3	No
BADM	370	Marketing	3	No

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[2] https://www.bls.gov/ooh/entertainment-and-sports/home.htm
[3] https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm
[4] https://www.indeed.com/q-Esports-jobs.html?vjk=001736bfed2823d3
[5] https://www.linkedin.com/jobs/esports-jobs
[6] https://www.ziprecruiter.com › Jobs › Esports

BADM	405	International Trade and Finance	3	No
BADM	425	Production and Operations Management	3	No
BADM	457	Business Ethics	3	No
BADM	482	Business Policy and Strategy	3	No
CIS	325	Management Information Systems	3	No
ECON	201	Principles of Microeconomics	3	No
ECON	202	Principles of Macroeconomics	3	No
Esports Management Specialization			21	
CET	432	Esports Foundations and Systems	3	No
GAME	110	Introduction to Esports	3	No
GAME	210	Contemporary Issues in Esports	3	No
GAME	476	Fan Experience, Sportainment, and Brand Management	3	No
GAME	487	Facility, Risk, and Event Management in Sports	3	No
MCOM	353	Digital Media Communication	3	No
Choose one course from the following:			3	
GAME	215	Analytics for Competitive Gaming		No
DAD	222	Audio Production I: Foundations		No
DAD	280	Film Editing		No
BADM	336	Entrepreneurship I		No
CIS	338	Project Management		No
BADM	481	Promotional Management		No

Total number of hours required for completion of specialization	21
Total number of hours required for completion of major	60
Total number of hours required for completion of degree	120

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	**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* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	015 online asynchronous	**Fall 2024**

AAC Form 2.6 – New Specialization
(Last Revised 01/2021)

71

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		Choose an item. Choose an item.

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B (2)
DATE: April 3-4, 2024

****

SUBJECT
New Specialization Request – SDSU – Clinical Nurse Leader Specialization – DNP in Nursing

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION
South Dakota State University (SDSU) requests authorization to offer a Clinical Nurse Leader specialization within the DNP in Nursing program. The Nursing (DNP) – Clinical Nurse Leader (CNL) Specialization curriculum, which is currently offered through the MS in Nursing program, prepares graduates to provide highly skilled point-of-care coordination for patients in both acute and non-acute settings.

The new specialization is requested in response to changing standards and national trends. At the annual CNL Summit in February of 2023, the American Association of Colleges of Nursing (AACN) identified the increasing need for the CNL to be prepared at the doctoral level. The CNL program at SDSU is currently delivered according to AACN's Essentials document and the AACN competencies for the CNL. As AACN changes these documents to reflect the competencies at the doctoral level, it will be necessary for SDSU to also transition this specialization to the DNP to meet new standards for the CNL program.

IMPACT AND RECOMMENDATION
SDSU requests authorization to offer the specialization online. SDSU is not requesting additional state resources to offer the program. Eleven new courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Specialization Request Form: SDSU – Clinical Nurse Leader – Nursing (DNP)

****

DRAFT MOTION 20240403_5-B(2):
I move to authorize SDSU to offer a Clinical Nurse Leader specialization within the DNP in Nursing program, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	**Clinical Nurse Leader**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**Nursing (DNP)**
BANNER PROGRAM CODE:	**SDNP.NUR**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2024**
PROPOSED CIP CODE:	**51.3820**
UNIVERSITY DEPARTMENT:	**Nursing**
BANNER DEPARTMENT CODE:	**SNUR**
UNIVERSITY DIVISION:	**College of Nursing**
BANNER DIVISION CODE:	**3N**

☒ **Please check this box to confirm that:**

- 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.

University Approval

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

_____   1/29/24
Institutional Approval Signature   Date
President or Chief Academic Officer of the University

1. **Level of the Specialization:**

   Baccalaureate ☐   Master's ☐   Doctoral ☒

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

   South Dakota State University (SDSU) requests authorization to offer the Clinical Nurse Leader Specialization in the Doctor of Nursing Practice (DNP). The Nursing (DNP) - Clinical Nurse Leader (CNL) Specialization curriculum prepares graduates to provide highly skilled point-of-care coordination for patients in both acute and non-acute settings. Point-of-care is provided to clients across the lifespan; coordination of care occurs across the healthcare system. Clinical leaders will be prepared to focus on care coordination, outcomes

measurement, transitions of care, interprofessional communication and team leadership, risk assessment, implementation of best practices based on evidence, and quality improvement.

SDSU's College of Nursing is currently authorized to deliver the B.S.N., M.S., Ph.D., and DNP in Nursing along with post-graduate certificates. This includes a master's level Clinical Nurse Leader specialization and post-graduate certificate. The new specialization is requested in response to changing standards and national trends. At the annual CNL Summit in February of 2023, the American Association of Colleges of Nursing (AACN) identified the increasing need for the CNL to be prepared at the doctoral level.[1] With the increased complexity of healthcare, a higher level of scientific knowledge, along with clinical expertise is required.[2] In discussions and work groups at the meeting, the intent to establish a task force to work on the transition to a doctoral-level CNL was discussed. The CNL program at SDSU is currently delivered according to AACN's Essentials document and the AACN competencies for the CNL. As AACN changes these documents to reflect the competencies at the doctoral level, it will be necessary for SDSU to also transition to the DNP to meet new standards for the current CNL program.

The larger healthcare institutions and several smaller hospitals in South Dakota currently have CNLs working in a variety of capacities, particularly in their quality improvement roles. As the role transitions to a broader scope, it will be imperative that SDSU prepare its graduates to meet the new standards. Workforce demands are expected to increase both nationally and within the state.

No significant new resources will be needed to launch and sustain the program. The Nursing (DNP) - Clinical Nurse Leader Specialization will be offered online with a field-based practicum and utilize mainly existing courses offered at SDSU in combination with newly developed courses. The College of Nursing has two faculty members with CNL specializations which would be sufficient to meet the qualifications to teach the CNL-specific coursework. The Nursing (DNP) - Clinical Nurse Leader Specialization will replace the Nursing (M.S.) – Clinical Nurse Leader Specialization.

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 increased demand for nursing professionals with advanced degrees is related to an aging population with multiple co-morbidities, and rigorous standards for quality and safety. Specialized knowledge and approaches to health care delivery are needed at point-of-care roles such as Clinical Nurse Leaders (CNL). The Clinical Nurse Leader (CNL) role is supported by the AACN as well as by established regional clinical partnerships. According to Lightcast[3], employment trends indicate a projected growth of 8% in the United States and 6.6% in South Dakota between 2023 and 2028.

Students will benefit from additional opportunities to engage in direct and indirect practice experiences. When educated at the master's level, CNL students complete a minimum of 500 practice hours; however, with the transition to the DNP CNL, students will complete a

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[1] American Association of Colleges of Nursing [AACN]. (2023a, February 23-25). *Round table discussion.* AACN CNL Summit, Lake Buena Vista, Florida.

[2] AACN. (2022). *AACN fact sheet- DNP.* Retrieved from https://www.aacnnursing.org/news-data/fact-sheets/dnp-fact-sheet

[3] Lightcast. (2023). Nursing (M.S.) - Clinical Nurse Leader Specialization. Retrieved from https://catalog.sdstate.edu/preview_program.php?catoid=48&poid=10973 (visited *December 5, 2023*)

minimum of 1000 practice hours.[4] This increase in clinical hours will enhance CNL graduates' preparation for their advanced practice role. CNL graduates are also qualified to sit for the AACN CNL certification exam offered through the Commission on Nurse Certification.

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)
HSC	502	Rural Healthcare Matters	3	No
HSC	631	Biostatistics I	3	No
NURS	615	Foundations of Advanced Nursing	3	No
NURS	623	Pathophysiology Across the Lifespan: Application to Advanced Practice Nursing	2	No
NURS	626	Research in Nursing and Healthcare	3	No
NURS	630	Advanced Assessment Across the Lifespan for CNLs/Nurse Educators	3	No
NURS	644	Introduction to the CNL Role	1	Yes
NURS	644L	Introduction to the CNL Role Practicum	3	Yes
NURS	645	CNL Improvement Science: A Microsystem Approach	3	No
NURS	645L	CNL Improvement Science: A Microsystem Approach Practicum	2	Yes
NURS	646	CNL Clinical Immersion and Project	1	No
NURS	646L	CNL Clinical Immersion and Project Practicum	5	Yes
NURS	670	Health Policy, Legislation, Economics, & Ethics	3	No
NURS	675	Cultivating a Practice of Cultural Humility in Healthcare	3	No
NURS	750	Transformational Leadership in Nursing	3	No
NURS	760	Advanced Concepts in Health Promotion and Disease Prevention	3	No
NURS	772	Healthcare Technology & Informatics	3	Yes
NURS	783	Healthcare System Management & Evaluation	3	Yes
NURS	784	Quality Metrics for the CNL	2	Yes
NURS	784L	Quality Metrics for the CNL Practicum	2	Yes
NURS	800	Introduction to the DNP-CNL Project	1	Yes
NURS	800L	Introduction to the DNP-CNL Project Practicum	2	Yes
NURS	860	Health Operations & Financial Management for Nurse Managers	3	No
NURS	870	DNP Project Proposal Development	2	Yes
PHA	645	Pharmacotherapeutics Across the Lifespan: Application to Advanced Practice	2	No

Total number of hours required for completion of specialization	33
Total number of hours required for completion of major	37
Total number of hours required for completion of degree	31

The Doctor of Nursing Practice program includes different options for students. This includes the Nursing (DNP) open to registered nurses with a master's degree in nursing with national

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[4] AACN. (2023b). *The Essentials: Core competencies for professional nursing education. Frequently asked questions.* Retrieved from https://www.aacnnursing.org/Portals/0/PDFs/Essentials/Essentials-Revised-Frequently-Asked-Questions.pdf

certification and licensure as a NP, CRNA, CNM, or CNS along with the Family Nurse Practitioner Specialization and Psychiatric Mental Health Nurse Practitioner Specialization that both offer BSN to DNP and Post Master's to DNP pathways. HSC 631 Biostatics I (3 cr.) and NURS 750 Transformational Leadership in Nursing (3 cr.) are required courses for all DNP students. Courses highlighted in turquoise are also required for students in the Nursing (DNP) - Family Nurse Practitioner Specialization and Psychiatric Mental Health Nurse Practitioner Specialization. Students that are practicing as an APRN (such as a CRNA, FNP, etc.) may have already taken some of these courses as part of their previous coursework. Yellow highlighted courses (27 credits) are required specifically for the Clinical Nurse Leader Specialization.

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* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	S15 – Online Asynchronous	**Fall 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:**
Program Description
The Nursing (DNP) – Clinical Nurse Leader Specialization program prepares nurses to assume advanced roles as Clinical Nurse Leaders (CNLs) to transform clinical practice as expert clinicians and leaders, focusing on rural and underserved populations. In addition to delivering evidence-based and outcomes-based care to individuals across the lifespan, the program prepares nurses to serve as experts within the microsystem to produce and implement outcomes-based practice and quality improvement strategies, while being prepared to work collaboratively with rural communities and providers to reduce health disparities. Upon

completion of the CNL track, the graduate will be eligible for the Clinical Nurse Leader certification.

Student Learning Outcomes

At the completion of the program, the graduate will successfully demonstrate the following student learning outcomes:

1. Integrate theoretical and scientific underpinnings of nursing and other disciplines to address emerging healthcare and practice issues.
2. Engage in health policy at all levels to influence healthcare delivery concerns, such as health disparities, cultural sensitivity, ethics, access to care, health finance, and quality of care.
3. Demonstrate leadership at the organizational and/or systems level to address health outcomes of individuals and populations though evidence-based initiatives.
4. Utilize advanced nursing knowledge and information systems/technology related to clinical prevention and health promotion to address gaps in healthcare.
5. Collaborate with the interprofessional team in the translation, implementation, analysis, and dissemination of evidence-based practice to improve healthcare outcomes.
6. Employ evidence-based practice and advanced clinical judgment to comprehensively assess, design, and deliver care for individuals or populations.
7. Utilize microsystem assessment data to design, implement and evaluate evidence- based interventions that improve safety and quality for selected populations (CNL Specific).

Individual Student Outcomes and Program Courses

Individual Student Outcome	HSC 502	HSC 631	NURS 615	NURS 623	NURS 626	NURS 630	NURS 644-644L	NURS 645-645L	NURS 646-646L	NURS 670	NURS 675	NURS 750	NURS 760	NURS 772	NURS 783	NURS 784-784L	NURS 800-800L	NURS 860	NURS 870	PHA 645
Integrate theoretical and scientific underpinnings of nursing and other disciplines to address emerging healthcare and practice issues.			X		X						X									
Engage in health policy at all levels to influence healthcare delivery concerns, such as health disparities, cultural sensitivity, ethics, access to care, health finance, and quality of care.	X									X	X				X					
Demonstrate leadership at the organizational and/or systems level to address health outcomes of individuals and populations though evidence-based initiatives.												X				X		X		
Utilize advanced nursing knowledge and information systems/technology related to clinical prevention and health promotion to address gaps in healthcare.				X		X							X	X						
Collaborate with the interprofessional team in the translation, implementation, analysis, and dissemination of evidence-based practice to improve healthcare outcomes.														X						
Employ evidence-based practice and advanced clinical judgment to						X														X

Individual Student Outcome	HSC 502	HSC 631	NURS 615	NURS 623	NURS 626	NURS 630	NURS 644-644L	NURS 645-645L	NURS 646-646L	NURS 670	NURS 675	NURS 750	NURS 760	NURS 772	NURS 783	NURS 784-784L	NURS 800-800L	NURS 860	NURS 870	PHA 645
comprehensively assess, design, and deliver care for individuals or populations.																				
Utilize microsystem assessment data to design, implement and evaluate evidence-based interventions that improve safety and quality for selected populations (CNL Specific).							X	X	X							X	X		X	

Additional Admissions Requirements
GRE: Not required
TOEFL: Score of 81 Internet-based
TOEFL Essentials: 8.5
IELTS: 6.5 total band
Duolingo: 110

Additional Admission Requirements for Bachelor's to Doctor of Nursing Practice
In addition to meeting the Graduate School admission requirements, applicants for graduate study for the Bachelor's to Doctor of Nursing Practice – Clinical Nurse Leader Specialization must have:
- Current licensure as a Registered Nurse in the United States or its' territories prior to enrollment in first graduate nursing course.
- 1500 hours of documented nursing practice experience prior to taking NURS 630.
- Completed and verified application to the Graduate Nursing program via NursingCAS website.
- Completed Compliance requirements: Clear Background check, clear FBI rolled fingerprint, clear drug screen, Basic Life Support for Healthcare Providers, ACLS certification for FNP specialization, professional liability insurance, influenza vaccine, and TB test.
- Interview assessment reviewed by graduate faculty.

For applicants who completed their higher education within the United States:
- Bachelor's degree in nursing from an ACEN or CCNE accredited program with a minimum cumulative preferred GPA of 3.0 or higher on a 4.0 point grading system.

For applicants who completed their higher education outside the United States:
- A degree deemed equivalent (by the World Education Service) to a Bachelor's degree in nursing (within the United States Education System) with a minimum cumulative preferred GPA of 3.0 or higher on a 4.0 point grading system.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Specialization Request – USD – Specialization in Radiologic Technology – BS in Health Sciences

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests authorization to offer a specialization in Radiologic Technology within BS in Health Sciences program. Radiographers perform x-rays and other diagnostic imaging examinations on patients. This specialization will include coursework that transfers from area hospital-based Radiologic Technologist programs, including Avera McKenna School of Radiologic Technology, Avera Sacred Heart School of Radiologic Technology, and Sanford Medical Center School of Radiologic Technology. Through articulation agreements that USD has in place for the BS in Health Sciences program, students will attend USD for two years, and then attend the hospital-based radiology technology program for two years.

IMPACT AND RECOMMENDATION
USD requests authorization to offer the specialization on campus and online, as well as at the hospital sites. USD is not requesting additional state resources to offer the program. Five new courses will be required, but will all be completed at the hospital-based program.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Specialization Request Form: USD – Radiologic Technology – Health Sciences (BS)

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DRAFT MOTION 20240403_5-B(3):
I move to authorize USD to offer a specialization in Radiologic Technology within the BS in Health Sciences program, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	**Radiologic Technology**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**Health Sciences (B.S.)**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2024**
PROPOSED CIP CODE:	**51.000**
UNIVERSITY DEPARTMENT:	**Public Health & Health Sciences**
BANNER DEPARTMENT CODE:	**UHSC**
UNIVERSITY DIVISION:	**School of Health Sciences**
BANNER DIVISION CODE:	**2H**

X	**Please check this box to confirm that (place an "X" in the left box):** • 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.

University Approval

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

Elizabeth M. Freeburg	12/4/2023
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. **Level of the Specialization (place an "X" before the specialization):**

X	Baccalaureate		Master's		Doctoral

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

   The Department of Public Health & Health Sciences requests approval for a new specialization in our B.S. in Health Sciences degree program in Radiologic Technology. Radiologic technologists are trained in the use of different types of medical diagnostic equipment. Radiologic technologists, also known as *radiographers*, perform x-rays and other diagnostic imaging examinations on patients. This specialization will include coursework that transfers from area hospital-based Radiologic Technologist programs, including Avera McKennan School of Radiologic Technology, Avera Sacred Heart School of Radiologic Technology, and Sanford Medical Center School of Radiologic Technology. USD Health Sciences currently has articulation agreements with the Avera

McKennan's and Sanford Medical Center's hospital-based programs for block transfer of credits toward a BS in Health Sciences degree. With this Radiologic Technology specialization, students will attend USD for two years, and then attend the hospital-based radiology technology program for two years.

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

   Hospital-based Radiology Technology programs must partner with an institution of higher education and the USD School of Health Sciences is a perfect fit to partner with these clinical-based programs to ensure graduates can sit for the American Registry of Radiologic Technologists certification exam upon completion of their BS degree in Health Sciences. The specialization will help fill a healthcare workforce need in South Dakota for radiologic technologists. The South Dakota Department of Labor and Regulation projects that each year, South Dakota will need an average of 56 Radiologic Technologists and Technicians per year. The U.S. Bureau of Labor Statistics reports a 6% growth rate in the next 10 years.

   With this specialization, students can take advantage of the articulation agreements that USD currently has, while also obtaining financial aid through USD via a contractual agreement with the hospital-based programs, instead of through a third party, such as Southeast Technical College, as in the past. In addition, this specialization will allow the Dept. of Public Health and Health Sciences the capability to pursue additional articulation agreements with other programs, including the Avera Sacred Heart Radiologic Technology Program in Yankton. Avera Sacred Heart Hospital is eager to form a partnership with USD to allow more students to pursue this career.

   The specialization will not require new resources; it will allow for a more seamless transfer of credit from the hospital-based program to USD each semester instead of via a block at the end of their education.

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)
HSC	110	The Interprofessional Team	3	No
HSC	305	Professional Communication and Relationship-Centered Care	3	No
HSC	310	Health Care Delivery	3	No
PUBH	315	Introduction to Public Health	3	No
HSC	350	Principles of Health Care	3	No
HSC	360	Technology in Care Delivery	3	No
HSC	380	Health Literacy and Culture Care	3	No
HSC	450	Patient Safety-Quality Improvement	3	No
HSC	460	Leading Change	3	No
Select one of the following science sequences (8 cr.)				
PHGY	220/220L	Human Physiology and Integrated Anatomy I [SGR #6]	4	No
PHGY	230/230L	Human Physiology and Integrated Anatomy II [SGR #6]	4	No

AAC Form 2.6 – New Specialization
(Last Revised 01/2021)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
or				
HSC	280/280L	Essentials of Human Anatomy and Physiology [SGR #6]	5	No
HSC	281	Human Disease	3	No
Select three of the following courses (9 credit hours total) or select a major track with a Health Sciences Specialization.				
HSC	111	Introduction to Research	3	No
SPAN	120	Medical Spanish I	3	No
SPAN	121	Medical Spanish II	3	No
HSC	222	Undergraduate Research I	3	No
HSC	250	Healthcare Terms in the Clinical Setting	3	No
HSC	262	Health Careers Exploration	3	No
HSC	275	Comparative Cultures, Theory, and Leadership (Travel)	3	No
HSC	306	Spanish for Healthcare Workers	3	No
HSC	312	Undergraduate Research II	3	No
PUBH	320	Introduction to Epidemiology	3	No
PUBH	325	Global Health	3	No
HSC	330	Native People's Health Care, Promotion, and Policy	3	No
NATV	330	Native People's Health Care, Promotion, and Policy	3	No
HSC	340	Interprofessional Approach to Person-Centered Care	3	No
HSC	365	Universal Supports in Disability Services	3	No
HSC	370	Computerized Medical Record & Regulatory Compliance	3	No
HSC	375	The United States and Global Healthcare Systems	3	No
HSC	385	History and Intro. to Disability	3	No
HSC	400	Clinical Analytics	3	No
HSC	440	Evidence Based Decision Making	3	No
HSC	475	Process and Outcome Evaluation	3	No
HSC	494	Internship	1-12	No
HSC	498	Undergraduate Research/Scholarship (C)	1-6	No
Radiologic Technology Specialization Coursework – Must be completed at an approved hospital-based program				
HSC	481	Radiologic Technology Patient Care & Education	3	Yes
HSC	482	Radiologic Technology Anatomy & Physiology	6	Yes
HSC	483	Imaging Procedures I	9	Yes
HSC	484	Imaging Procedures II	6	Yes
HSC	485	Radiation Science	6	Yes
HSC	494	Internship: Applied Clinical Radiology	18*	No

*HSC 494 Internship: Applied Clinical Radiology taken over two semesters (12 + 6)

Total number of hours required for completion of specialization	48
Total number of hours required for completion of major	44
Total number of hours required for completion of degree	120

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	**Existing major**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	Yes	Avera McKennan Avera Sacred Heart Sanford Medical Center	**Fall 2024**

	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	Existing BS in Health Sciences curriculum is offered online and F2F in Sioux Falls and Vermillion. The Radiologic Tech Specialization courses will be distance delivery only at the three hospitals listed above.	

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)	Yes	Existing BS in Health Sciences curriculum is offered online and F2F in Sioux Falls and Vermillion. The Radiologic Tech Specialization courses will be distance delivery only at the three hospitals listed above.	

6. **Additional Information:**

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
> **New Specialization Request – USD – Specialization in Science Education – BSEd in Secondary Education**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION
> The University of South Dakota (USD) requests authorization to offer a specialization in Science Education within the BSEd in Secondary Education program. The proposed specialization aligns coursework to meet the requirements of the integrated sciences teaching endorsement, which will allow students to teach middle and high school courses across multiple disciplines within the sciences (e.g., biology, physical sciences, life science, earth science). This will provide additional pathways for students interested in becoming a science teacher, which is a high demand area.

IMPACT AND RECOMMENDATION
> USD requests authorization to offer the specialization on campus and through hybrid delivery. USD is not requesting additional state resources to offer the program. No new courses will be required.
>
> Board office staff recommends approval of the program.

ATTACHMENTS
> Attachment I – New Specialization Request Form: USD – Science Education – Secondary Education (BSEd)

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DRAFT MOTION 20240403_5-B(4):
> I move to authorize USD to offer a specialization in Science Education within the BSEd in Secondary Education program, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	**USD**
TITLE OF PROPOSED SPECIALIZATION:	**Science Education Specialization**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**Secondary Education, Bachelor of Science in Education (BSED)**
INTENDED DATE OF IMPLEMENTATION:	**5/13/2024-Summer 2024**
PROPOSED CIP CODE:	**13.1316**
UNIVERSITY DEPARTMENT:	**Teacher Residency & Education**
BANNER DEPARTMENT CODE:	**UCIN**
UNIVERSITY DIVISION:	**School of Education**
BANNER DIVISION CODE:	**2E**

X	**Please check this box to confirm that (place an "X" in the left box):** • The individual preparing this request has read AAC Guideline 2.3.2.2.B, which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines. • This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Elizabeth M. Freeburg	12/4/2023
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

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

1. **Level of the Specialization (place an "X" before the specialization):**

X	Baccalaureate		Master's		Doctoral

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

We are seeking to create a new specialization in the Secondary Education BSED program: Science Education. Currently, this degree program has a Biology Education specialization that prepares students for the advanced biology endorsement in the State of South Dakota, which authorizes program completers to teach middle and high school courses related to the biological sciences. Through this new specialization in Science Education, we have aligned coursework to meet the requirements of the integrated sciences endorsement, which will allow students to teach middle and high school courses across multiple disciplines within the sciences (e.g., biology, physical science, life science, earth science). We believe this will provide additional pathways for students interested in becoming a science teacher, which is a specific teaching area with a very high demand for new teachers but is regularly low enrolled. We are also hoping this will recruit additional students into the program.

Given the scope of this proposed specialization in the Secondary Education BSED program, we have reviewed all program requirements with colleagues in the College of Arts and Sciences to ensure quality control.

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 year[1]. According to the US Department of Education's Teacher Shortage Areas report, South Dakota has had a shortage of science teachers nearly every year since 2004 at the secondary level, and at all levels since 2019[2]. One of the main benefits to students with this new specialization will be that students can have greater flexibility in the science courses they enroll and will have greater flexibility in the science courses they eventually teach upon entering the teaching profession. We hope that this program will draw more students into the program and, therefore, position USD to better meet the very high demand for science teachers.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – highlight courses in the specialization):
Specialization Requirements (31 hours)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOL	151	General Biology I (C) [SGR #6, HSDC]	3	No
BIOL	151L	General Biology I Lab (C) [SGR #6, HSDC]	1	No
BIOL	153	General Biology II (C) [SGR #6, HSDC]	3	No
BIOL	153L	General Biology II Lab (C) [SGR #6, HSDC]	1	No
CHEM	112	General Chemistry I (C) [SGR #6, HSDC]	3	No
CHEM	112L	General Chemistry I Lab (C) [SGR #6, HSDC]	1	No
CHEM	114	General Chemistry II (C) [SGR #6, HSDC]	3	No
CHEM	114L	General Chemistry II Lab (C) [SGR #6, HSDC]	1	No
PHYS	111	Introduction to Physics I (C)	3	No
PHYS	111L	Introduction to Physics I Laboratory (C)	1	No

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[1] https://www.dakotanewsnow.com/2023/08/07/over-180-open-teaching-positions-statewide-down-last-year/
[2] https://tsa.ed.gov/#/reports

AAC Form 2.6 – New Specialization
(Last Revised 01/2021)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PHYS	113	Introduction to Physics II (C)	3	No
PHYS	113L	Introduction to Physics II Laboratory (C)	1	No
ESCI	101	Dynamic Earth	4	No
ESCI	101L	Dynamic Earth Laboratory	0	No
		Choose one of the following courses and lab:		
PHYS	185	Solar System Astronomy (C)	2	No
PHYS	185L	Solar System Astronomy Laboratory (C)	1	No
PHYS	187	Stars, Galaxies, and Cosmology (C)	2	No
PHYS	187L	Stars, Galaxies, and Cosmology Laboratory (C)	1	No
		Science Education Specialization Total	**31**	

Specialization Electives (13 hours)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
XXX	XXX	Students must complete specialization electives in the Life/Biological Sciences, Physical Sciences, Chemistry, Earth and Space Science, including the following prefixes: BIOL, CHEM, ESCI, HSC, ISCI, MTRO, PHGY, PHYS, SUST.	13	No
		Science Education Specialization Electives Total	**13**	

Non-departmental Requirements (13 hours)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	210	Introduction to Literature (C) [SGR #4, HSDC]	3	No
SEED	400	Methods and Media in Middle/High School (C)	2	No
SEED	413	7-12 Science Methods (C)	3	No
TET	200	Technology to Improve Learning	2	No
TET	400	Methods in Educational Technology & Media (Must be taken during Residency Year)	3	No
		Science Education Non-departmental Requirements Total	**13**	

Total number of hours required for completion of major core	35
Total number of hours required for completion of specialization	57 (31+13+13)
Total number of hours required for completion of major	92
Total number of hours required for completion of degree	120

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	**Fall 2024/Summer 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 2.4.3.B.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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)	Yes	online	**Fall 2024/Summer 2024**

6. **Additional Information:**

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (1)
DATE: April 3-4, 2024

****

SUBJECT
> New Site Request – DSU – BS in Individualized Studies (Online)

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
> BOR Policy 2.3.8 – Distance Education

BACKGROUND / DISCUSSION
> Dakota State University (DSU) requests approval to offer the BS in Individualized Studies online. Currently, the program is only available to on-campus students. The program is designed for students who have earned a high number of credits, but not enough credits that can be applied to the requirements for a specific major. The degree gives students the ability to earn a degree for the credits they have completed. This program can be beneficial to online students as well.

IMPACT AND RECOMMENDATION
> DSU requests no new resources, and there will be no costs to offering the program online.
>
> Board office staff recommends approval to offer the program online.

ATTACHMENTS
> Attachment I – New Site Request: DSU – BS in Individualized Studies

****

DRAFT MOTION 20240403_5-C(1):
> I move to approve DSU's new site proposal to offer the BS in Individualized Studies online, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	**DSU**
DEGREE(S) AND PROGRAM:	**Individualized Studies, B.S.**
NEW SITE(S): *Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.*	**Online Asynchronous**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2024**
CIP CODE:	**24.0199**
UNIVERSITY DEPARTMENT:	**General Studies**
BANNER DEPARTMENT CODE:	**DGENS**
UNIVERSITY DIVISION:	**General Studies**
BANNER DIVISION CODE:	**DGES**

☒ **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.

_____   10/24/2023
President or Provost of the University   Date

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

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

    Dakota State University requests authorization to deliver the Individualized Studies degree via online delivery. The program is currently available to on-campus students. To successfully meet the needs of these students, the BS in Individualized Studies must also be available as an online program. DSU offers over 20 undergraduate degrees online.

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.**

    SDSU's B.S. Interdisciplinary Studies was recently approved for online delivery. As noted, DSU offers over 20 undergraduate degrees online. Allowing students to select the BS in Individualized Studies will enhance retention and graduation rates by giving DSU students who have earned a high number of credits, but not high enough in any one major, an option to graduate on time by applying their earned credits toward a degree.

3. **Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate year*).**

    We anticipate redirected students from other existing programs at the university. At the time of application for the BS in Individualized Studies program, there were 49 students enrolled in the General Studies program. The numbers suggest that between the online and on-campus delivery methods, we may have as many as 10 to 15 students complete the major each year.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 24	FY 25	FY26	FY 27
Students new to the university	1	2	3	4
Students from other university programs	1	5	5	5
Continuing students		2	9	16
=Total students in the program (fall)		9	16	25
Graduates				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?**

    We do not anticipate online delivery of the BS in Individualized Studies will compete with SDSU's online BS in Interdisciplinary Studies. The primary market for our online offering is DSU students who have changed majors too many times, who have almost or more than 120 credits, who are unable to complete their program on campus, and who are at risk of dropping out. This option would allow them to complete a bachelor's degree.

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.**

Individualized Studies, B.S.	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	30	30		30	
Subtotal, Degree Requirements	30				
Required Support Courses					
Major Requirements	48			48	
Major Electives or Minor					
Subtotal, Requirements of the Proposed Major	78			78	
Free Electives	42			42	
Total, Degree with Proposed Major	120			120	

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

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

   All courses are currently available online. DSU has developed a robust infrastructure to ensure online students have access to hands-on student success resources and virtual lab access. This provides students with a consistent experience regardless of class delivery mode.

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).**

   Not currently.

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.*

   None.

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.*

Any approved individualized plan of study must consist of existing and regularly scheduled courses. For this reason, this major requires no new courses, no additional faculty for this major, and no additional instructional technology or software requirements. Advising assignments will be handled in accordance with established practices, ensuring that no single faculty member is overburdened or is given release time. We anticipate the students that graduate in this major are current students and we do not expect redirecting any recruiting resources. For all these reasons, the anticipated cost of this program is zero. By helping students find an appropriate major and remaining at DSU, this proposed major will enhance retention and graduation rates while keeping tuition revenue within the institution.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Site Request – SDSU – BA in Interdisciplinary Studies (Online)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
BOR Policy 2.3.8 – Distance Education

BACKGROUND / DISCUSSION
South Dakota State University (SDSU) requests approval to offer the BA in Interdisciplinary Studies online. This will align the program with the BS in Interdisciplinary Studies, which is offered both face-to-face and online.

IMPACT AND RECOMMENDATION
The university requests no new resources, and there will be no costs to offering the program online.

Board office staff recommends approval to offer the program online.

ATTACHMENTS
Attachment I – New Site Request: SDSU – BA in Interdisciplinary Studies

****

DRAFT MOTION 20240403_5-C(2):
I move to approve SDSU's new site proposal to offer the BA in Interdisciplinary Studies online, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request
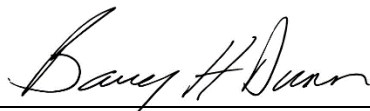
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Interdisciplinary Studies (B.A.)
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
CIP CODE:	30.0000
UNIVERSITY DEPARTMENT:	School of English & Interdisciplinary Studies
BANNER DEPARTMENT CODE:	SENI
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

☒ **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.

[signature]	11/21/23
President of the University	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 deliver the B.A. in Interdisciplinary Studies via online delivery. In 2018 the College of Arts, Humanities and Social Sciences requested to offer B.A. degrees for existing majors. At that time, the B.A. in Interdisciplinary Studies was added as an option. The School of English and Interdisciplinary Studies already offers the B.S. in Interdisciplinary Studies online. The College would like to move forward at this time with being able to promote online delivery for the B.S. and B.A. options for the Interdisciplinary Studies major. Offering the B.A. in Interdisciplinary Studies online will better serve distance students who wish to supplement their training in the discipline with a modern language, instead of additional science credits.

The Interdisciplinary Studies major is designed for those pursuing unique educational goals. Each student develops a goal-driven plan of study approved by the school selecting coursework relevant to those unique goals. Career opportunities for graduates are vast, evolving from the knowledge,

skills and attitudes acquired through a well-designed plan of study. Interdisciplinary studies graduates have been very successful in the job market and in gaining acceptance to graduate/professional schools. Most graduates pursue careers in broad industries or emerging fields. Intensive advising and career planning are critical elements to ensure the plan of study appropriately prepares students for future goals.

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.**

SDSU is the only university in the BOR system offering the Interdisciplinary Studies degree.

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.**

The students are expected to be new to the university. The school anticipates growth in the B.A. enrollment given the appeal of an online option. The methodology used is the current enrollment in the program: 72 majors (67 for the B.S. and 5 for the B.A.); 15 majors are currently online.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 25	FY 26	FY 27	FY 28
Students new to the university	0	2	2	2
Students from other university programs	0	0	0	0
=Total students in the program at the site	0	2	4	6
Program credit hours (major courses)**	0	60	120	180
Graduates	0	0	0	2

 *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?**

No impact on existing Regental programs is anticipated. By adding an online delivery option, it would increase accessibility for students who are looking to pursue their education and are place bound due to current employment, family, and other commitments.

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.**

B.A. in Interdisciplinary Studies	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities online	Credit hours new to this university
System General Education Requirements	30	30	30	0
Subtotal, Degree Requirements	30	30	30	0
College of Arts, Humanities & Social Sciences Requirements	6	6	6	0
Major Requirements	40	40	34	0

B.A. in Interdisciplinary Studies	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities online	Credit hours new to this university
Subtotal, Requirements of the Proposed Major	46	46	40	0
Free Electives	44	44	44	0
Total, Degree with Proposed Major	120	120	114	0

Requirements for Interdisciplinary Studies Major: 120 Credits
Bachelor of Arts
Bachelor of Science

System General Education Requirements
- Goal #1 Written Communication: SGR #1 Electives Credits: 6
- Goal #2 Oral Communication: SGR #2 Elective Credits: 3
- Goal #3 Social Sciences/Diversity: SGR #3 Electives Credits: 6
- Goal #4 Arts and Humanities/Diversity: SGR #4 Electives Credits: 6
- Goal #5 Mathematics: SGR #5 Elective Credits: 3
- Goal #6 Natural Sciences: SGR #6 Electives Credits: 6

College of Arts, Humanities and Social Sciences Requirements - Bachelor of Arts Requirements
- Modern Foreign Language Including the 202-Level Credits: 6+
- 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
- Upper division coursework Credits: 33

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details. See the College of Arts, Humanities & Social Sciences for additional information about Bachelor of Arts and Bachelor of Science specifications.

Major Requirements
- ACS 489 - Transition to Careers Credits: 1
- CMST 410 - Organizational Communication (COM) Credits: 3 or ENGL 379 - Technical Communication (COM) Credits: 3
- IDL 479 - Interdisciplinary Studies Capstone Credits: 3 (Capstone)
- Goal-based Plan of Study (50%+ must be upper division) Credits: 33

Electives
- Taken as needed to complete any additional degree requirements.

Total Required Credits: 120

Academic Requirements
Grade of "C" or higher is required for IDL 479.

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

An academic advisor will be assigned to online and distance learners in the major. Advising can be done using e-mail, phone, Zoom, and other technologies.

The Office of Continuing and Distance Education (CDE) provides support to new online and distance learners through a dedicated onboarding process, Orientation for Online Learners, and Virtual Move-In Day. CDE staff also provides ongoing support through enrollment and student success coordinators that are available to assist students in connecting to necessary resources online and on campus, through the SDSU Virtual Student Union, student success videos, online tutoring support through Tutor.com. Additional student services such as disability services accommodations will be available to students upon request.

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 online 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).**

   There is no accrediting body for Interdisciplinary Studies.

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.*

   The School of English and Interdisciplinary Studies is not requesting additional faculty or resources to deliver the B.A. in Interdisciplinary Studies program online. All courses needed for this program are already offered online by current faculty. Tuition revenue generated from online tuition will adequately fund the program. Growth that requires additional courses will be met by self-support tuition.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
> **New Site Request – SDSU – BA in Sociology (Online)**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
> BOR Policy 2.3.8 – Distance Education

BACKGROUND / DISCUSSION
> South Dakota State University (SDSU) requests approval to offer the BA in Sociology online. This will align the program with the BS in Sociology, which is offered both face-to-face and online.

IMPACT AND RECOMMENDATION
> The university requests no new resources, and there will be no costs to offering the program online.
>
> Board office staff recommends approval to offer the program online.

ATTACHMENTS
> Attachment I – New Site Request: SDSU – BA in Sociology

****

DRAFT MOTION 20240403_5-C(3):
> I move to approve SDSU's new site proposal to offer the BA in Sociology online, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request
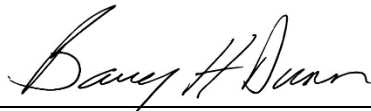
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Sociology (B.A.)
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	School of Psychology, Sociology & Rural Studies
BANNER DEPARTMENT CODE:	SPSR
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

☒ **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	11/21/23
	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 B.A. in Sociology via online delivery. SDSU currently has approval to offer the B.S. degree in Sociology online. The College of Arts, Humanities and Social Sciences would like to move forward at this time with being able to promote both B.S. and B.A. options for the Sociology major. Offering the B.A. in Sociology online will better serve distance students who wish to supplement their training in the discipline with a modern language, instead of additional science credits.

Sociologists ask lots of "why", "how", and "what" questions. Sociologists study the big picture, focusing on the study of social life, social change, and the social causes and consequences of human behavior. They study trends and seek to improve people's lives based upon those trends. Sociology encompasses a wide range of topics including family dynamics, social deviance and crime, government policies, social and demographic trends, and the impact of contemporary issues on businesses, corporations, schools, and other public and private

institutions. Students receive a broad education that will qualify them for many kinds of occupations, working in business, government, and the nonprofit sectors. Sociology majors manage programs and people, provide services in a variety of settings, analyze and collect data, and pursue careers in law enforcement and victim services. The projected employment growth for Sociology is 7.2% for 2023-2028.[1]

SDSU will not require additional resources. All courses are available online.

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. While regental universities including Black Hills State University, Northern State University and the University of South Dakota offer a major in Sociology on their main campus, none of these universities offers a Sociology major online. SDSU is the only Regental institution authorized for online delivery of the Sociology major.

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.**

The students are expected to be a combination of new students and students who are changing their major to Sociology. The School of Psychology, Sociology & Rural Studies anticipates growth in the B.A. enrollment given the appeal of an online option. The online B.A. in Sociology is expected to attract 1-3 students per year. Most Sociology majors pursue the B.S. degree; but there is a small number who would like to pursue the B.A. option. There are currently 14 majors in the online B.S. in Sociology program. Students like the flexibility of programs offered online, which allow them to continue to live and work anywhere in the state while they are completing their degree. It is not expected that online delivery will have much impact on the enrollments in SDSU's face-to-face, on-campus courses.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 25	FY 26	FY 27	FY 28
Students new to the university	1	2	2	2
Students from other university programs	1	1	1	1
=Total students in the program at the site	2	5	8	11
Program credit hours (major courses)**	0	12	42	84
Graduates	0	0	0	1

 *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?**

No impact on existing Regental programs is anticipated. By adding online delivery for the B.A. program, it would increase flexibility and accessibility for students who are looking to pursue their education and are place bound due to current employment, family, and other

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[1] Lightcast (2023). Sociology (B.A./B.S.). Retrieved from
https://catalog.sdstate.edu/preview_program.php?catoid=49&poid=11271 (visited *October 27, 2023*)

commitments.

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.**

B.A. in Sociology	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities online	Credit hours new to this university
System General Education Requirements	30	30	30	0
Subtotal, Degree Requirements	30	30	30	0
College of Arts, Humanities & Social Sciences Requirements	6	6	6	0
Major Requirements	33	33	24	0
Subtotal, Requirements of the Proposed Major	39	39	30	0
Free Electives	51	51	51	0
Total, Degree with Proposed Major	120	120	111	0

Requirements for Sociology Major: 120 Credits
Bachelor of Arts
Bachelor of Science

System General Education Requirements
- Goal #1 Written Communication: SGR #1 Electives Credits: 6
- Goal #2 Oral Communication: SGR #2 Elective Credits: 3
- Goal #3 Social Sciences/Diversity: SGR #3 Electives Credits: 6
- Goal #4 Arts and Humanities/Diversity: SGR #4 Electives Credits: 6
- Goal #5 Mathematics: SGR #5 Elective Credits: 3
- Goal #6 Natural Sciences: SGR #6 Electives Credits: 6

College of Arts, Humanities and Social Sciences Requirements - Bachelor of Arts
Requirements
- Modern Foreign Language Including the 202-Level Credits: 6+
- 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
- Upper division coursework Credits: 33

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details. See the College of Arts, Humanities & Social Sciences for additional information about Bachelor of Arts and Bachelor of Science specifications.

Major Requirements
- SOC 284 – Investigating the Social World Credits: 3
- SOC 307 – Research Methods I (COM) Credits: 3
- SOC 308 – Research Methods II (COM) Credits: 3
- SOC 403 – Sociological Theory (COM) Credits: 3

- SOC 489 – Capstone (COM) Credits: 3
- SOC/ANTH Electives: 18

Electives
- Taken as needed to complete any additional degree requirements

Total Required Credits: 120

Academic Requirements
- A minimum GPA of 2.2.
- A grade of C or better in all SOC courses.
- SOC courses applied to the Sociology major requirements (including the required 15 credit core and 18 credit SOC/ANTH electives) may not be applied to the Criminal Justice minor.

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

An academic advisor will be assigned to online and distance learners in the major. Advising can be done using e-mail, phone, Zoom, and other technologies.

The Office of Continuing and Distance Education (CDE) provides support to new online and distance learners through a dedicated onboarding process, Orientation for Online Learners, and Virtual Move-In Day. CDE staff also provides ongoing support through enrollment and student success coordinators that are available to assist students in connecting to necessary resources online and on campus, through the SDSU Virtual Student Union, student success videos, online tutoring support through Tutor.com. Additional student services such as disability services accommodations will be available to students upon request.

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 online 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).**

This undergraduate program in Sociology is not accredited.

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.*

The School of Psychology, Sociology & Rural Studies is not requesting additional faculty or resources to deliver the B.A. in Sociology program online. All courses needed for this program are already offered in an online format by current faculty. Tuition revenue generated from online tuition will adequately fund the program. Growth that requires additional courses will be met by self-support tuition.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
New Site Request – USD – MA in Special Education (Online)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
BOR Policy 2.3.8 – Distance Education

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests approval to offer the MA in Special Education online. For many of the students in South Dakota and throughout the region, they are unable to attend at the Vermillion main campus due several factors, including financial limitations, housing needs, and family support, and most significantly the travel distance that poses barriers for students attempting to take courses in the evenings. By adding an online site for this program, we would be better able to recruit students into our Teacher Education program and meet the extremely high need for special education teachers in South Dakota, especially in communities throughout the state that are not able to attend a BOR institution in person.

IMPACT AND RECOMMENDATION
USD requests no new resources. There will be no new costs to offering the program online, as all courses in the program are currently offered online.

Board office staff recommends approval to offer the program online.

ATTACHMENTS
Attachment I – New Site Request: USD – MA in Special Education

****

DRAFT MOTION 20240403_5-C(4):
I move to approve USD's new site proposal to offer the MA in Special Education online, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	**Special Education MA** (UMA.SPE) - **Advanced Specialist in Disabilities Specialization** (UMA.SPE-ASD) - **Multicategorical K-12 SPED Specialization** (UMA.SPE-MKS)
NEW SITE(S): *Include address of new physical locations.* *Delivery methods are defined in AAC Guideline 5.5.*	**Online: U15 Online Asynchronous,** **U18 Online Synchronous**
INTENDED DATE OF IMPLEMENTATION:	**May 13, 2024**
CIP CODE:	**13.1001**
UNIVERSITY DEPARTMENT:	**Teacher Residency & Education**
BANNER DEPARTMENT CODE:	**UCIN**
UNIVERSITY DIVISION:	**School of Education**
BANNER DIVISION CODE:	**2E**

x	**Please check this box to confirm that** (place an "X" in the left box): • 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   Date

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

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

   There are several reasons why an online site for the Special Education MA (Specializations: Advanced Specialist in Disabilities, Multicategorical K12 SPED) program is needed. The state of South Dakota is experiencing a teacher shortage and there is a projected increase in the number of teachers in the state over the next five years. EMSI data also corroborates this, indicating that the demand for teachers in South Dakota is 13% higher than the national average. The National Center for Education Statistics reported that nearly 45% of schools nationwide have open teaching positions in special education. According to a recent Argus Leader article, peak job openings have increased in South Dakota by 200 over the last five

years to over 500 openings, while *Our Dakota Dreams* projects over 800 openings. During the 2022-23 school year, approximately 175 teaching jobs went unfilled in the state. In the last year, both the USD Division of Teacher Residency & Education and the Center for Student Professional Services office have been inundated with requests from school principals and superintendents seeking our graduates to meet current mid-year vacancies and anticipated openings for the next school year. One of the most common requests is if we have any graduates in our special education programs. Our Special Education MA program provides a pathway for individuals to become certified special education teachers, but currently is only offered on campus in Vermillion. However, for many of the students in South Dakota and throughout the region, they are unable to attend at the Vermillion main campus due several factors, including financial limitations, housing needs, and family support, and most significantly the travel distance that poses barriers for students attempting to take courses in the evenings. By adding an online site for this program, we would be better able to recruit students into our Teacher Education program and meet the extremely high need for special education teachers in South Dakota, especially in communities throughout the state that are not able to attend a BOR institution in person.

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.**
   Black Hills State University offers a Masters of Arts in Teaching in Special Education, but the program is not offered fully online.
   Northern State University offers a Masters of Science in Education in Special Education online.

   Given the extremely high demand for teachers in South Dakota and throughout the region, we do not anticipate any impact on these programs as all of our courses in this program are already offered online. Moving the Special Education MA program online will only increase the capacity of the BOR institutions to meet the high demand for new teachers in the state, especially for those in rural areas.

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.**

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY25	FY26	FY27	FY28
Students new to the university	10	15	15	20
Students from other university programs	0	0	0	0
=Total students in the program at the site	10	25	30	35
Program credit hours (major courses)**	150	375	570	705
Graduates	-	-	10	15

 *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.

The enrollment numbers for the table above were based on the number of students that have contacted the Division of Teacher Residency and Education or the USD Graduate School indicating a strong interest in the Special Education MA program but were unable to enroll due to the need to come to campus for courses at the end of the degree program during student teaching. Given the high demand for teachers in the state and region along with increased recruiting

efforts highlighting the new online site, we believe it is possible to grow this program.

Students are required to complete a minimum of 30 credit hours in the Special Education MA program. Students seeking initial teacher certification complete up to 42 credit hours to meet certification requirements in the State of South Dakota. As the number of specific credits required varies by students, for the purposes of this request it is assumed that students will complete the MA in 42 credit hours over a two-year period. Therefore, when calculating the program credit hours in the table above, the following methodology was used:

- Students complete 15 credits in year 1, 15 credits in year 2, and 12 in year 3.
- (Number of students in year 1 * 15 credits) + (Number of students in year 2 * 15 credits) + (Number of students in year 3 * 12 credits) = Program credit hours

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

   As all of our SPED MA courses are offered in an online modality already, we do not anticipate any impact on existing programs in the Regental system.

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.**

Special Education MA - **Advanced Specialist in Disabilities Specialization** - **Multicategorical SPED K-12 Specialization**	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	NA				
Subtotal, Degree Requirements	NA				
Required Support Courses	3-9	9	0	9	0
Major Requirements	17-36	36	0	36	0
Major Electives or Minor	0	0	0	0	0
Subtotal, Requirements of the Proposed Major	24-42	42	0	42	0
Free Electives	0-6	6	0	6	0
Total, Degree with Proposed Major	30-42	42	0	42	0

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

Advanced Specialist in Disabilities Specialization 32 Credit Hours
Major Area Coursework
SPED 702 Diagnostic Teaching 3 Credits
SPED 709 Special Education Collaboration or Consultation in the Schools 3 Credits
Select one of the following: SPED 794 Internship or SPED 795 Practicum 3 Credits
EDAD 720 Special Education Law 3 Credits
SPED 519 Medical Issues in Special Education 2 Credits

Specialized Coursework
SPED 711 Educating Students with Cognitive Disabilities 3 Credits
SPED 737 Educating Students with Autism Spectrum Disorders 3 Credits
SPED 741 Educating Students with Emotional/Behavioral Disorders 3 Credits

Supporting Area Coursework
EDER 761 Graduate Research & Design 3 Credits
Electives approved by advisor (Plan A students can take 4 hours of Thesis credits) 6 Credits

Multicategorical SPED K12 Specialization 30-42 Credit Hours
Major Area Coursework
SPED 517 Vocational-Transitional Programming 2 Credits
SPED 703 Education of Persons w/Exceptional Needs 3 Credits
SPED 715 Behavior Management 3 Credits
SPED 731 Educating Students with Learning Disabilities 3 Credits
SPED 780 Assessment of Persons with Disabilities 3 Credits

Select one disability curriculum and instruction course
SPED 711 Educating Students with Cognitive Disabilities 3 Credits
SPED 737 Educating Students with Autism Spectrum Disorders 3 Credits
SPED 741 Educating Students with Emotional/Behavioral Disorders 3 Credits

Courses for Initial Certification 0-19 Credits
SPED 688 Student Teaching 6 Credits
SPED 795 Practicum in Special Education 1 Credit
EDFN 575 Human Relations 3 Credits
EPSY 735 Child/Adolescent Learning & Development 3 Credits
INED 511 South Dakota Indian Studies 3 Credits
TET 715 Sociological and Philosophical Foundations of Education 3 Credits

Supporting Area Coursework 6-13 Credits
EDER 761 Graduate Research & Design 3 Credits
ELED 757 Assessment, Diagnosis, & Interventions for Effective Reading Instruction 3 Credits
SPED 795 Practicum in Special Education 1 Credit (Not needed if completing initial certification route)
Electives 6 Credits (Not needed if completing initial certification route)

6. **How will the university provide student services comparable to those available for students on the main campus?**
   As all courses are already offered online, there is no need to provide additional services to students as those services are already offered.

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).**
   This program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). As the program is already offered online, there are no anticipated accreditation issues or new costs anticipated because of the new site.

8. **Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.**
   No exceptions to Board policy are requested.

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 additional costs or resources will be required as all coursework is currently offered online.

Academic and Student Affairs
Consent

<div align="right">

AGENDA ITEM: 5 – D
DATE: April 3-4, 2024

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SUBJECT
General Education Course Approvals

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.7 – Undergraduate General Education Curriculum
BOR Policy 2.3.9 – Assessment
AAC Guideline 2.3.7.B – General Education Implementation Guidelines
AAC Guideline 2.3.7.C – Modifications to General Education Requirements
AAC Guideline 2.3.7.A – General Education Curriculum Requirements
AAC Guideline 2.3.7.D – Cross-Curricular Skills
AAC Guideline 2.3.9.A – General Education Assessment Reporting

BACKGROUND / DISCUSSION
At its January 2024 meeting, the System General Education Committee discussed proposals from the South Dakota School of Mines & Technology (SDSMT), South Dakota State University (SDSU), and the University of South Dakota (USD) for General Education course revisions, and *recommended approval* of the following:

SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY

   Revision(s) to SGR #4:
   • Add – STS 201: Introduction to Science, Technology, and Society

SOUTH DAKOTA STATE UNIVERSITY

   Revision(s) to SGR #4:
   • Delete – ARTH 120: Film as Art
   • Delete – ENGL/GLST 125: Introduction to Peace and Conflict Studies

UNIVERSITY OF SOUTH DAKOTA

   Revision(s) to SGR #4:
   • Add – DCOM 101: American Sign Language I
   • Add – DCOM 102: American Sign Language II

<div align="right">(Continued)</div>

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DRAFT MOTION 20240403_5-D:
I move to approve the revisions to system General Education course options from SDSMT, SDSU, and USD, as presented.

IMPACT AND RECOMMENDATION

The recommendation from the System General Education Committee was further supported by AAC. Approval would allow students to select one of these courses to meet the General Education goals beginning Fall 2024.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSMT Revisions to General Education Requirements Form, Request to Add STS 201 Introduction to Science, Technology, and Society

Attachment II – SDSU Revisions to General Education Requirements Forms, Request to Delete ARTH 120 Film as Art and ENGL/GLST 125 Introduction to Peace and Conflict Studies

Attachment III – USD Revisions to General Education Requirements Forms, Request to Add DCOM 101 ASL I and DCOM 102 ASL II

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements

SDSMT	Humanities & Social Sciences		1/13/2023
Institution	Division/Department	Institutional Approval Signature	Date

SDSMT	Dr. Kyle Knight		
Institution	Form Initiator	Dean's Approval Signature	Date

Institution	Division/Department	Institutional Approval Signature	Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

   X   System General Education Requirements

         Institutional Graduation Requirements

         Globalization/Global Issues Requirement

         Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

         Revision to an approved course

   X   Addition of a course to the set of approved courses

   X   Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Add STS 201 (Introduction to Science, Technology, and Society) to General Education Goal 4 and delete ARTH 211 (History of World Art I) from SDSMT's list of approved courses for General Education Goal 4.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2024 (8/1/2024)

Section 3. Provide a Detailed Reason for the Proposed Change

According to BOR Policy 2.7, general education is characterized as "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." Consistent with this definition, the Introduction to Science, Technology, and Society (STS 201) course is relevant and beneficial for all majors at SDSMT, since it increases awareness and understanding of cultural and social contexts of scientific advances and technological development, offers multiple perspectives on technological change and its social consequences, and enhances knowledge of the "big issues" facing high-tech industries, governments, and citizens. This course also fosters critical thinking and communication skills which will further equip our students for successful leadership as STEM professionals. Lower-division STS courses, such as this one, are included as options in the general education requirements at similarly STEM-focused universities such as Rensselaer Polytechnic Institute.

Additionally, our department already regularly offers this course because it is a requirement of the B.S. in Science, Technology, and Society degree. Thus, making it a general education course would not result in any additional need for instructors, but would improve enrollment in the course because it will be in greater demand by students who could take it to fulfill Goal 4.

It should be noted that STS 201 is significantly different than HUM 200 (Connections: Humanities and Technology), which is a thematic course that explores various issues around human values and technologies by delving into film and literature that address these topics. In contrast, STS 201 is an introduction to the interdisciplinary field of science, technology, and society (also known as science and technology studies), which has developed specific conceptual and theoretical frameworks for analyzing and explaining social and cultural dynamics around scientific practices and technological change.

Since the addition of new General Education courses is governed by a zero-sum approach, we propose deleting ARTH 211 (History of World Art I) from SDSMT's approved list of Goal 4 courses because we have no faculty with expertise in this subject and no plans to offer it again. The last time it was taught at SDSMT was Fall 2018.

Note that we are also submitting an accompanying request form (see below) to remove the prerequisites for STS 201 (ENGL 101 and sophomore standing) so it will be more accessible to first year students (to be effective for Fall 2023).

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

Goal 4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

This course will meet Goal 4 by focusing on how science and technology affect society and vice versa. The field of STS takes a historical and cross-cultural approach to understanding the role of social context in scientific discoveries and technological advances. Students will learn and apply concepts from STS that will allow them to better understand the human elements of science and technology. Below, we detail how each student learning outcome for Goal 4 would be addressed.

SLO A: Demonstrate knowledge of the diversity of values, beliefs, practices or ideas embodied in the human experience.

Students will read texts that explore how science and technology are defined, how values and beliefs shape understandings of science and technology, the various ideas and practices that comprise science and technology, and the ideas and practices that are impacted by scientific advancement and technological change. Students will be required to complete assignments that challenge them to think deeply about these issues (e.g., class discussions, written case studies of scientific controversies, or an ethics guide for a possible future technology).

SLO B: Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities.

While STS as a field is interdisciplinary and spans the humanities, social sciences, and natural sciences, its core tends to be within the humanities with its interpretive approach to inquiry. Students will read texts that approach STS from the perspectives of various humanities disciplines, such as history, philosophy, ethics, and cultural studies, and be required to apply STS concepts from these readings in their assignments.

SLO E: Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.

Students will explore ways that different social and cultural contexts shape science and technology and vice versa. In particular, students will read assigned texts that will help them to understand how scientific advancements and technological change contribute to cultural and social change as well as how different cultures influence science and technology. Students will identify and explain these cultural contributions from an STS perspective in various assignments, such as those described in the example syllabus (attached).

<u>Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation</u>

Attached as Supplemental Document.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Existing Courses: Minor Modifications

Use this form to request minor modifications of existing unique and common courses. Consult the system course database for information about existing courses before submitting this form. If the course revision is for an approved General Education course, please see the Revision to General Education Requirements Form.

SDSM&T	HUM/SS	Dr. Kyle Knight	1/13/2023
Institution	**Division/Department**	**Originator**	**Date**

Dr. Kyle Knight			Click here to enter a date.
Department Chair	**School/College Dean**	**Institutional Approval Signature**	**Date**

Section 1. Existing Course Title and Description

Prefix & No.	Course Title	Credits
STS 201	Introduction to Science, Technology, and Society	3

Effective Date: 8/1/2023

This course is a (*Place an "X" in the appropriate box*):
☒   **Unique Course (see section 2)**   ☐   **Common Course (see section 3)**

Section 2. Unique Courses: Requested Minor Modifications
Place an "X" in the appropriate boxes.

	Current		**New**

☐   **Prefix change** _____ to _____

☐   **Course Number change** _____ to _____
NOTE: You may only change a unique course number to a number not currently used in "active" status at another university. Consult the system database.

☐   **Credit hours** _____ to _____

☒ **Course pre-requisites**   ENGL 101 and   to   None
sophomore
standing _____   _____

☐ **Course co-requisites**   _____   to   _____

☐ **Registration restriction**   _____   to   _____

☐ **Enrollment limitation**   _____   to   _____

☐ **Repeatable for additional credit**   _____   to   _____

☐ **Grading option**   _____   to   _____

☐ **Course title change**   _____

NOTE: The Enrollment Services Center assigns the short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in the student information system.

☐ **Cross-listing and equating with**   _____

☐ **Dual-listing at 400/500 level**

☐ **Course description (that does not change course content). Complete table below:**

Existing description:

New description:

Note: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

☐ **Add course in x9x series**
CIP Code: _____

New CIP Code for this university?   ☐ Yes   ☐ No

Will this university's sections of the course be limited to S/U (pass/fail)?

☐   Yes   ☐   No

☐   **Delete Course (effective date):**   Click here to enter a date.

Justification for changes indicated in Section 2:

The prerequisites are not necessary and were probably a vestige of a prior version of the course. We would like our STS majors, for whom this course is a requirement, to be able to take it in their first year. We have also submitted a request to add this course to the approved list of courses for General Education Goal 4 and relaxing the prerequisites will make this course more accessible to students seeking to fulfill their Goal 4 requirements.

Section 3. Common Courses: Requested Minor Modifications
Place an "X" in the appropriate boxes.

	Current	**New**
☐ **Credit hours (within variable limits)**	_____ to	_____
☐ **University specific co-requisites**	_____ to	_____
☐ **Cross-listing and equating with**		
☐ **Dual-listing at 400/500 level**		

☐   **Add course in x9x series**
        CIP Code: _____

New CIP Code for this university?   ☐   Yes   ☐   No

Will this university's sections of the course be limited to S/U (pass/fail)?

☐   Yes   ☐   No

☐   **x9x grading method**   _____ to _____

Justification for changes indicated in Section 3:

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University department code: MHSS

4.2. Banner department code: MHSS

4.3. Change university department code to:

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Revisions to General Education Requirements

SDSU	Academic Affairs	Dennis D. Hedge	9/28/2023
Institution	Division/Department	Institutional Approval Signature	Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

    X   System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

        Revision to an approved course

        Addition of a course to the set of approved courses

    X   Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Delete <u>ARTH 120 Film as Art</u> from the list of courses approved to meet SGR #4 Art and Humanities/Diversity.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2024

Section 3. Provide a Detailed Reason for the Proposed Change

The School of Design requested to remove ARTH 120 Film as Art from SDSU's list of courses that fulfill SGR #4 requirements. This course is no longer offered at SDSU.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Revisions to General Education Requirements

SDSU	Academic Affairs	Dennis D. Hedge	9/28/2023
Institution	Division/Department	Institutional Approval Signature	Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X   System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

_____   Revision to an approved course

_____   Addition of a course to the set of approved courses

X   Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Delete ENGL/GLST 125 Introduction to Peace and Conflict Studies from the list of courses approved to meet SGR #4 Art and Humanities/Diversity.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2024

Section 3. Provide a Detailed Reason for the Proposed Change
The Schools of American & Global Studies and English & Interdisciplinary Studies requested to remove ENGL/GLST 125 Introduction to Peace and Conflict Studies from SDSU's list of courses that fulfill SGR #4 requirements. This course is no longer offered at SDSU.

SOUTH DAKOTA BOARD OF REGENTS
Revision to General Education Requirements

This form is to be used to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements.   This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements

USD	Communication Sciences and Disorders	*Elizabeth M. Freeburg*	11/20/2023
Institution	Division/Department	Institutional Approval Signature	Date

USD	Lindsey Jorgensen	*John Dudley*	
Institution	Form Initiator	Dean's Approval Signature	Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

    X   System General Education Requirements

        Institutional Graduation Requirements

        Globalization/Global Issues Requirement

        Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

        Revision to an approved course

    X   Addition of a course to the set of approved courses

        Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

The Department of Communication Sciences and Disorders proposes that DCOM 101: American Sign Language I (ASL1) and DCOM 102: American Sign Language II (ASL2) be added to the list of courses that meet SGR #4 at USD.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2024.

Section 3. Provide a Detailed Reason for the Proposed Change

DCOM 101 and 102 constitute a sequence of two language courses totaling 6 credits, as do the other 100-level language courses approved as meeting SGR#4 and offered at USD. ASL1 and ASL2 introduce students to fundamental grammar such as singular and plural forms of nouns and adjectives, grammar concept of manual communication, grammar cases, verb conjugations, present and past tense of verbs, personal and possessive pronouns, spelling rules, and basic vocabulary within a cultural context of the Deaf and Hard of Hearing (D/HOH) community. It leads to basic communication between groups of people who utilize different languages (ASL and spoke English), a greater understanding of Deaf culture, and an understanding of language and communication barriers between individuals who utilize ASL and those who use spoken communication. In addition, ASL1 and ASL2, in fulfillment of SGR4, would make a significant contribution to understanding the developments of language and disability from historical, cultural, and contemporary viewpoints in a culturally competent pedagogical environment.

There is a significant lack of ASL instruction across the state. There are 2 million Americans who use ASL as their primary means of communication. These are kids in our state's school and healthcare systems and adults who work within or own businesses within our communities. Providing the foundation of the cultural differences and similarities will have a significant impact on the people in the state of South Dakota.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

ASL1 and ASL2 both meet all requirements of SGR #4 as stated below:
Student Learning Outcomes: As a result of taking courses meeting this goal, students will
- Demonstrate knowledge of the diversity of values, beliefs, practices or ideas embodied in the human experience,
- Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities

And at least one of the following:
- Demonstrate ability to express creative, aesthetic, formal or stylistic elements of the disciplines.

Course Form #11
AAC Feb2007

- Demonstrate foundational competency in reading, writing, and speaking a non-English language.
- Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.

SGR #4	ASL1 and ASL2
Demonstrate knowledge of the diversity of values, beliefs, practices or ideas embodied in the human experience	In ASL1 and ASL2 students learn about the values, practices, beliefs and ideas consistent with the Deaf community.
Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities	ASL1 and ASL2 teach the foundation of ASL as a method of communication and understanding of human cultures and societies.
Demonstrate ability to express creative, aesthetic, formal or stylistic elements of the disciplines	ASL1 and ASL2 teach the foundation (formal and stylistic) of ASL as well as how it differs from other forms of Sign Language. Additionally, it teaches how one who uses ASL for communication can communicate intent and expression. ASL is innately creative allowing for combinations of gestures to convey different meanings.
Demonstrate foundational competency in reading, writing, and speaking a non-English language.	ASL1 and ASL2 require competency in communicating in ASL as a means of communication. It has a unique language and word structure from English classifying it as a "non-English language".
Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.	ASL1 and ASL2 both include a cultural component to discuss the Deaf culture and community. They require that students interact and communicate with those who identify as Deaf.

Since people who are D/HOH reside in the State of South Dakota, understanding ASL language and culture is an inherent part of recognizing the diversity and complexity of human existence in the State. These courses clearly meet SGR Goal #4.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

See below – Note that in both classes there is a "no talking" policy as this is the foundation of ASL and communication with persons who are D/HOH.

Course Form #11
AAC Feb2007

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
Inactive Status and Program Termination Requests – NSU, SDSMT, & SDSU

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

- Degree Program: Global Languages and Culture (BA)
  Justification: While the program started in 2021, there are only six students in the program despite concerted efforts to advertise and market to students. Languages, as a whole, are under-enrolled.

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

- Degree Program: Forensic Science Specialization – Chemistry (BS)
  Justification: The specialization has been under-enrolled since its inception and has never graduated any meaningful number of majors.

South Dakota School of Mines and Technology has submitted a request asking that the following program be inactivated (see Attachment II).

- Degree Program: Atmospheric & Environmental Science (PhD)
  Justification: Mines is seeking temporary inactivation of the program to re-evaluate its long-term viability. There are currently two students enrolled in the program and there has been limited interest from prospective students in the program. With no student enrollment, it presents an opportunity to thoroughly examine the program, the academic and industry demand for doctoral trained students in this field, and determine

(Continued)

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DRAFT MOTION 20240403_5-E:
I move to approve the program inactivation and termination requests from NSU, SDSMT, and SDSU, as presented.

if retooling and reinvestment are appropriate to relaunch the program, or if it should be terminated.

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

- Degree Program: Dietetics (MS)
  Justification: The College of Education & Human Sciences requests to terminate the Dietetics (M.S.) program. The program is 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. To be admitted to the program, students must 1) have a bachelor's degree and 2) have the Registered Dietitian Nutritionist (RDN) credential or be eligible to sit for the RDN exam after having completed an accredited Didactic Program in Dietetics (DPD). The request for termination of the Dietetics (M.S.) program is based on low program enrollment and the availability of related majors at SDSU that meet student demand.

- Degree Program: Clinical Nurse Leader Specialization – Nursing (MS)
  Justification: The College of Nursing has requested authorization to offer a Clinical Nurse Leader specialization for the Doctor of Nursing Practice (DNP) due to changes in accreditation standards and national trends toward doctoral degrees. At the annual CNL Summit in February of 2023, the American Association of Colleges of Nursing (AACN) identified the increasing need for the CNL to be prepared at the doctoral level.3 With the increased complexity of healthcare, a higher level of scientific knowledge, along with clinical expertise is required.4 In discussions and work groups at the meeting, the intent to establish a task force to work on the transition to a doctoral-level CNL was discussed. The CNL program at SDSU is currently delivered according to AACN's Essentials document and the AACN competencies for the CNL. As AACN changes these documents to reflect the competencies at the doctoral level, it will be necessary for SDSU to also transition to the DNP to meet new standards for the current CNL program. The Nursing (M.S.) – Clinical Nurse Leader Specialization will be terminated with approval of the new specialization.

  This termination proposal is contingent upon approval of the Nursing (DNP) – Clinical Nurse Leader Specialization.

IMPACT AND RECOMMENDATION
    Board staff recommends approval.

ATTACHMENTS
    Attachment I – NSU Program Inactivation/Termination Requests
    Attachment II – SDSMT Program Inactivation Requests
    Attachment III – SDSU Program Termination 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:	NSU
DEGREE(S) AND PROGRAM:	**Global Languages and Culture**
CIP CODE:	**30.2001**
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.

_____   11/21/2023
President (or Designee) 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 ☒

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

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

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

<div align="center">

Inactive Status ☒   Termination ☐

See question 4   *See questions 5 and 6*

</div>

4. **INACTIVE STATUS**

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

        While the program started in 2021, there are only six students in the program despite concerted efforts to advertise and market to students. Languages, as a whole, are under-enrolled.

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

        If the students do not have the core courses completed, then the intent is to provide the courses on rotation in order for students to complete the Global Languages and Culture degree. If the student has the core courses completed, then the student will be guided to complete through elective courses in the international and global arena along with a minor in Spanish or Chinese.

        Since there were a collection of faculty dedicated to this degree, there are minimal if any implications on faculty loads as well as other programs. Minors were embedded into the program; however, since there are only four students in the program, the impact to our Spanish or Chinese minors is minimal.

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

        1 Sept 2023

    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)?**

        1 Sept 2023

---

[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.

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

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?

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

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:	**BS Chemistry-Forensic Science Specialization**
CIP CODE:	**400501**
UNIVERSITY DEPARTMENT:	**Science and Mathematics**
BANNER DEPARTMENT CODE:	**NSCM**
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.

_____   11/21/2023
President (or Designee) 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]**

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

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[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.

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

4. **INACTIVE STATUS**

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

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

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

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

5. **TERMINATION WITH ENROLLED STUDENTS**

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

    The specialization has been under-enrolled since its inception and has never graduated any meaningful number of majors.

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

    There are no implications to inactivating it. Existing students will complete as normal in a timely manner, as the courses will continue to be offered since forensic science is a "off-shoot" of the chemistry degree.

    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)?**

    1 January 2024

    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*)?**

    1 January 2024

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

    30 May 2027

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

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

There are no cost savings to terminate the program, as the program is an "off-shoot" of the chemistry degree.

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

There are no terminations linked/tied to the loss of the forensic science specialization.

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?**

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

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:	**Atmospheric & Environmental Science, PhD**
CIP CODE:	**40.0401**
UNIVERSITY DEPARTMENT:	**MCEE**
BANNER DEPARTMENT CODE:	**MCEE**
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.

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]**

   Inactive Status ☒   Termination ☐

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[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.

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

See question 4   *See questions 5 and 6*

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

We are seeking temporary inactivation of the program to re-evaluate the long-term viability of the program. There are currently two (2) students enrolled in the program and there has been limited interest from prospective students in the program. With no student enrollment, it presents an opportunity to thoroughly examine the program, the academic and industry demand for doctoral trained students in this field, and determine if retooling and reinvestment are appropriate to relaunch the program, or if it should be closed.

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

There are no negative implications for the two currently enrolled students. They are actively working on completing their degrees. One will be completing their coursework this year and the other is done with coursework and working on dissertations.

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

May 31, 2029

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)?

Fall 2023 (8.21.2023)

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?

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

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?**

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

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

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	**Dietetics (M.S.)**
CIP CODE:	**51.3101**
UNIVERSITY DEPARTMENT:	**School of Health & Consumer Sciences**
BANNER DEPARTMENT CODE:	SHCS
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.

_____   1/29/2024
President of the University   Date

1. **Program Degree Level:** Associate ☐   Bachelor's ☐   Master's ☒   Doctoral ☐

2. **Category:**[1] Certificate ☐   Specialization ☐   Minor ☐   Major ☒

3. **The program action proposed is:**[2]   Inactive Status ☐   Termination ☒

5. **TERMINATION WITH ENROLLED STUDENTS**

   a. **Provide a justification for terminating the program:**
      The College of Education & Human Sciences requests to terminate the Dietetics (M.S.) program. The program is 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. To be admitted to the program, students must 1) have a bachelor's degree and 2) have the Registered Dietitian Nutritionist (RDN) credential or be eligible to sit for the RDN exam after having completed an accredited Didactic Program in Dietetics (DPD).

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[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 Dietetics (M.S.) program is based on low program enrollment and the availability of related majors at SDSU that meet student demand.

As of fall 2023, there are three students enrolled in the Dietetics (M.S.) program. Enrollment has decreased by 70% since fall of 2018 when enrollment was ten students. The total number of awarded degrees over a 5-year period is fifteen.

Declining enrollment in the SDSU Dietetics (M.S.) program can in part be attributed to a change in RDN exam eligibility requirements. Effective January 1, 2024, the minimum degree requirement to be approved for eligibility for the registration examination for dietitians will change from a bachelor's degree to a graduate degree. This decision was made by the Commission on Dietetics Registration (CDR) in 2012.

In response to the RDN exam graduate degree eligibility requirement, SDSU proposed and was approved to offer an accelerated bachelor's to master's degree program in December 2021. The first cohort of Nutrition & Dietetics (M.S.) students started in the fall of 2022 with expected graduation in May of 2025. Graduates of the Nutrition & Dietetics (M.S.) program will be eligible to sit for the RDN exam.

b. **What is the plan for completion of the program by current students?**
SDSU currently has three students enrolled in the Dietetics (M.S.) GPIDEA program which requires a minimum of thirty-six credits for completion. One of the students is expected to graduate in fall 2023 and the other two are expected to graduate fall 2024. Students can also transfer to another institution in the GPIDEA consortium if desired.

Per the GPIDEA policy handbook, institutions must complete their teaching commitments or secure support for an alternative arrangement (e.g., courses they have promised to teach) for at least one year following the announcement of their intention to leave the program. GPIDEA will be notified via a letter from the college of its intent to withdraw from the M.S. in Dietetics GPIDEA program affiliation.

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?**
There is not a cost savings associated with program termination to the School of Health and Consumer Sciences. With low enrollment in GPIDEA through SDSU, the university anticipates a better return on investment to utilize faculty time to teach courses specific to non-GPIDEA degree options in Nutrition and Dietetics such as the M.S. and Ph.D. program in Nutrition and Exercise Science and allowing current faculty to increase their

research workload to focus on securing extramural funding.

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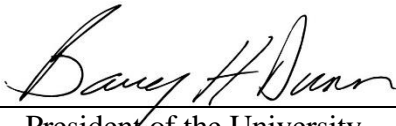
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	**Nursing (M.S.) - Clinical Nurse Leader Specialization [SMS.NUR-CNL]**
CIP CODE:	**51.3801 – Major CIP; 51.3820 – Specialization CIP**
UNIVERSITY DEPARTMENT:	**Nursing**
BANNER DEPARTMENT CODE:	**SNUR**
UNIVERSITY DIVISION:	**College of Nursing**
BANNER DIVISION CODE:	**3N**

University Approval

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

_____   1/29/24
President of the University   Date

1. **Program Degree Level:** Associate ☐   Bachelor's ☐   Master's ☒   Doctoral ☐

2. **Category:**[1] Certificate ☐   Specialization ☒   Minor ☐   Major ☐

3. **The program action proposed is:**[2]   Inactive Status ☐   Termination ☒

5. **TERMINATION WITH ENROLLED STUDENTS**

   A. **Provide a justification for terminating the program:**
      The College of Nursing has requested authorization to offer a Clinical Nurse Leader specialization for the Doctor of Nursing Practice (DNP) due to changes in accreditation standards and national trends toward doctoral degrees. At the annual CNL Summit in February of 2023, the American Association of Colleges of Nursing (AACN) identified

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[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 increasing need for the CNL to be prepared at the doctoral level.[3] With the increased complexity of healthcare, a higher level of scientific knowledge, along with clinical expertise is required.[4] In discussions and work groups at the meeting, the intent to establish a task force to work on the transition to a doctoral-level CNL was discussed. The CNL program at SDSU is currently delivered according to AACN's Essentials document and the AACN competencies for the CNL. As AACN changes these documents to reflect the competencies at the doctoral level, it will be necessary for SDSU to also transition to the DNP to meet new standards for the current CNL program. The Nursing (M.S.) – Clinical Nurse Leader Specialization will be terminated with approval of the new specialization.

This proposal is contingent upon approval of the Nursing (DNP) – Clinical Nurse Leader Specialization.

B. What is the plan for completion of the program by current students?
Current students will be allowed to complete their program. There are currently 3 students in the program; 2 plan to graduate spring 2024, 1 plans to graduate spring 2025. Courses in their plan of study will overlap with courses in the DNP- CNL plan of study so they will still exist for students to finish should they take longer to finish their program.

C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?
Fall 2025

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 2025

E. What is the last term or date (day/month/year) by which a student can graduate from the program?
Summer 2031

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?
There are no cost savings from terminating the program as the College of Nursing will transition to the Nursing (DNP) – Clinical Nurse Leader Specialization.

G. What are the resulting employee terminations and other possible implications including impact on other programs?
There are no employee terminations or other implications of this termination. Faculty will be used to teach in the Nursing (DNP) – Clinical Nurse Leader Specialization or other graduate programs.

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[3] American Association of Colleges of Nursing [AACN]. (2023a, February 23-25). *Round table discussion.* AACN CNL Summit, Lake Buena Vista, Florida.

[4] AACN. (2022). *AACN fact sheet- DNP.* Retrieved from https://www.aacnnursing.org/news-data/fact-sheets/dnp-fact-sheet

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT

Articulation Agreement – DSU

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, Dakota State University requests approval for the following articulation agreement:

- Students who have completed the AAS degree at in Health Information Technology from Anoka Technical College may apply up to 66 credits toward the BS in Health Informatics & Information Management program at DSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – DSU Articulation Agreement

****

DRAFT MOTION 20240403_5-F:

I move to approve the articulation agreement from Dakota State University with Anoka Technical College, as presented in Attachment I.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

HEALTH INFORMATION TECHNOLOGY

Associate of Applied Sciences Degree Program

Towards the

HEALTH INFORMATION MANAGEMENT MAJOR

Bachelor of Science in

Health Informatics & Information Management Degree Program

Between

ANOKA TECHNICAL COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Anoka Technical College (ATC) and Dakota State University (DSU).

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 education opportunities for students from Minnesota, South Dakota and the region;

C.   Extend and clarify educational opportunities for students;

D.   Provide ATC students who have completed the A.A.S degree in Health Information Technology (Attachment A) an opportunity to earn a Bachelor of Science in Health Informatics and Information Management degree (Attachment B).

III. Academic Program

A.   Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 35 major course credits from the ATC A.A.S. degree in Health Information

Update: 8/1/2023

Technology and Management. Students must successfully complete the A.A.S. degree in Health Information Technology from ATC prior to transferring to Dakota State University for the course credits to be accepted. General Education coursework is in addition to the 35 major course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree. The Bachelor of Science in Health Informatics/Information Management degree requires 120 credits.

B.   Requirements to be completed at Dakota State University to earn a Bachelor of Science in Health Informatics/Information Management degree are outlined below.

1. A minimum of 30 credit hours must be earned at DSU.
2. A minimum of 15 of the last 30 credit hours must be earned at DSU.
3. Up to 66 credit hours may be transferred to DSU.

DSU Health Informatics & Information Management Course Requirements: 40 credits

Course	Credit Hours
BADM 220 Business Statistics OR MATH 281 Introduction to Statistics	3 credits
CSC 105 Introduction to Computers	3 credits
CIS 484 Database Management Systems	3 credits
CIS 123 Problem Solving and Programming OR CIS 130 Visual Basic Programming OR CSC 150 Computer Science I	3 credits
CIS 338 Project Management	3 credits
CIS 438 Advanced Project Management	3 credits
HIM 360 Leadership for Health Informatics & Information Management	4 credits
HIM 380 Digital Healthcare Data Analytics	4 credits
HIM 386 Clinical Documentation Integrity	2 credits
HIM 440 Healthcare Information Governance	3 credits
HIM 444 Digital Health Technology	3 credits
HIM 450 Digital Health Informatics & Information Management Research	3 credits
HIM 485 Supervised Professional Practice	2 credits
HIM 488 HIM Classrooms to HIM Careers	1 credit

C.   Requirements that will be accepted as transfer credit from ATC to earn a Bachelor of Science in Health Informatics & Information Management degree are outlined below. Transfer courses in the Health Information Management major must have a minimum grade of "C" or satisfactory.

DSU credits accepted as transfer credits from ATC: 35 credits

Course	Credit Hours

Update: 8/1/2023

HIM 130 Basic Medical Terminology	2 credits
HIM 150 Introduction to the Health Information Management	4 credits
HIM 169 Legal Aspects of Health Information Management I	1 credit
HIM 170 Legal Aspects of Health Information Management II	2 credits
HIM 180 Fundamentals of Human Disease	3 credits
HIM 225 Intro to Digital Hlth Info Sys	3 credits
HIM 252 Healthcare Statistics	3 credits
HIM 240 ICD Healthcare Coding Systems	4 credits
HIM 257 Management and Supervision of HIM	2 credits
HIM 265 HIM Data Quality & Outcomes	3 credits
HIM 285 Supervised Professional Practice	2 credits
HIM 362 Healthcare Procedure Coding Systems	3 credits
HIM 364 Revenue Cycle Management	3 credits

D.   Requirements that will be accepted as transfer credit from ATC to earn a Bachelor of Science in Health Informatics and Information Management degree or can be completed at Dakota State University are outlined below.

General Education/Institutional Graduation Requirement Courses: 30 credits *

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at ATC.

Electives: 15 credits

Electives can be completed at ATC or DSU to earn a Bachelor of Science in Health Informatics and Information Management degree.

Total Requirements for Bachelor's of Science in Health Informatics and Information Management Degree at Dakota State University

DSU Course Requirements: 40 credits
ATC Transfer Course Requirements: 35 credits
General Education/Institutional Requirement Course Requirements: 30 credits
Electives: 15 credits
TOTAL: 120 Credits

Additional requirements:

1. Students must complete DSU's online undergraduate admission process.
2. Students must successfully complete DSU's HIIM BS Admission interview process outlined in the undergraduate catalog.
3. Students must take DSU's HIIM AS program exit exam and score 70% or higher to validate competencies as a part of the HIIM BS Admission process. Students who have taken a prior AS/AAS HIT exit exam from a CAHIIM accredited program may submit scores to DSU. The HIIM BS Admission Committee may require additional coursework, if indicated, to ensure students have completed coursework including all AHIMA curriculum competencies.

Update: 8/1/2023

4. Students must take DSU's Exit Exam prior to graduation, as required of all students graduating with the BS.

IV.   Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.
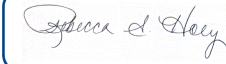
V.   Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Anoka Technical College with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI.   Effective Date of Agreement: Start Date of the Fall 2023 term at Anoka Technical College and Dakota State University. The agreement applies to students who graduated from Anoka Technical College in 2023 and subsequent years.

VII.   Acceptance of Agreement:

For Dakota State University:

Rebecca L Hoey

F8E7B870873741C...   01/12/2024

Date: _____

Dr. Rebecca Hoey
Provost and VP of Academic Affairs

For Anoka Technical College:

Dimitria Harding
_____ Date: 12/1/2023

Dr. Dimitria Harding
Interim Vice President of Academic and Student Affairs

Update: 8/1/2023

Attachment A: ANOKA TECHNICAL COLLEGE

Health Information Technology Associate of Applied Science Degree 2022-2023

MnTC General Education Requirements

This program requires completion of the following fifteen credits of general education from at least three goal areas of the Minnesota Transfer Curriculum (MnTC). Refer to the MnTC course list for elective courses:

- ☐ BIOL 1106   Principles of Biology (Goal 2&3).......................4
- ☐ INTS 1000   Critical Thinking Applications for College (Goal 2)...3
- ☐ MnTC General Education English Courses (Goal 1).................3
- ☐ MnTC Electives...5

Program Sequence

First Semester **17**
- ☐ ADSC 1171   Microsoft Excel 2
- ☐ ADSC 1181   Microsoft Access 2
- ☐ HITM 1110   Medical Terminology in Health Information.......3
- ☐ HITM 1130   ICD-10-CM Coding 3
- ☐ HITM 1221   Intro to Health Information Management 3
- ☐ HLTH 1005   Anatomy & Physiology 4

Update: 8/1/2023

(continued)

2022-2023
Health Information Technology
Associate of Applied Science (AAS) Degree

Second Semester			**15**
☐ BIOL 1106	Principles of Biology		4
☐ HITM 1230	ICD-10-PCS Coding		3
☐ HITM 1241	CPT Coding		3
☐ HLTH 1000	Disease Conditions		2
☐ INTS 1000	Critical Thinking Applications for College		3
Third Semester			**17**
☐ HITM 1200	Billing and Reimbursement		2
☐ HITM 1244	Law and Ethics		2
☐ HITM 1250	Advanced Coding		2
☐ HITM 2000	Health Information and Statistics		3
☐ MnTC English Course (Goal 1)			3
☐ MnTC Electives			5
Fourth Semester			**15**
☐ HITM 1210	Supervision of Health Information		3
☐ HITM 1325	Quality & Performance Improvement in Healthcare		3
☐ HITM 2240	Computerized Health Information		3
☐ HITM 2245	Health Care Statistic and Data Registries		3
☐ HITM 2261	Professional Practice Experience		3

Graduation Requirements

All courses required for this program must be completed with a grade of C or higher.

Faculty Contact

Georgina Sampson 763-576-4042
Jody Sandberg 763-576-4066

Update: 8/1/2023

Attachment B DSU and Anoka Technical College Course Mapping

DSU   2023-2024   ATC 2022-2023

Course Number and Title	Cr. Hrs.	Course Number and Title	Cr. Hrs.
BADM 220 Business Statistics or MATH 281 Intro to Statistics	3		
CSC 105 Intro to Computers	3		
CIS 123 Problem Solving & Prog CSC 130 Visual Basic Prog CSC 150 Computer Sc I	3		
CIS 338 Project Management	3		
CIS 438 Advanced Project Management	3		
CIS 484 Database Management Systems	3		
HIM 130 Basic Medical Terminology	2	HITM 1110 Medical Terminology in Health Information	3
HIM 150 Intro to Digital HIIM	4	HITM 1221 Intro to Health Information Management	3
HIM 169 Legal Aspects of HIM I	1	HITM 1244 Law and Ethics	2
HIM 170 Legal Aspects of HIM II	2	HITM 1244 Law and Ethics	2
HIM 180 Fundamentals of Human Disease	3	HLTH 1000 Disease Conditions	2
HIM 225 Intro to Digital Hlth Info Sys	3	HITM 2240 Computerized Health Information	3
HIM 240 ICD Healthcare Coding Sys	4	HITM 1130 ICD 10 CM Coding	3
HIM 252 Health Statistics	3	HITM 2000 Health Information and Statistics	3
HIM 257 Mgmt and Supervision of HIM	2	HITM 1210 Supervision of Health Information	3
HIM 265 HIM Data Quality & Outcomes	3	HITM 1325 Quality and Performance Improvement in Healthcare	3
HIM 285 Supervised Prof Practice	2	HITM 2261 Professional Practice Experience	3
HIM 360 Leadership for HIIM	4		
HIM 362 Healthcare Proc Coding Sys	3	HITM 1230 ICD 10 PCS Coding and HITM 1241 CPT Coding	3/3
HIM 364 Revenue Cycle Mgmt	3	HITM 1200 Billing and Reimbursement	2
HIM 380 Digital Health Data Analytics	4		
HIM 386 Clinical Doc Integrity	2		
HIM 440 Healthcare Info Governance	3		
HIM 444 Digital Health Technology	3		
HIM 450 Digital HIIM Research	3		
HIM 485 Supervised Professional Practice	2		
HIM 488 HIM Classrooms to HIM Careers	1		
		HITM 2245 Health Care Statistics and Data Registries	3
		HITM 1250 Advanced Coding	2

Update: 8/1/2023

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
> **Agreements on Academic Cooperation – SDSMT**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 5.3 – Agreements and Contracts

BACKGROUND / DISCUSSION
> BOR Policy 5.3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota School of Mines and Technology (SDSMT) seeks approval to enter into an agreement on academic cooperation with the Oslo Metropolitan University (OsloMet), located in Oslo, Norway.

IMPACT AND RECOMMENDATION
> The agreement results in the opportunity to establish educational cooperation between the two participating institution. Also, the institutions would promote collaborative research, other educational developments and further mutual understanding. The agreement also allows for student exchange.
>
> Board staff recommends approval.

ATTACHMENTS
> Attachment I – Agreement on Academic Cooperation – SDSMT & Oslo Metropolitan University

****

DRAFT MOTION 20240403_5-G(1):
> I move to approve South Dakota School of Mines and Technology's agreement on academic cooperation with the Oslo Metropolitan University, as presented.

SOUTH DAKOTA MINES™
An engineering, science and technology university

Ivanhoe International Center

November 21, 2023

South Dakota Board of Regents
Pierre, SD

RE: International Partner University Agreement

South Dakota School of Mines and Technology actively seeks international partnership opportunities with universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

South Dakota Mines seeks approval to extend an Exchange Agreement with Oslo Metropolitan University (OsloMet), in Oslo, Norway, to continue collaborative opportunities between the two universities. Points of contact at each university have been identified to initiate and carry out activities in the agreement. The agreement may result in the opportunity for joint research, faculty collaboration and student exchange. The agreement specifies that both inbound and outbound students are responsible for payment of tuition and fees to the home institution, with tuition and most fees waived at the host institution. It is consistent with the requirements set forth in section 4 of Board of Regents Policy 5:5:4 Tuition and Fees. Inbound students are classified as visiting, not exchange, non-degree students in the student information system. All expenses, including specific fees, living and incidental expenses shall be borne by the participating students.

Please contact the Ivanhoe International Center with any questions.
international@sdsmt.edu
605-394-6884

EXCHANGE AGREEMENT

BETWEEN

OSLOMET – OSLO METROPOLITAN UNIVERSITY - FACULTY OF TECHNOLOGY, ART AND DESIGN

OSLO, NORWAY

AND

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

RAPID CITY, SOUTH DAKOTA, USA

OsloMet – Oslo Metropolitan University, Oslo, Norway (hereafter referred to as "OsloMet") and South Dakota School of Mines and Technology, Rapid City, SD, USA (hereafter referred to as South Dakota Mines or SDM) recognizing the educational and cultural exchanges which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1. **Definitions**
   i) For the purposes of this agreement ''home'' institution shall mean the institution at which a student intends to graduate, and '' host'' institution shall mean the institution which has agreed to accept the student from the home institution.

   ii) Semester or academic year shall normally refer to the period relevant to the host institution.

   iii) "Faculty" shall represent the appropriate academic entity at the respective institutions.

2. **Purpose of the Agreement**

   i) The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.

   ii) The purpose of exchanges between Faculty members is to promote collaborative research, other educational developments and to further mutual understanding.

   iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit which will be applied towards their degree at their home institution.

3. **Responsibilities of Participating Institutions and Students**

   i) Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.

   ii) Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in item number 6 of this document. SDM students going to OsloMet pay tuition and fees to SDM and OsloMet students going to SDM shall pay tuition and fees to OsloMet, if required.

   iii) Each exchange student will be provided with the same academic resources and support services that are available to all students at the host institution.

   iv) It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.

   v) It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's

International Office. Exchange students will be responsible for paying any fees associated with having a transcript sent from the host institution to the home institution.

vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4.   Balancing the Exchange

i)   It is the objective under this agreement that there will be parity in the number of students exchanged. For the purpose of computing this parity, the exchanges will be weighed as follows:
   a.   One short-term, credit-bearing program (less than 4 weeks) = 0.25 units; one summer session (4 - 11 weeks) = 0.5 units; one summer term (12 weeks) = 1.0 unit; one semester = 1.0 unit; one academic year = 2 units. However, each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.

ii)   The period of study for any individual exchange student will be for no longer than two semesters, but the number is limited to one unit over parity in each semester for the duration of the agreement.

iii) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of OsloMet students each year who are relieved of any payments of tuition and fees to SDM is limited to one unit over parity. All other OsloMet students are welcome to study at SDM but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by OsloMet.

5.   Selection and Enrollment of Students

It is expected that only highly motivated students of above-average academic quality will be selected to participate in an exchange program. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

i)   have completed at least one year of study at their home institution (University-specific programs, such as research, may have additional requirements);

ii)   are enrolled at their home and host institution for the full period of the exchange;

iii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;

iv)   have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program; and

v)   are proficient in the language of instruction at the host university. For OsloMet students, SDM will accept in lieu of the TOEFL or IELTS examination a favorable recommendation from a professor who is qualified to determine the student's English proficiency. SDM students who plan to take courses held in Norwegian at OsloMet are advised to show proof of language skills of at least level B2 or better. For SDM students, OsloMet will accept in lieu of an official language examination a favorable recommendation from a professor who is qualified to determine the student's Norwegian language proficiency.

Each home institution will endeavor to send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester. This

may be somewhat flexible, depending on estimated student visa processing times. The host institution reserves the right of final approval on the admission of a student.

6.   Financial Responsibilities of Institutions

i)   Participating students from SDM will pay appropriate tuition and fees at SDM as per the published tuition and fee schedule. Participating students of SDM are relieved of any payments of tuition and fees to OsloMet except as cited in the following paragraphs. In addition, participants of OsloMet will pay tuition and fees at OsloMet, if so required. Participating students of OsloMet are relieved of any payments of tuition and fees to SDM except as cited in the following paragraphs.

ii) Students attending SDM in reciprocal exchange agreements will pay all applicable incidental charges, the international student fee, appropriate housing and food service fees, and possibly the TabletPC lease fee (if enrolled in a course that requires use of the TabletPC). They will not be charged the system mandatory fees or discipline fees, provided the exchange is in balance and the outgoing student receives a similar waiver of academic fees. Students who enroll in an off-campus course will pay all off-campus tuition and program delivery fees associated with the course.

iii) Students attending OsloMet on exchange agreements will pay the student semester fee/general activities/social fees required (if any) by OsloMet.

iv) All living expenses shall be borne by the students of both institutions.

v)   The host institution will provide the appropriate orientation program(s) to the students at no additional cost. Excursions offered throughout the summer programs and the semester will be charged in full or in part to the student.

7.   Financial Responsibilities of Exchange Students

i)   Exchange students will be financially responsible for:

- travel to and from the host institution
- books, stationery, etc.
- travel documentation, visas, etc.
- accommodation and living expenses
- personal travel within the host country
- nominal fee for official transcripts and/or Statement of Results
- health coverage relevant to the exchange institution and country
  - SDM has student insurance that is mandated through our governing Board of Regents, so students coming to SDM must plan to purchase this insurance. Students may be able to waive this insurance with a specified plan from Norway.
  - OsloMet has student insurance that is mandated through the Federal Government, so students coming to OsloMet must plan to purchase this insurance

ii) The home institution shall confirm that a candidate for exchange has the ability to meet all of his or her financial responsibilities as detailed above.

8.   Accommodation

i)   The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including utility accounts and rental deposit. The host institution cannot guarantee housing on campus.

ii) Accommodations for short term programs will be determined on an individual basis.

9.   **Exchange Student Families**

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student. (Please note that SDM does not have accommodations on campus for married students with families.)

10.   **Faculty and Staff Exchanges**

The two institutions agree in principle to the possibility of exchanges by Faculty and general staff (Administrative and Technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.

11.   **Exchange Program Review**

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

12.   **Period of Agreement**

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years, and renewable every five (5) years thereafter. The Agreement may be terminated by either party, without cause, provided six months written notice is given to the other party.

13.   **Notices**

i)   Any notice or other communication under this Agreement shall be given in writing.

ii) The address for any such notices is as follows:

OsloMet – Oslo Metropolitan University	**South Dakota School of Mines and Technology**
Name: Ms. Brit Balgaard	Name: Ms. Susan Aadland
Position Title: Senior Adviser	Position Title: Director, Ivanhoe International Center
Address: PO Box 4, St Olavs Plass,	Address: 501 East Saint Joseph Street
0130 Oslo	Rapid City, SD 57701-3995
Norway	USA
	Telephone: +1-605-394-6884
Telephone: +47 67 23 86 19	Facsimile: +1-605-394-6883
e-mail: britbal@oslomet.no	e-mail: international@sdsmt.edu

14.   **Signatures**

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of	**Signed on behalf of**
Oslo Metropolitan University	**South Dakota School of Mines and Technology**
by	**by**

Dr. Laurence Marie Anna Habib   **Jim Rankin, PhD PE**
Dean Faculty of Technology, Art and Design   **President**

Date: _____   **Date:** _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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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 Gujurat Technological University, located in Ahmedabad, India, and Presidency University, located in Bangalore, India.

IMPACT AND RECOMMENDATION
> The agreement with Gujurat Technology University will allow SDSU and GTU to work to collaborate on short-term summer study abroad programs for GTU students on the SDSU campus, and on enrollment partnerships in disciplines within the Jerome J. Lohr College of Engineering.
>
> The agreement with Presidency University will allow discussions regarding ways to collaborate, including enrollment partnerships in disciplines within the Jerome J. Lohr College of Engineering.
>
> Board staff recommends approval.

ATTACHMENTS
> Attachment I – Agreement on Academic Cooperation – SDSU & Gujurat Technological University
> Attachment II - Agreement on Academic Cooperation – SDSU & Presidency University

****

DRAFT MOTION 20240403_5-G(2):
> I move to approve South Dakota State University's agreements on academic cooperation with Gujurat Technological University and Presidency University, as presented.

South Dakota State University

Office of International Affairs

International Agreement Support Document

for

New or Renewal of International Agreement

Title of the Proposed Agreement:

This is an agreement between South Dakota State University and Gujurat Technological University

City: **Ahmedabad**   Country: **India**   Date Proposed: **01/08/2024**

Proposed by: **Sanjeev Kumar**   **Sanjeev.Kumar@sdstate.edu**
              Faculty Member's Name   E-mail address

College/Department/Program: **Jerome J. Lohr College of Engineering**

Description of Partner Institution: xx Public
                                        ☐ Private (if Private, it the institution religiously based? ☐ Yes ☐ No

Number of Students attending Partner Institution: 225,000 through 486 affiliated colleges in its network

Degrees awarded at Partner Institution:
x **B.A.**   x **B.S.**
x **M.A.**   x **M.S.**
x **Ph.D.**   ☐ Other _____

Scope of past work and future plans: **SDSU and GTU will work to collaborate on short-term summer study abroad programs for GTU students on the SDSU campus and enrollment partnerships (e.g. 3+1+1) in disciplines represented by the Jerome J. Lohr College of Engineering.**

Will this include Student Exchange? No

Additional information supporting this agreement:

N/A

Sanjeev kumar
DD2623F23314444...

Signature of person supporting this agreement

Dean, J.J. Lohr College of Engineering

Title

1/8/2024 | 20:33 PST

Date

My college supports this proposed International Agreement.

Sanjeev kumar
DD2623F23314444...

Signature of Dean

JJLCOE

Name of College

1/8/2024 | 20:33 PST

Date

The Office of International Affairs Recommendation:

[to be completed by Dr. Jon Stauff, Assistant Vice President, Office of International Affairs

The proposed agreement should

__xx__ be pursued

_____ not be pursued

Jon Stauff
8217FA2F856D480...

Dr. Jon Stauff, Assistant Vice President

1/8/2024 | 20:40 PST

Date

AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
AND
GUJURAT TECHNOLOGICAL UNIVERSITY

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 Gujarat Technological University (GTU) 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 Computer Science, Engineering, and Management.

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:

South Dakota State University	Gujarat Technological University

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
 	
ACADEMIC UNIT CONTACT
Name: Sanjeev Kumar, Ph.D., PE, F. ASCE
Title: Jerome J. Lohr Endowed Dean/Professor
Office: Jerome J. Lohr College of Engineering
Mailing Address: Crothers Engineering Hall 201(E),
                 Box 2219, Brookings, SD 57007 USA
 	
Email: Sanjeev.Kumar@sdstate.edu
Telephone: +1-605-688-4161
	PRIMARY CONTACT FOR AGREEMENT
	Name: Dr. Keyur Darji
	Title: Director
	Office: Department of International Relations
	Mailing Address: Nr. Visat Three Roads, Visat –
	                  Gandhinagar Highway,
	                  Chandkheda, Ahmedabad 382424
	                  Gujarat, India
	Email: director_dir@gtu.edu.in
	Telephone: +91-79-23267525
	
	ACADEMIC UNIT CONTACT
	The Director, Dept. of International relations will involve the concerned Professors/Deans of GTU as per the area of planned activity.

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 Gujarat Technological University

DocuSigned by:

_____   _____
7F75333EF810452...

Barry H. Dunn, President   Dr. K N Kher, Registrar

1/29/2024 | 18:59 CST

_____   _____
Date: Date:

161

South Dakota State University

Office of International Affairs

International Agreement Support Document

for

New or Renewal of International Agreement

Title of the Proposed Agreement:

This is an agreement between South Dakota State University and Presidency University

City: Bangalore   Country: India   Date Proposed: 1/25/2024

Proposed by: Sanjeev Kumar   Sanjeev.Kumar@sdstate.edu

           Faculty Member's Name   E-mail address

College/Department/Program: Jerome J. Lohr College of Engineering – including the Department of Civil Engineering, the Department of Electrical Engineering and Computer Science, and the Department of Mechanical Engineering.

Description of Partner Institution: ☐ Public

                                     ☒ Private (if Private, it the institution religiously based? ☐ Yes ☒ No

Number of Students attending Partner Institution: 9,641 at all levels

Degrees awarded at Partner Institution:
☐ B. A.   x B. S.
☐ M. A.   x M.S.
x Ph. D.   ☐ Other _____

Scope of past work and future plans:
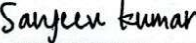
SDSU representatives have visited Presidency several times over the past year to discuss potential ways to collaborate, including the proposed 3+1+1 structure included here in this agreement. PU is keen to offer their students accelerated pathways to study in the USA and we are confident that the students recruited through this pipeline will be good additions to JJLCOE.
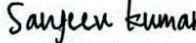
Will this include Student Exchange? Provide justification for parity.

There is no anticipated student exchange between the two institutions. As faculty have the opportunity to connect with each other, there may be short exchanges related to teaching and research that may require an addendum or an additional agreement.

Additional information supporting this agreement:

Sanjeev Kumar	J.J Lohr Endowed Dean	**1/25/2024	14:57** PST
—DD2023F23314444...		
Signature of person supporting this agreement	**Title**	**Date**

My college supports this proposed International Agreement.

Sanjeev Kumar	J.J. Lohr Endowed Dean	**1/25/2024	14:57** PST
—DD2023F23314444		
Signature of Dean	**Name of College**	**Date**

International Committee Recommendation:

[to be completed by Dr. Jon Stauff, Assistant Vice President, Office of International Affairs

The International Committee has recommended that the proposed agreement

XX   be pursued

_____ not be pursued

Summary of Rational for Decision/Approval:

This agreement is consistent with our institutional goals related to our institutional strategy to engage India after the new National Education Policy of 2020 made such curricular initiatives possible. We gain access to high quality students selected by the partner to pursue graduate studies at SDSU while we further promote our brand in India as we pursue students in other fields of study.

Jon Stauff	**1/25/2024	14:57** PST
—8217EA2E855D480	
Dr. Jon Stauff, Assistant Vice President	Date

AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
AND
PRESIDENCY UNIVERSITY, INDIA

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 Presidency University (PU) 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 programs in the Jerome J. Lohr College of Engineering and the Ness School of Management and Economics.

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:

South Dakota State University	Presidency University

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
	PRIMARY CONTACT FOR AGREEMENT
	Name: Dr. S. Sivaperumal
	Title: Dean
	Office: International Relations
	Mailing Address: Itgalpur, Rajanakunte, Bengaluru,
	            Karnataka 560064 India
	Email: director-international@presidencyuniversity.in
	Telephone: +91-80 2309 3500 Ext 129/2001

ACADEMIC UNIT CONTACT Name: Sanjeev Kumar, Ph.D., P.E., F.ASCE Title: Jerome J. Lohr Endowed Dean Office: Jerome J. Lohr College of Engineering Mailing Address: Box 2219, Brookings, SD 57007 Email: Sanjeev.Kumar@sdstate.edu Telephone: 605-688-4161	**ACADEMIC UNIT CONTACT** Name: Dr. S. Sivaperumal Title: Dean Office: International Relations Mailing Address: Itgalpur, Rajanakunte, Bengaluru, Karnataka 560064 India Email: director-international@presidencyuniversity.in Telephone: +91-80 2309 3500 Ext 129/2001

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.
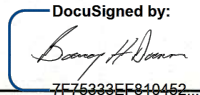
Article 11.   Nothing in the above agreement shall be construed as being legally binding.

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 **Presidency University**

DocuSigned by:

Barry H. Dunn

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_____

Dr. Barry H. Dunn, President

_____

Dr. Anubha Singh, Vice Chancellor in-Charge

1/29/2024 | 18:59 CST

_____

Date:

_____

Date:

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

****

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.

    Black Hills State University requests approval of the following project:

    Wenona Cook Resident Hall: BHSU is revising a previously approved project to increase funding to $1,700,000. BHSU will be installing air conditioning in 75 resident rooms and the common areas of the Wenona Cook Resident Hall. BHSU is utilizing auxiliary funds. The funding being used was previously approved 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

****

DRAFT MOTION 20240403_5-H:
    I move to approve the requested maintenance and repair projects as described in this item.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

****

SUBJECT
   USD – City of Vermillion Easement Resolution

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 5-2-10 & 5-2-11.

BACKGROUND/DISCUSSION
   The University of South Dakota (USD) requests that the Board adopt the Resolution set forth in Attachment I requesting the grant of easements to the City of Vermillion. The City of Vermillion is seeking two temporary construction easements over property belonging to SDBOR/USD, for the purpose of grading work associated with street upgrades and repairs. The grading work is being done on and adjacent to USD property at Clark and Harvard Streets (near the Lee Medical School building) and Clark and Pine Streets (near the College of Arts and Sciences building). USD will benefit from the improved roadways near its campus.

IMPACT AND RECOMMENDATION
   USD requests the Board of Regents approve proceeding with the requested temporary easements for the above-mentioned purposes, as reflected in the attached exhibits.

   Staff recommends approval.

ATTACHMENTS
   Attachment I – Resolution Requesting the Grant of Easements
   Attachment I – Exhibit I, Draft Temporary Easement – Clark and Pine
   Attachment I – Exhibit II, Draft Temporary Easement – Clark and Harvard (Med School)

****

DRAFT MOTION 20240403_5-I:
   I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easements as stated therein.

RESOLUTION

Resolution requesting the grant of easements through, under, in, on, and across portions of land occupied by the University of South Dakota for the use and benefit of the City of Vermillion.

The South Dakota Board of Regents (hereinafter referred to as "BOR"), on behalf of the University of South Dakota, pursuant to the authority vested in BOR under SDCL § 5-2-11 and other applicable law, hereby requests the Commission of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to grant to the City of Vermillion temporary easements to construct, reconstruct, modify, and replace concrete grading work and to provide the requisite access associated therewith, through, under, on, and across the following described real estate within the City of Vermillion, Clay County, South Dakota:

> The East 15 feet of the South 22 feet, and the North 9 feet of the South 31 feet of the East 3 feet of Lot 1, Block 11, Bigelows University Addition, as further show in Exhibit D to Exhibit I, a copy of which is attached hereto and incorporated herein; and

> The North 20 feet of Lot 7 and the North 20 feet of the East 10 feet of Lot 6, Block 67, Replat of Bigelows Addition University Plaza Replat, City of Vermillion, Clay County, South Dakota, as further shown in Exhibit E to Exhibit II, a copy of which is attached hereto and incorporated herein.

BOR requests that the easement be generally consistent with the drafts attached hereto as Exhibit I and II, without restricting the ability of the parties to further review the easements to effectuate their intended purposes before executing and filing the same, to include adjusting the easement locations to accommodate the final construction plans.

Dated this _____ day of April, 2024.

SOUTH DAKOTA BOARD OF REGENTS

By: _____

Tim Rave
President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at its meeting conducted on the _____ day of April, 2024, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this _____ day of April, 2024

SOUTH DAKOTA BOARD OF REGENTS

By _____

Doug Morrison
Secretary

Prepared by:
AJ Franken
General Counsel
University of South Dakota
414 E Clark St.
Vermillion SD 57069

STATE OF SOUTH DAKOTA TEMPORARY EASEMENT

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501 [the "State"] and the City of Vermillion , by and through its City Engineer, 25 Center Street, Vermillion, South Dakota, 57069 ["the City"].

WHEREAS, The City is desirous of retaining a temporary easement for the purpose of grading and replacing concrete, across land belonging to the State, and the State is desirous of cooperating with the City for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One dollar ($1.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to the City, a temporary easement for the following described purposes: the right to occupy during construction for purposes of grading and replacing concrete the the following legally described real estate within the City of Vermillion, Clay County, State of South Dakota (the "Easement Area"):

   The East 15 feet of the South 22 feet, and the North 9 feet of the South 31 feet of the East 3 feet of Lot 1, Block 11, Bigelows University Addition,

   as more fully described in "Exhibit D", a copy of which is attached hereto and incorporated herein by this reference.

2. The easement shall expire on completion of the work.

3. The City agrees that any construction will not diminish nor interfere unnecessarily with the State's use of its adjoining property and will not endanger nor injure any improvements thereon. The State reserves the right to utilize the Property for all purposes not inconsistent with the easement rights herein conveyed. The State and / or the City may enter upon the above described property for the purposes of effectuating the grant of and reserved rights in this easement.

Temp Easement-Block 11 Bigelows University Addition

4. The City further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the utilities or structures installed by the City and associated with the operation and maintenance of said utilities or structures.

5. The right of way, utilities, or other infrastructure shall be constructed in a good and workmanlike manner and all disturbed area shall be restored to a finished grade.

6. This Easement is granted subject to all existing rights of way and easements over and upon the property including the reservation by the State to continue use of any existing utilities, access, or State infrastructure. Existing utilities, access, or infrastructure may be relocated with State's permission at the City's expense.

7. The City further understands and agrees, that to the extent provided by South Dakota law, it shall be liable for all damages caused by construction of the utilities or structures installed by the City, and the City agrees to indemnify, defend, and hold the State harmless for the same. This section is not, as to third parties, a waiver of any defense or immunity otherwise available to City. City may require contractors and permittees, to defend, indemnify and hold City whole and harmless from costs, liabilities, and claims for damages of any kind arising out of the construction, presence, installation, maintenance, repair, operation of construction, or permitted facilities by such contractor or permittee in or near the Easement. Nothing in this agreement shall be read to waive the State's sovereign immunity.

8. The City further understands and agrees that the State has and retains the right to lease, sell, or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of-way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long as they do not infringe upon the rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South Dakota Codified Laws 5-2-12, and in any law of the State of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

9. City shall maintain the surface area of the Easement shown in Exhibit "A" following execution of this Easement. The property which is the subject of this Easement shall be kept free of all obstructions including but not limited to buildings, walls, fences, debris, trees, shrubs, or landscaping if such use is incompatible with the Easement.

10. This agreement and attachments shall constitute the entire agreement between the State and the City. This agreement supersedes any other written or oral agreements between the State and the City pertaining to the Easement Area, or any portion thereof. This agreement can be

Temp Easement-Block 11 Bigelows University Addition

modified only in writing and signed by the State and the City or their respective heirs, representatives, executors, administrators, successors and assigns.

11. This Easement shall be binding upon the heirs, executors, administrators, assigns, and successors in interest of the parties hereto, and the failure of City or any person or entity succeeding to its interest to comply with the conditions stated herein shall cause the Easement to terminate and to revert to the State or any person or entity succeeding to its interest.

12. This Easement is governed by and shall be 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.

IN WITNESS WHEREOF, the parties have caused this Easement to be executed in the name of the State, by the Governor and attested to by the Commissioner of School and Public Lands, and the Grantee has set its hand and seal this _____ day of _____, 2024.

STATE OF SOUTH DAKOTA

BY: _____
       Kristi Noem
       Governor

ATTEST:

_____
Brock Greenfield
Commissioner of School and Public Lands

CITY OF VERMILLION

BY: _____
       John Prescott
       City Manager

ATTEST:

_____

Temp Easement-Block 11 Bigelows University Addition

State of South Dakota   )
                             : SS.

County of Hughes   )

On this _____ day of _____, 2024, before me the undersigned Notary Public within aforesaid County and State, personally appeared Kristi Noem, Governor, known to me to be the person described herein and who executed the within and foregoing instrument for the purposes therein contained and acknowledged to me that she executed the same.

                                    _____

                                    Notary Public – State of South Dakota

(SEAL)   My Commission Expires: _____

State of South Dakota   )
                             : SS.

County of Hughes   )

On this _____ day of _____, 2024, before me the undersigned Notary Public within aforesaid County and State, personally appeared Brock Greenfield, Commissioner of School and Public Lands, known to me to be the person described herein and who executed the within and foregoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

                                    _____

                                    Notary Public – State of South Dakota

(SEAL)   My Commission Expires: _____

State of South Dakota   )
                             : SS.

County of Clay   )

On this _____ day of _____, 2024, before me the undersigned Notary Public within aforesaid County and State, personally appeared John Prescott, City Manager of the City of Vermillion known to me to be the person described herein and who executed the within and foregoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

                                    _____

                                    Notary Public – State of South Dakota

(SEAL)   My Commission Expires: _____

Temp Easement-Block 11 Bigelows University Addition

Temporary Construction Easement: Exhibit D

UNIVERSITY OF SOUTH DAKOTA (STATE OF SOUTH DAKOTA)

414 E Clark Street

Vermillion, SD 57069

STATE OF SOUTH DAKOTA

CLARK STREET

PINE STREET

WEN BIAO & GUIPING ZHANG
(222 N PINE ST)

KAPPA ALPHA THI
(701 E CLARK)

19+50   20+00   20+50   21+00   21+50   22+00

INSTALL 12" RCP STORM SEWER
STA. 20+53.70 - 21.51' L TO 20+54.14 - 13.50' R - 36 FT
STA. 20+77.12 - 41.36' L TO 21+06.22 - 36.76' L - 30 FT
STA. 21+06.22 - 36.76' L TO 21+33.04 - 14.50' L - 35 FT

INSTALL 15" RCP STORM SEWER
STA. 20+46.26 - 40.16' L TO 20+68.73 - 24.66' L - 28 FT

INSTALL 18" RCP STORM SEWER
STA. 20+54.14 - 14.50' R TO 20+76.85 - 37.20' R - 31 FT
STA. 20+76.85 - 37.20' R TO 20+88.06 - 37.36' R - 11 FT

INSTALL 24" RCP STORM SEWER
STA. 20+88.06 - 37.36' R TO 21+33.04 - 14.50' R - 51 FT

INSTALL 30" RCP STORM SEWER
STA. 20+57.41 - 26.46' L TO 20+64.25 - 22.32' L - 8 FT
STA. 20+68.22 - 24.67' L TO 20+68.21 - 32.67' L - 8 FT
STA. 20+69.01 - 17.65' L TO 20+71.63 - 10.09' L - 8 FT

INSTALL 15" RCP STORM SEWER PIPE
STA. 20+88.06 - 37.36' R TO 20+90.61 - 44.74' R - 8 FT

CONNECT TO EXISTING 30" RCP STORM SEWER PIPE
STA. 20+46.26 - 40.16' L

CONNECT TO EXISTING 15" RCP STORM SEWER
STA. 20+57.41 - 26.46' L
STA. 20+68.21 - 32.67' L
STA. 20+71.63 - 10.09' L
STA. 20+79.56 - 12.82' R
STA. 20+90.61 - 44.74' R

INSTALL 6" WATER MAIN
STA. 19+29.20 - 10.63' R TO 21+08.69 - 10.51' R - 180 FT
STA. 21+08.69 - 4.51' R TO 21+08.70 - 14.25' R - 10 FT

INSTALL 6" WATER VALVE
STA. 21+05.94 - 10.81' R
STA. 21+08.69 - 7.48' R

INSTALL 6" WATER TEE
STA. 21+08.69 - 10.51' R

CONNECT TO EXISTING WATER MAIN
STA. 21+08.69 - 4.51' R
STA. 21+08.70 - 14.25' R

MANHOLE RIM ADJUSTMENT
STA. 20+95.93 - 42.87'L

INSTALL SF TYPE 1 4X4
JUNCTION BOX
STA. 20+88.06 - 37.36'R (JB #2)
RIM = 1233.28
INV. N = 1223.56
INV. E = 1223.56
INV. S = 1223.56
INV. W = 1227.50

INSTALL 2X3' TYPE B INLET
STA. 20+76.85 - 37.20' R (DI #9)
TOC = 1233.43
GUTTER = 1232.93
INV. W = 1228.00
INV. E = 1228.00

INSTALL 18" RCP 45° BEND
STA. 21+38.43 - 19.38' R

CONNECT TO EXISTING 18" RCP STORM SEWER PIPE
STA. 21+45.98 - 19.53' R

INSTALL 18" RCP STORM SEWER
STA. 21+33.04 - 15.50' R TO 21+38.43 - 19.38' R (6 FT)
STA. 21+38.43 - 19.38' R TO 21+45.98 - 19.53' R (6 FT)

INSTALL 2X3' TYPE B INLET
STA. 20+53.68 - 22.51' L (DI #7)
TOC = 1233.65
GUTTER = 1233.15
INV. S = 1228.75

INSTALL 2X3' TYPE B INLET
STA. 20+54.14 - 13.50' R (DI #8)
TOC = 1233.48
GUTTER = 1232.98
INV. N = 1228.49
INV. S = 1228.49

INSTALL 2X3' TYPE B INLET
STA. 20+77.12 - 41.36' L (DI #10)
TOC = 1233.60
GUTTER = 1233.00
INV. E = 1229.90

INSTALL 2X3' TYPE B INLET
STA. 21+06.23 - 36.76' L (DI #11)
TOC = 1233.55
GUTTER = 1233.05
INV. N = 1229.50
INV. W = 1229.50

INSTALL 4X3' TYPE B INLET
STA. 21+33.04 - 14.50' R (DI #12)
TOC = 1233.14
GUTTER = 1232.64
INV. N = 1227.88
INV. E = 1223.65
INV. W = 1223.65

INSTALL SD DOT 7'X7' JUNCTION BOX
STA. 20+67.72 - 21.19'L (JB #1)
RIM = 1233.14
INV. N = 1223.71
INV. N = 1228.33
INV. S = 1223.71
INV. W = 1223.71

REMOVE EXISTING 15" RCP STORM PIPE
STA. 20+68.23 - 19.91'L TO 21+13.15 - 21.63'L (45 FT)

REMOVE EXISTING 18" RCP STORM PIPE
STA. 20+68.20 - 19.07' R TO 21+45.98 - 19.53' R (78 FT)

REMOVE EXISTING TYPE "V" STORM INLET
STA. 20+67.11 - 25.82L
STA. 20+68.20 - 19.07R
STA. 21+13.15 - 21.63L
STA. 21+14.41 - 19.99' R

REMOVE STORM JUNCTION BOX
STA. 20+68.23 - 19.91L
STA. 20+81.74 - 19.12R (CONTRACTOR TO
FIELD VERIFY LOCATION AND DEPTH)

REMOVE EXISTING WATER MAIN
STA. 21+08.69 - 4.51'R TO 21+08.70 - 14.25'R (10 FT)

REMOVE/RESET SIGN
STA. 20+37.08 - 40.49'L
STA. 20+54.24 - 18.67' R
STA. 21+49.79 - 19.61' L

CONTRACTOR TO FIELD VERIFY JUNCTION BOX LOCATION AND DEPTH

LIGHT POLE TO BE MOVED BY OTHERS

PROTECT TREE
PROTECT EXISTING HYDRANT

DI#7   DI#8   DI#9   DI#10   DI#11   DI#12   DI#13
JB#1   JB#2

6" W   10" S   30" S

SCALE: 1" = 20'

N

118 W. MAIN ST
P.O. BOX 1130
ELK POINT, SD 57025
PHONE. 605.356.2308
McLaury Engineering.com

McLaury
ENGINEERING

CLARK STREET UTILITY PLAN

DESIGNED BY: JDL
DRAWN BY: JRB   ACAD FILE: Base Clark Street.DWG
CHECKED BY: JDL   DATE   "/"/****
REVISIONS   BY   DATE
                            BY   DATE

CLARK STREET IMPROVEMENTS
VERMILLION, SD 57069

SHEET NO.

Prepared by:
AJ Franken
General Counsel
University of South Dakota
414 E Clark St.
Vermillion SD 57069

STATE OF SOUTH DAKOTA TEMPORARY EASEMENT

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501 [the "State"] and the City of Vermillion , by and through its City Engineer, 25 Center Street, Vermillion, South Dakota, 57069 ["the City"].

WHEREAS, The City is desirous of retaining a temporary easement for the purpose of grading and replacing concrete, across land belonging to the State, and the State is desirous of cooperating with the City for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One dollar ($1.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to the City, a temporary easement for the following described purposes: the right to occupy during construction for purposes of grading and replacing concrete the the following legally described real estate within the City of Vermillion, Clay County, State of South Dakota (the "Easement Area"):

    The North 20 feet of Lot 7 and the North 20 feet of the East 10 feet of Lot 6, Block 67, Replat of Bigelows Addition University Plaza Replat, City of Vermillion, Clay County, South Dakota.

    as more fully described in "Exhibit E", a copy of which is attached hereto and incorporated herein by this reference.

2. The easement shall expire on completion of the work.

3. The City agrees that any construction will not diminish nor interfere unnecessarily with the State's use of its adjoining property and will not endanger nor injure any improvements thereon. The State reserves the right to utilize the Property for all purposes not inconsistent with the easement rights herein conveyed. The State and / or the City may enter upon the

Temp Easement-Block 67, Replat of Bigelows Addition University Plaza Replat

above described property for the purposes of effectuating the grant of and reserved rights in this easement.

4. The City further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the utilities or structures installed by the City and associated with the operation and maintenance of said utilities or structures.

5. The right of way, utilities, or other infrastructure shall be constructed in a good and workmanlike manner and all disturbed area shall be restored to a finished grade.

6. This Easement is granted subject to all existing rights of way and easements over and upon the property including the reservation by the State to continue use of any existing utilities, access, or State infrastructure. Existing utilities, access, or infrastructure may be relocated with State's permission at the City's expense.

7. The City further understands and agrees, that to the extent provided by South Dakota law, it shall be liable for all damages caused by construction of the utilities or structures installed by the City, and the City agrees to indemnify, defend, and hold the State harmless for the same. This section is not, as to third parties, a waiver of any defense or immunity otherwise available to City. City may require contractors and permittees, to defend, indemnify and hold City whole and harmless from costs, liabilities, and claims for damages of any kind arising out of the construction, presence, installation, maintenance, repair, operation of construction, or permitted facilities by such contractor or permittee in or near the Easement. Nothing in this agreement shall be read to waive the State's sovereign immunity.

8. The City further understands and agrees that the State has and retains the right to lease, sell, or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of-way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long as they do not infringe upon the rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South Dakota Codified Laws 5-2-12, and in any law of the State of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

9. City shall maintain the surface area of the Easement shown in Exhibit "A" following execution of this Easement. The property which is the subject of this Easement shall be kept free of all obstructions including but not limited to buildings, walls, fences, debris, trees, shrubs, or landscaping if such use is incompatible with the Easement.

10. This agreement and attachments shall constitute the entire agreement between the State and the City. This agreement supersedes any other written or oral agreements between the State

Temp Easement-Block 67, Replat of Bigelows Addition University Plaza Replat

and the City pertaining to the Easement Area, or any portion thereof. This agreement can be modified only in writing and signed by the State and the City or their respective heirs, representatives, executors, administrators, successors and assigns.

11. This Easement shall be binding upon the heirs, executors, administrators, assigns, and successors in interest of the parties hereto, and the failure of City or any person or entity succeeding to its interest to comply with the conditions stated herein shall cause the Easement to terminate and to revert to the State or any person or entity succeeding to its interest.

12. This Easement is governed by and shall be 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.

IN WITNESS WHEREOF, the parties have caused this Easement to be executed in the name of the State, by the Governor and attested to by the Commissioner of School and Public Lands, and the Grantee has set its hand and seal this _____ day of _____, 2024.

STATE OF SOUTH DAKOTA

BY: _____
      Kristi Noem
      Governor

ATTEST:

_____
Brock Greenfield
Commissioner of School and Public Lands

CITY OF VERMILLION

BY: _____
      John Prescott
      City Manager

ATTEST:

_____

Temp Easement-Block 67, Replat of Bigelows Addition University Plaza Replat

State of South Dakota   )
                               : SS.
County of Hughes   )

On this _____ day of _____, 2024, before me the undersigned Notary Public within aforesaid County and State, personally appeared Kristi Noem, Governor, known to me to be the person described herein and who executed the within and foregoing instrument for the purposes therein contained and acknowledged to me that she executed the same.

_____
Notary Public – State of South Dakota
(SEAL)   My Commission Expires: _____

State of South Dakota   )
                               : SS.
County of Hughes   )

On this _____ day of _____, 2024, before me the undersigned Notary Public within aforesaid County and State, personally appeared Brock Greenfield, Commissioner of School and Public Lands, known to me to be the person described herein and who executed the within and foregoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

_____
Notary Public – State of South Dakota
(SEAL)   My Commission Expires: _____

State of South Dakota   )
                               : SS.
County of Clay   )

On this _____ day of _____, 2024, before me the undersigned Notary Public within aforesaid County and State, personally appeared John Prescott, City Manager of the City of Vermillion known to me to be the person described herein and who executed the within and foregoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

_____
Notary Public – State of South Dakota
(SEAL)   My Commission Expires: _____

Temp Easement-Block 67, Replat of Bigelows Addition University Plaza Replat

STATE OF SOUTH DAKOTA

CLARK STREET

20.00'

1200 SqFt

60.00'

HARVARD STREET

Temporary Construction Easement: Exhibit E

UNIVERSITY OF SOUTH DAKOTA (STATE OF SOUTH DAKOTA)

414 E Clark Street

Vermillion, SD 57069

McLaury
ENGINEERING

CLARK STREET UTILITY PLAN — CLARK STREET IMPROVEMENTS, VERMILLION, SD 57069

CLARK STREET

HARVARD STREET

STATE OF SOUTH DAKOTA

BOARD (225 N)

CONNECT TO EXISTING STORM SEWER PIPE
STA. 4+67.96 - 15.00' L
STA. 4+67.71 - 44.81' R

INSTALL 12" RCP STORM SEWER
STA. 4+67.96 - 15.00' L TO 4+61.40 - 37.04' R - 52.5 FT
STA. 4+32.10 - 37.42' R TO 4+61.40 - 37.04' R - 29.5 FT
STA. 4+61.40 - 37.04' R TO 4+88.41 - 14.50' R - 35 FT
STA. 4+61.40 - 37.04' R TO 4+67.71 - 44.81' R - 9 FT

INSTALL 12" RCP 45° BEND
STA. 4+67.71 - 44.81' R

STA. 4+32.10 - 37.42' R (DI#1)
INSTALL 2X3 TYPE B INLET
WITH TYPE B FRAME AND GRATE
TOC = 1230.95
GUTTER = 1230.45
INV. E. = 1227.50

STA. 4+61.40 - 37.04' R (DI#2)
INSTALL 2X3 TYPE B INLET
WITH TYPE B FRAME AND GRATE
TOC = 1231.06
GUTTER = 1230.56
INV. N. = 1227.21
INV. E. = 1227.21
INV. S. = 1227.21
INV. W. = 1227.21

STA. 4+89.91 - 14.50' R (DI#3)
INSTALL 2X3 TYPE B INLET
WITH TYPE B FRAME AND GRATE
TOC = 1231.08
GUTTER = 1230.58
INV. S. = 1227.50

INSTALL 48" SANITARY
SEWER MANHOLE (MH #2)
STA. 4+46.87 - 0.70' R
RIM = 1231.11
INV. N (8") = 1222.81
INV. S (8") = 1222.81

INSTALL 6" PVC WATER MAIN
STA. 2+91.09 - 10.68' R TO 4+28.03 - 10.73' R - 137 FT
STA. 4+28.03 - 10.73' R TO 5+57.51 - 10.78' R - 130 FT
STA. 4+29.99 - 45.07' R TO 4+27.88 - 42.94' R - 3 FT
STA. 4+27.88 - 42.94' R TO 4+28.03 - 10.68' R - 32 FT

INSTALL 6" PVC 45° BEND
STA. 4+29.99 - 45.07' R
STA. 4+27.88 - 42.94' R

INSTALL HYDRANT
STA. 4+22.89 - 39.88' R

CONNECT TO EXISTING WATER MAIN
STA. 4+29.99 - 45.07' R

INSTALL 6" WATER VALVE
STA. 4+25.39 - 39.91' R
STA. 4+28.01 - 14.73' R
STA. 4+31.03 - 10.73' R

INSTALL 6" WATER TEE
STA. 4+28.03 - 10.73' R

INSTALL 6" WATER VALVE
STA. 4+27.89 - 39.94' R
STA. 4+28.03 - 10.73' R

REMOVE EXISTING WATER MAIN
STA. 2+91.03 - 15.65' R TO 4+30.03 - 15.33' R - 139 FT
STA. 4+29.99 - 45.07' R TO 4+30.03 - 15.33' R - 30 FT

REMOVE EXISTING HYDRANT
STA. 4+28.12 - 38.91' R

REMOVE EXISTING WATER VALVE
STA. 4+30.14 - 26.63' R

REMOVE EXISTING SANITARY MANHOLE
STA. 4+46.87 - 0.70' R

REMOVE/RESET SIGN
STA. 4+65.61 - 37.74' R

LIGHT POLE TO BE MOVED BY OTHERS

DI#1
DI#2
DI#3

3+00 3+50 4+00 4+50 5+00 5+50

6"W 8"S 12"ST UE

SCALE: 1" = 20'

N

SHEET NO.

McLAURY ENGINEERING
118 W. MAIN ST
P.O. BOX 1130
ELK POINT, SD 57025
PHONE: 605.356.2308
McLauryEngineering.com

DESIGNED BY: JDL
DRAWN BY: JRB   ACAD FILE: Base Clark Street.DWG
CHECKED BY: JDL
REVISIONS   BY DATE
BY DATE

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

****

SUBJECT
Revision to BOR Policy 4.1.1 – General Terms and Appointment (Formerly 4.1) (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY
SDCL Chapter 3-6C

BACKGROUND / DISCUSSION
Human resources departments continue to evaluate best practices and implement technology systems to improve processes, there has also been a review of BOR policies to ensure that the policies support the functional needs of the universities. BOR Policy 4.1.1 currently provides faculty members with twenty (20) days to accept and sign employment contract renewals, however, given the implementation of DocuSign, the proposed revisions would reduce that period to ten (10) days.

This minor change will create more efficient year-end processes in the human resources and budget offices across the system. Employees will be notified in the cover letter of their individual contracts of the new deadline and will be sent reminders through DocuSign to sign and complete their contracts in accordance with the timeline.

IMPACT AND RECOMMENDATION:
Approve the first and final reading of the proposed changes to BOR Policy 4.1.1, as outlined in Attachment I.

ATTACHMENTS
Attachment I – Proposed revisions to BOR Policy 4.1.1

****

DRAFT MOTION 20240403_5-J:
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 4.1.1.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: General Terms & Appointments

NUMBER: 4.1.1

A. PURPOSE

To establish the general terms and appointment provisions for Civil Service Act employees and faculty members of the Board of Regents. No contract may obligate an institution to make payment in any future fiscal year without noting the limitations placed on the campus by the Legislature's appropriations process. Any contract that purports to extend to any future fiscal year must contain a clause that permits the institution to terminate the contract without default or liability of any kind in the event that the Legislature fails to appropriate moneys or expenditure authority needed to perform the contract.

B. DEFINITIONS

1. **Institution:** Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and Visually Impaired, South Dakota Services for the Deaf, University of South Dakota, and the Office of the Executive Director.

C. POLICY

1. **Types of Employment Classification**

   1.1. Civil Service**:** Civil Service Employees (CSA) are employees that are provided for under SDCL 3-6A-13, which applies to all positions in the executive branch of state government. All Civil Service employees are subject to Bureau of Human Resources Rules and Regulations as well as applicable BOR policies. Activities within the Civil Service System are also governed by SDCL § 3-6 and the Joint Powers Agreement between the Civil Service Commission and the South Dakota Board of Regents.

   1.2. Faculty: Employees in a faculty related position who are exempt from the Civil Service Act and perform instruction, research, service and/or other faculty duties. All faculty are subject to BOR policies, institutional policies, procedures, statutes, rules and regulations.

2. **Institutional Appointment**

   All institutional personnel will be employed upon the recommendation of the president or superintendent of the institution and upon the approval of the Board of Regents. If a candidate is currently, or was formerly, employed by an institution and applies for another position in the system, the employee's institutional human resource office or academic affairs office, as

appropriate, will share job-related information with the requesting academic or human resource office in the system.

2.1. Faculty members shall receive written appointment notice, signed by the President, Superintendent, or Executive Director, for each year they are employed by the Board. Unless otherwise agreed or established, the faculty member shall have ~~twenty~~ ten (10) calendar days to accept the employment offer, and the employment contract shall not become binding until the notice is executed by both the faculty member and the appointing authority and approved by the Board of Regents, if applicable.

2.2. The provisions of this Policy Manual, the institutional Policy Manual, the appointment notice, and applicable law become part of the terms and conditions of every appointment contract. Any understanding, promise, term, condition or representation not thereby contained or included in the contract is of no effect.

3. Faculty Contract Year

3.1. Faculty members will be required to report for assigned duties no earlier than five (5) working days prior to the first day of classes for each academic term within their annual contract.

3.2. Faculty unit members will be released from duties incidental to their assigned courses no later than five (5) working days after the last day of final examinations in the last academic term of their appointments.

3.3. Faculty members assigned to electronically delivered courses may be required to provide the necessary materials required to comply with the institutional quality assurance review process thirty (30) days prior to the first (1st) day of classes.

3.4. Faculty members who are required to report to work outside of the contract period reporting dates shall be compensated by either adjusting the required working days during the contract period by the number of days worked outside of the contract period, or by providing additional compensation for the days worked.

3.5. For payroll purposes, the nine-month individual appointment contract period for faculty members will extend from August 22 to May 21 (fall-spring), from May 22 to January 21 (summer-fall), or from December 22 to September 21 (spring-summer), inclusive. Given the variance in the academic calendar from year to year, the payroll dates applicable to the contract period and actual working days may differ, so long as the working days and payroll days are adequately offset, resulting in faculty members receiving full compensation for the days worked when considering the payroll days applicable to the contract period.

3.6. Faculty members who are asked to switch from fall-spring, spring-summer or summer-fall contracts will not be expected to go more than one (1) term without assigned responsibilities and commensurate income.

3.7. To the extent that the terms of any two (2) nine-month contracts may overlap, the term of the second contract will be deemed to begin on the day following the lapse of the first contract. This change will not affect reporting dates, evaluation dates or any other contractually specified timeline, all of which will be determined according to the

negotiated timelines. Faculty unit members on a ten-month or eleven-month contract will be required to report for assigned duties as stated in their contract.

4. Faculty Appointment and Contract Evaluation

4.1. An appointment extended to a member of the faculty at a higher education institution will be of one of the following types: term, tenure-track, or tenure.

4.2. The University of South Dakota School of Medicine may also appoint to its academic faculty certain individuals who are retired, self-employed or employed by third parties. Individuals who receive such appointments shall not be employees of the School of Medicine, and they will not be eligible for tenure, though the School of Medicine may assign them academic rank or grant them promotions in keeping with its published standards for appointment and promotion, and subject to approval by the Board.

4.3. An appointment extended to a member of the research faculty at a higher education institution will be of one of the following types: a fixed term, probationary, or continuing; provided that in rare and exceptional circumstances, the Board may grant a tenure appointment to a research faculty member. (See BOR Policy 4.4.6 – Rank and Promotion – for a detailed listing of all faculty related positions).

4.4. Faculty contracts may be terminated for cause, or as a part of a reduction in force in conformity with BOR policies and applicable law.

　　4.4.1. Term Appointments: A term contract may be either part-time or full-time and will be of a definite term, not to exceed one year, unless the extended contract is approved by the Board. A term contract will terminate automatically at the end of the term unless the Board expressly renews the contract.

　　4.4.2. A term contract creates no obligation of the Institution for continued employment beyond the term of the contract and non-renewal of the contract is not an action which can be grieved under BOR or Institutional policy. Receipt of successive term contracts does not alter the nature of the term contract and in no way enhances or creates a future interest in, or expectation of, continued employment in subsequent years.

　　4.4.3. A Term contract may be non-renewed without cause by providing written notice of the non-renewal to the faculty member prior to the expiration of the current contract term.

　　4.4.4. Fixed Term Contract for Research Faculty: A fixed term contract may be either part-time or full-time and will be of a definite term. Terms exceeding one year, shall be approved by the Board. A fixed term contract will terminate automatically at the end of its term unless the Board expressly renews the contract. A fixed term contract will terminate automatically prior to the end of its stated term if the grant funds used to support the contract lapse and the research faculty member has not secured a new funding source. A fixed term contract creates no obligation of the Institution for continued employment beyond the term of the contract and non-renewal of the contract is not an action which can be grieved under BOR or Institutional policy. Receipt of successive fixed term contracts does not alter the nature of the fixed term contract and in

no way enhances or creates a future interest in, or expectation of, continued employment in subsequent years.

4.4.5.   Tenure Track Contract: A tenure track contract is a qualifying appointment offered to a full-time faculty member who may be considered for a tenure contract at a later time and will be of a definite term, not to exceed one year. A tenure track contract is renewable solely at the discretion of the Board, subject to procedures for non-renewal of tenure track contracts set forth in BOR Policy 4.4.7 – Tenure and Continuing Appointments If a faculty member is offered a tenure track contract, the number of years the faculty member has served under term contracts may be credited, at the discretion of the Board, toward fulfillment of the period necessary for consideration for a tenure appointment.

4.4.6.   Probationary Contract for Research Faculty: A probationary contract is a qualifying appointment offered to a full-time research faculty member who may be considered for a continuing appointment at a later time and will be of a definite term, not to exceed three years. A probationary contract may be renewed for a second three-year term. A probationary contract is renewable solely at the discretion of the Board, subject to procedures for non-renewal of tenure track and probationary contracts set forth in BOR Policy 4.4.7 – Tenure and Continuing Appointments. If a research faculty member is offered a probationary contract, the number of years the research faculty member has served under fixed term contracts may be credited, at the discretion of the Board, toward fulfillment of the period necessary for consideration for a continuing appointment.

4.4.7.   Tenure Appointments for Faculty and Continuing Appointments for Research Faculty: Tenure and continuing appointments are addressed in BOR Policy 4.4.7 – Tenure and Continuing Appointments.

4.4.8.   Joint Appointments to the Instructional and Research Faculty: Upon the specific recommendation of the institutional president, a faculty member may be jointly appointed to the research faculty and the faculty, provided that the instructional load is less than half-time.

FORMS / APPENDICES:

None

SOURCE:

Current Policy Manual 6.1.1; 5.2.1; 5.2.2; 5.2.3; BOR May 1991; 5.2.4; 5.2.5; 5.2.6; BOR May 1997; BOR June 1998; BOR March 2000; BOR March 2004; BOR August 2004; BOR October 2005; BOR March 2016; BOR August 2019; BOR August 2020; October 2023 (Clerical); BOR April 2024.

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

****

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)

South Dakota School of Mines and Technology

Surbeck Center: SDSMT is utilizing $180,000 of CARA Funds to begin further planning for the Surbeck Center addition Capital project. The Project will be restarted with a new OSE number to complete selection of an architect by the building committee to continue design. Approximately 80% of the funds for the project have been raised. Additional funds added for design development phase.

South Dakota State University

Caldwell Hall: SDSU is utilizing $180,000 of Building Automation Funds to upgrade the HVAC Control System. This project will be a full design and construction for the replacement of the legacy HVAC control system at Caldwell Hall. This control system is at the end of its useful life and is no longer supported by Johnson Controls. Project will be constructed using SDSU's standing temperature control contractor. SDSU requests a delegation to the university.

South Dakota Art Museum: The South Dakota Art Museum project was previously approved by the Board of Regents on item 7-N at the March 2022 meeting. SDSU is utilizing an additional $240,000 of Foundation funds. The revised work request is for a contract modification for Architectural Services to revise the project plan, conceptual design, and estimated project costs to align with the anticipated project budget. The work will be performed by MSR Design and their consultants. The work request and A/E Contract will be revised to include the full scope of design services when the required project funding has been secured and approved by the Board of Regents and State Legislature.

FY24-25 SDSU MEP IDIQ Contract: SDSU is utilizing $150,000 of various funding sources for a general work request. This is not related to any single project. It will be utilized for SDSU Indefinite Deliver/Indefinite Quantity (IDIQ) Contract for Mechanical and Electrical Engineering Services. SDSU will solicit for an hire MEP Engineering firm for IDIQ Services. Projects where these services will be utilized will have their own OSE numbers and budgets. Per OSE structure for IDIQ Contracts, this will be a one-year contract, renewable for up to 3 years. And SOI will be issued to solicit firms for this contract.

University of South Dakota

Taylor Drive Concrete Replacement: USD is utilizing $100,000 of Vehicle Fees M&R Funds to replace damaged asphalt surface on Taylor Drive with a new concrete paving.

(Senate Bill 66 – ARPA Funds)

Black Hills State University

Young Center Parking Storm Drainage: BHSU is utilizing 2024 Senate Bill 66: Water, Wastewater, and Storm Water Projects funding. They will be using the funding to install grasscrete to the gravel parking lot. The grasscrete will prevent and mitigate the contamination of the Spearfish Creek from storm water runoff.

Water Main Replacement: BHSU is utilizing 2024 Senate Bill 66: Water, Wastewater, and Storm Water Projects funding. They will be using the funding to replace and relocate the campus main water line. The existing main water line is original from 1940's and needs replacement since it is experiencing significant breaks.

(Emergency Requests)

University of South Dakota

Dakota Dome: USD submitted an emergency request to utilize $1,200,000 of USD Capital Commitments funds. to replace the existing artificial turf surface. The existing artificial football turf surface has failed in several locations and is not repairable any longer. The turf was originally purchased and installed in 2012. Due to lead times for procuring and installing new artificial turf, USD need to move forward immediately to guarantee manufacturing and installation of a new synthetic football turf prior to the start of the football season. The project will include the removal and disposal of the existing artificial football turf surface. It will also include manufacturing and installation of a new artificial football turf surface within the Dakota Dome. The new turf surface will include all logos, markings, end zone and sideline lettering, etc. required by USD.

Clerical BOR Policy Updates

BOR Policy 2.3.7 – Undergraduate General Education Requirements – was updated on March 18, 2024, to correct the following clerical edit:

- All references of BOR Policies 2:7 and 2:5 were updated throughout the document to reflect their current policy numbers of 2.3.7 and 2.2.2 (respectively) to accurately reflect the new numbering structure. This was an edit that was missed in October 2023 when all policies were reorganized into the new numbering structure.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

****

SUBJECT
Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 6.4 – Capital Improvements
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.

Per BOR Policy 6.4, on February 21, 2024, BHSU notified the BHSU – Rapid City Renovation and Addition project building committee, represented by Regent Partridge, of actions taken as a result of the bid process.   Section 3.4.1 allows for the project to proceed as long as the bids are within 115% of the estimated project cost. The total project funding is $16,614,644 and the project costs, based on the Guaranteed Maximum Price (GMP), is $16,599,175; both are detailed below.   The GMP includes a 5.4% construction contingency.

Project Funding

ARPA Federal Funds	$8,000,000
Higher Education Facilities Fund	$5,114,644
Monument Health	$2,000,000
State of SD General Funds	$1,500,000
Total Funding	$16,614,644

(Continued)

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INFORMATIONAL ITEM

Project Costs

TSP Architecture	$1,406,000
Gustafson, Guaranteed Maximum Price	$15,083,000
OSE Fee	$60,000
Misc. Costs	$50,175
Total Costs	$16,599,175
Unobligated Balance	$15,469

On February 21, 2024, the building committee for the DSU Applied Research Lab (ARL) project in Sioux Falls, represented by Regent Rave, approved the Guaranteed Maximum Price (GMP) of $56,770,036.

On March 06, 2024, the building committee for the SDSU Larson Commons Renovations, represented by Regent Roberts, selected Clark Drew Construction to serve as the Construction Management at Risk (CMAR) firm for the project.

On March 13, 2024, the building committee for the DSU Athletics Indoor Practice Facility, represented by Regent Dittman, selected ISG Inc to serve as the architect/engineering firm for the project.

On March 14, 2024, the building committee for the NSU Gerber Hall Renovation, represented by Regent Frederick, approved the Facility Program Plan (FPP) and Facility Design Plan (FDP).

IMPACT AND RECOMMENDATIONS
>   None

ATTACHMENTS
>   None

Budget and Finance
Consent

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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).

(Continued)

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INFORMATIONAL ITEM

4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.
5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. 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
Not Applicable

ATTACHMENTS
Attachment I – April 2024 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects – April 2024

Facility Name	Ten-Year Plan	Legislative Action / YR	Legislative / Approved Amount	Fund Type	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES								
Black Hills State University								
BHSU-RC Addition & Renovation for West River Nursing		SB43-2022 / SB172-2023	$8,000,000 / $5,114,644 / $2,000,000 / $1,500,000 / $16,614,644	ARPA / HEFF / Private / General	Dec. 23 Design Plan	Construction	2025	Partridge
Dakota State University								
DSU-ARL		SB130-2022	$50,000,000	Private	Dec-23 Design Plan	Design	2026	Rave
Athletics Events Center		HB1021-2022	$40,500,000	Private	Mar-22 Design Plan	CM Selection Construction	2024	Rave
Madison Cyber labs (MadLabs)		HB1057-2018	$18,000,596	Private	Oct-17 Design Plan	Completed	March-2020	Rave
Northern State University								
Regional Sports Complex		HB1037-2019	$33,000,000	Private	Jun-19 Design Plan	Final Inspection	2021	Morrison
Lincoln Hall Replacement		SB44-2022 / SB173-2023	$29,500,000 / $1,500,000 / $450,000 / $31,450,000	ARPA Capital Projects Funds / General Funds / Auxiliary Plant Funds	Dec-23 Design Plan	Construction	2025	Brown
Gerber Hall Renovation		HB1049-2023	$2,500,000 / $2,500,000 / $5,000,000	General Funds / HEFF/General FundsM&R Match	Mar-23	Preliminary Facility Statement	2025	Frederick
South Dakota School of Mines and Technology								
Nucor Mineral Industries Building		SB156-2021 / SB33-2023	$12,000,000 / $6,400,000 / $23,400,000 / $41,800,000	Private / Local / State	Dec-21 Facility Design GMP Approved by BC	Construction	2024	Partridge
Music Center (Old Gym) Renovation				Private	Oct-14 Facility Stmt	Planning	TBD	Dittman
Student Innovation Center				Private	Jun-14 Facility Stmt	A/E Selection	TBD	Lochner
Stadium Renovation				HEFF Funds / Local / Private	Dec-19 Facility Stmt	A/E Selection	TBD	Lochner
South Dakota State University								
Cottonwood Range and Livestock Field Station		SB 84 - 2022	$6,000,000	General Funds	May-23 Program Plan	Design	TBD	Partridge
Lincoln Hall - Renovation			$0 / $5,416,880 / $10,000,000 / $15,416,880	Private / HEFF M&R / 2021 HEFF Bonds	Jan-22 Design Plan (Revised)	Construction	2023	TBD
McFadden Northern Plains Biostress		HB 1049 - 2023	$6,000,000 / $6,000,000 / $12,000,000	General Funds / HEFF M&R/Other	March 2023 Facility Stmt (Revised)	Design	TBD	Roberts
Rodeo Grounds Practice Facility			TBD	Private	Apr-20 Facility Stmt	Planning	TBD	Rasmussen
SJ Marshall Center - Addition, Phase 2		HB1022-2022	$44,000,000 / $4,000,000 / $6,000,000 / $54,000,000	Private / Local / HEFF M&R	Dec-21 Design Plan (Revised)	Construction	2024	Roberts

South Dakota Board of Regents Capital Improvement Projects - April 2024

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.
Soccer Competition Venue			Donations	TBD	Dec-23 Facility Stmt	Planning	TBD	TBD
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-2020 Facility Stmt	Planning	TBD	Frederick
Transient Animal Facility		HB1032-2023	Insurance	$1,400,000	Dec-23 Facility Stmt	Planning	2026	TBD
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

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.
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

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.
University Wellness Center Addition			GAF & Private		Dec-16 Facility Stmt	Planning	TBD	Partridge

Dakota State University

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.
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

South Dakota School of Mines and Technology

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.
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection	TBD	Morrison

South Dakota State University

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.
Larson Commons Renovation			Private, Auxiliary	TBD	Oct-22 Facility Stmt	Design	2025	Roberts
University Student Union Renovations & Remodeling - Phase 4			General Activity Fees	$7,920,300	Jun-23 Program Plan	Design	2024	

University of South Dakota

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.
Wellness Center Expansion		SB42-2022	Auxiliary Funds, Auxiliary Bonds, Private Funds, Local Funds	$5,000,000 $3,900,000 $13,989,588 $8,360,412 $31,250,000	Jun-22 Design Plan (Revised)	Construction	2024	Roberts

South Dakota Board of Regents Capital Improvement Projects - April 2024

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.

Project Status:
1) Planning
2) A/E Selection
3) Design
4) Bid
5) Construction

Board Action:
1) Preliminary Facility Statement
2) Facility Program Plan
3) Design
4) Bid - Board approves substantive changes from program Plan

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – N
DATE: April 3-4, 2024

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SUBJECT

FY23 Annual Comprehensive Financial Report (ACFR) Audit Update

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 4-11-2 – Annual Audit of State Accounts

BACKGROUND / DISCUSSION

The FY23 Statewide Annual Comprehensive Financial Report (ACFR) was released in December of 2023. The Board of Regents (BOR) is considered a component unit of the state of South Dakota in the ACFR. The Department of Legislative Audit (DLA) is charged with providing an audit opinion on the ACFR and performs an audit of the BOR financial statements to help arrive at this opinion.

DLA does not issue an audit opinion specifically for BOR. The lack of an audit opinion does not change the fact that our financial information is looked at extensively. DLA sends auditors to both SDSU and USD. They spend time with the campuses looking at both items specific to those two campuses as well as looking at system procedures and controls. They also use Banner (our ERP) to pull documents and review transactions remotely for the four smaller campuses and review them for accuracy and appropriateness. Phone interviews are conducted with the controllers at all campuses. Because of the size of our finances as a percentage of state government, DLA spends a significant amount of time making sure our statements are free of material misstatements. For FY23, there were no audit findings. There were two mandatory auditor adjustments for the BOR system, both related to foundation activities.

IMPACT AND RECOMMENDATIONS

The accounting staff at each campus is to be congratulated for their continued commitment to excellence. Listed below are the controllers and Board office staff who had a major hand in completing this year's financial statements.

Rob Houdek – BHSU	Shelley Brunick – USD
Amy Dockendorf – DSU	Claudean Hluchy – Special Schools
Kay Fredrick – NSU	Dennis Konkler – RIS
Deb Rowse – SDSMT	Shannon Wasilik – BOR

(Continued)

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INFORMATIONAL ITEM

Karen Jastram – SDSU   Abby Underberg – BOR
Yura Chong – SDSU   Scott Van Den Hemel – BOR
Elizabeth Reimers – BOR

With every audit, there are always areas identified as places for improvement. The Board office will continue to visit with DLA and the controllers to look for ways to improve internal controls and processes/procedures. Findings that did not meet material reporting thresholds are also reviewed with DLA. These smaller findings can be extremely helpful in identifying procedures and controls that need to be adjusted before they become bigger issues down the line.

The number of mandatory audit adjustments for the last five years, the dollar value associated with those adjustments, and their impact on the BOR's net position are listed below.

Fiscal Year	# of Audit Adjustments	Dollar Value of Adjustments	Impact on Net Position
2019	0	$0.00	0.00%
2020	5	$6,645,015	0.00%
2021	1	$11,888,422	0.00%
2022	0	$0.00	0.00%
2023	2	$58,207,066	0.00%

Each year the Board office assigns a priority code to the audit adjustments. One is a high priority and five is a low priority. There were two mandatory adjustments in FY23 (Attachment I). Both adjustments were due to auditor changes to DSU Foundation and NSU Foundation. The reason for the adjustments was timing between when the data is due to DLA and when the audits were completed by the foundation's local auditors. Both adjustments received a priority code of five.

ATTACHMENTS
Attachment I – FY23 Mandatory Auditor Adjustments

CLOSING
POSTED AUDITOR RECOMMENDED ADJUSTMENTS
FY23

University	Account Description	Banner Account	ACFR Account	Function	Amount Dr. (Cr.)
DSU	Restricted Investments	1C	1189000		52,319,271.00
	Other Noncurrent Assets	1I0000	1800000		(52,319,271.00)

PURPOSE: To properly report funds received by DSU from an outside donor and held in investments by the DSU Foundation at year-end.

University	Account Description	Banner Account	ACFR Account	Function	Amount Dr. (Cr.)
NSU	Cash and Cash Equivalents	10	1130000		5,887,795.00
	Short-term Investments	1D	1400000		(5,887,795.00)

PURPOSE: To properly report cash equivalents at the NSU Foundation that were reclassified by the Foundation auditor between the draft foundation report that NSU used to prepare their financial statements and the final report issued.

Budget and Finance
Consent

AGENDA ITEM: 5 – O
DATE: April 3-4, 2024

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SUBJECT
> **Residence Hall Occupancy Report for Fall 2023 / Spring 2024**

CONTROLLING STATUTE, RULE, OR POLICY
> None

BACKGROUND / DISCUSSION
> Each year the Board office collects information on the fall utilization numbers for each of the campuses' residence halls. This information is summarized by the campus and put in the SDBOR Fact Book. The capacity, types of housing available, and number of students boarded can be found in Attachment I for Fall 2023, and in Attachment II for Spring 2024.

IMPACT AND RECOMMENDATIONS
> Table 1 shows the total number of beds considered to be part of the housing system for each campus. The revenue generated from these beds is pledged to the auxiliary system, except for 72 beds in the East and West 8-Plex Apartments at DSU as well as 249 beds in Rocker 1 and 2 at SDSMT.

Table 1		
South Dakota Board of Regents		
Available Beds per Semester		
	2021 2022	2022 2023	2023 2024
BHSU	854	864	869
DSU	859	936	897
NSU	788	855	767
SDSMT	1,048	1,091	1,091
SDSU	4,461	4,571	4,499
USD	2,154	2,128	2,128
System	10,164	10,445	10,251

(Continued)

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INFORMATIONAL ITEM

Major changes in the numbers between years represent new housing coming online or housing being taken out of the system. It could also represent beds taken offline for isolation and de-densification in the 2021-2022 academic year due to COVID-19. Minor changes represent a design adjustment in how the room is classified or rooms taken offline for repairs. For example, taking a room that has been sold as a double and deciding that it will be sold as a single in the future represents a reclassification. Only permanent changes can be made to the capacity.

All campuses saw major adjustments to their available beds in 2021 due to the number of beds that were required for isolation and de-densification per CDC guidelines for COVID-19. DSU took Van Eps Place offline to house students who were in COVID testing protocol. SDSU brought beds in Waneta online for COVID isolation and over-flow only in 2021-2022.

Table 2 shows the differences between the fall and spring occupancy rates for the last three years. Occupancy rates for Fall 2023/Spring 2024 are based upon rooms available for the general student population. The changes from fall to spring represent students who did not return to school for assorted reasons or graduated after the fall semester.

Most costs associated with running a residence hall system are fixed. While some costs will vary, nearly every additional bed that can be filled represents revenue that would go directly to the bottom line of the operation. It should be noted that when campuses prepare financial information for new residence halls, 90% occupancy is used to develop the financial pro forma for the new hall, with current halls remaining at their current occupancy. As a rule of thumb, the system needs to remain above 90% to maintain financial stability. As campuses dip below that figure for an extended period, they begin to put pressure on other areas to maintain their 1.2 coverage ratio. The average occupancy rates range from 94.78% at SDSMT to 62.84% at NSU.

Table 2
South Dakota Board of Regents
Campus Housing Utilization
Fall, Spring and Average for Last Three Years

	Fall 2021	Spring 2022	Avg		Fall 2022	Spring 2023	Avg		Fall 2023	Spring 2024	Avg
BHSU	87.24%	76.00%	81.62%	BHSU	91.66%	85.88%	88.77%	BHSU	91.71%	83.08%	87.39%
DSU	89.85%	81.49%	85.67%	DSU	86.65%	84.37%	85.51%	DSU	96.32%	87.85%	92.08%
NSU	69.42%	68.02%	68.72%	NSU	61.40%	57.08%	59.24%	NSU	64.67%	61.02%	62.84%
SDSMT	95.61%	92.37%	93.99%	SDSMT	99.27%	92.48%	95.88%	SDSMT	96.43%	93.13%	94.78%
SDSU	88.35%	83.41%	85.88%	SDSU	87.60%	82.89%	85.25%	SDSU	95.55%	90.26%	92.91%
USD	93.18%	83.94%	88.56%	USD	93.14%	86.47%	89.81%	USD	93.89%	87.22%	90.55%
System	87.28%	80.87%	84.07%	System	88.04%	83.03%	85.54%	System	92.73%	86.93%	89.83%

Table 3 isolates the last four spring semesters:

Table 3				
South Dakota Board of Regents				
Campus Housing Utilization				
Spring Semester Only				
	Spring 2021	Spring 2022	Spring 2023	Spring 2024
BHSU	73.93%	76.00%	85.88%	83.08%
DSU	82.38%	81.49%	84.37%	87.85%
NSU	61.29%	68.02%	57.08%	61.02%
SDSMT	83.02%	92.37%	92.48%	93.13%
SDSU	83.93%	83.41%	82.89%	90.26%
USD	85.32%	83.94%	86.47%	87.22%
System	78.31%	80.87%	83.03%	86.93%

Table 4 shows the numbers of beds that are empty based on the occupancy rates. A negative number would indicate that a campus was over 100% for that semester.

Table 4										
South Dakota Board of Regents										
Open Beds										
Change from Fall to Spring Prior and Current Years										
	Fall 2021	Spring 2022	Change		Fall 2022	Spring 2023	Change		Fall 2023	Spring 2024	Change
BHSU	109	205	96	BHSU	72	122	50	BHSU	72	147	75
DSU	89	159	70	DSU	125	132	7	DSU	33	109	76
NSU	241	252	11	NSU	330	367	37	NSU	271	299	28
SDSMT	47	80	33	SDSMT	8	82	74	SDSMT	39	75	36
SDSU	519	740	221	SDSU	567	782	215	SDSU	200	438	238
USD	142	346	204	USD	146	288	142	USD	130	272	142
System	1,147	1,782	635	System	1,248	1,773	525	System	745	1,340	595

ATTACHMENTS

Attachment I – Fall 2023 Residence Hall Occupancy Report
Attachment II – Spring 2024 Residence Hall Occupancy Report

Campus Housing Utilization
Fall 2023

Black Hills State University - Current Capacity 869								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	78	205	0	0	0	0	453	92.83%
Suite-Style	4	96	0	0	0	0	184	93.88%
Apartments	62	61	0	0	0	0	159	86.41%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	144	362	0	0	0	0	796	**91.71%**

Dakota State University - Current Capacity 897‡								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	92	294	1	0	0	0	651	95.31%
Suite-Style	0	0	0	19	0	0	76	100.00%
Apartments	0	0	0	8	8	11	137	99.28%
Leased Property*								0.00%
Overflow †								
Total	92	294	1	27	8	11	864	**96.32%**

Northern State University - Current Capacity 767								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	97	108	2	0	0	0	131	41.07%
Suite-Style	7	33	9	86	0	0	365	82.21%
Apartments	4	0	0	0	0	0	0	0.00%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	108	141	11	86	0	0	496	**64.67%**

South Dakota School of Mines and Technology - Current Capacity 1091								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	35	198	15	0	0	0	457	96.01%
Suite-Style	94	56	0	40	0	0	348	95.08%
Apartments	0	0	0	0	0	0	0	0.00%
Leased Property*	249	0	0	0	0	0	247	99.20%
Overflow †							0	
Total	378	254	15	40	0	0	1,052	**96.43%**

South Dakota State University - Current Capacity 4499‡								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	273	1,572	3	0	0	0	3,291	96.06%
Suite-Style	0	233	0	0	0	0	444	95.28%
Apartments	26	17	10	128	1	0	564	92.92%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	299	1,822	13	128	1	0	4,299	**95.55%**

University of South Dakota - Current Capacity 2128‡								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	56	687	16	0	0	0	1,378	93.23%
Suite-Style	0	53	0	77	0	0	398	96.14%
Apartments	0	22	0	48	0	0	222	94.07%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	56	762	16	125	0	0	1,998	**93.89%**

Current Capacity - Designed capacity adjusted for permanent changes, including changing

rooms to alternate uses and offering doubles as singles.

‡ DSU, SDSU, and USD's current capacity calculation includes unused rooms temporarily taken offline

* Leased Property - This is property leased and managed by the campuses Residence Life staff.

† Overflow - Refers to students assigned to spaces not designed or planned as sleeping rooms to deal wi

Campus Housing Utilization
Spring 2024

Black Hills State University - Current Capacity 869								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	77	206	0	0	0	0	419	85.69%
Suite-Style	4	96	0	0	0	0	164	83.67%
Apartments	62	61	0	0	0	0	139	75.54%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	143	363	0	0	0	0	722	**83.08%**

Dakota State University - Current Capacity 897‡								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	92	294	1	0	0	0	589	85.65%
Suite-Style	0	0	0	19	0	0	71	93.42%
Apartments	0	0	0	8	8	11	128	92.75%
Leased Property*								0.00%
Overflow †								
Total	92	294	1	27	8	11	788	**87.85%**

Northern State University - Current Capacity 767								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	97	108	2	0	0	0	118	36.99%
Suite-Style	7	33	9	86	0	0	350	78.83%
Apartments	4	0	0	0	0	0	0	0.00%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	108	141	11	86	0	0	468	**61.02%**

South Dakota School of Mines and Technology - Current Capacity 1091								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	35	198	15	0	0	0	440	92.44%
Suite-Style	94	56	0	40	0	0	331	90.44%
Apartments	0	0	0	0	0	0	0	0.00%
Leased Property*	249	0	0	0	0	0	245	98.39%
Overflow †							0	
Total	378	254	15	40	0	0	1,016	**93.13%**

South Dakota State University - Current Capacity 4499‡								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	273	1,572	3	0	0	0	3,134	91.48%
Suite-Style	0	233	0	0	0	0	400	85.84%
Apartments	26	17	10	128	1	0	527	86.82%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	299	1,822	13	128	1	0	4,061	**90.26%**

University of South Dakota - Current Capacity 2128‡								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	56	687	16	0	0	0	1,261	85.32%
Suite-Style	0	53	0	77	0	0	379	91.55%
Apartments	0	22	0	48	0	0	216	91.53%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	56	762	16	125	0	0	1,856	**87.22%**

Current Capacity - Designed capacity adjusted for permanent changes, including changing
rooms to alternate uses and offering doubles as singles.

‡ DSU, SDSU, and USD's current capacity calculation includes unused rooms temporarily taken offline

* Leased Property - This is property leased and managed by the campuses Residence Life staff.

† Overflow - Refers to students assigned to spaces not designed or planned as sleeping rooms to deal wi

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
　　　FY23 Auxiliary System Agreed-Upon Procedures Report

CONTROLLING STATUTE, RULE, OR POLICY
　　　BOR Policy 5.26 – Bond Compliance and Management

BACKGROUND / DISCUSSION
　　　A financial statement for the auxiliary system is required by the bond covenants. To accomplish this, the Board of Regents (BOR) has retained the Department of Legislative Audit (DLA) to provide an Agreed-Upon Procedures review of the system. The BOR's compliance officer receives the financial statement information from the universities, reviews and combines them, and prepares the footnotes. Those statements and any working papers are then provided to DLA to perform certain tests that are outlined in the Agreed-Upon Procedures document. The review by Legislative Audit includes the following:

- Verifying that the coverage ratio has been calculated properly;
- Making sure that revenue generated by the auxiliary system stays in the system;
- Checking expenditures to make sure that they are proper; and
- Verifying that the proper amount of funds are being allocated to the Repair & Replacement Reserve (RRR).

For FY23, DLA found no instances of noncompliance with the covenants of the bond. A copy of this year's report is provided as Attachment I. The table below shows the coverage ratios for the last five years for all the campuses and the system. The covenants require a coverage rate of 1.20 or higher.

	FY23	FY22	FY21	FY20	FY19
BHSU	1.51	1.42	1.43	1.41	1.50
DSU	1.42	1.29	1.53	1.49	1.41
NSU	1.33	1.59	1.73	1.63	1.51
SDSMT	1.34	1.35	1.35	1.30	1.25
SDSU	1.36	1.32	1.64	1.38	1.49
USD	1.52	1.51	1.81	1.67	1.62
System	1.40	1.38	1.62	1.45	1.49

(Continued)

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INFORMATIONAL ITEM

IMPACT AND RECOMMENDATIONS

The System coverage ratio increased to 1.40 in FY23. This is up from the previous years' average of 1.38. The coverage for FY23 is comfortably above the minimum required by the bond covenants. Any cushion above the minimum of 1.20 helps protect the system from occasional drops in enrollment and aids the system in maintaining its excellent credit rating.

ATTACHMENTS

Attachment I – FY23 Agreed-Upon Procedures Report

SOUTH DAKOTA BOARD OF REGENTS

FINANCIAL STATEMENTS OF THE HOUSING AND AUXILIARY FACILITIES SYSTEM

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Fiscal Year Ended June 30, 2023

State of South Dakota
Department of Legislative Audit
427 South Chapelle
℅ 500 East Capitol
Pierre, SD 57501-5070

BOARD OF REGENTS
HOUSING AND AUXILIARY FACILITIES SYSTEM
TABLE OF CONTENTS

427 SOUTH CHAPELLE
C/O 500 EAST CAPITOL
PIERRE, SD 57501-5070
(605) 773-3595

RUSSELL A. OLSON
AUDITOR GENERAL

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Mr. Nathan Lukkes
Executive Director

and

South Dakota Board of Regents

We have performed the procedures enumerated below, which were agreed to by management of the South Dakota Board of Regents (Board), solely to assist the Board in evaluating its compliance with bond requirements in the Housing and Auxiliary Facilities System for the year ended June 30, 2023. The Board's management is responsible for the Housing and Auxiliary Facilities System financial statements and the underlying accounting records, and for complying with bond requirements.

The South Dakota Board of Regents has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose of assisting users in understanding the Board of Regents Housing and Auxiliary System and its compliance with bond requirements for the year ended June 30, 2023. This report may not be suitable for any other purpose. The sufficiency of these procedures is solely the responsibility of the Board of Regents. Consequently, we make no representations regarding the sufficiency of the procedures enumerated below either for the purpose for which this report has been requested or for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, the users are responsible for determining whether the procedures performed are appropriate for their purposes.

The procedures and the associated findings are as follows:

<u>Statement of Net Position and Statement of Revenues, Expenses and Changes in Net Position – Agreed-Upon Procedures</u>

a. *We obtained the Statement of Net Position and the Statement of Revenues, Expenses and Changes in Net Position for the year ended June 30, 2023, as prepared by management. We traced the amounts on the statements to management's worksheets and traced the amounts on management's worksheets to the accounts in the Board's general ledger and other supporting documentation. A materiality limit of 5% was utilized in performing these procedures.*

We found no exceptions exceeding the agreed upon materiality limit of 5% as a result of applying these procedures.

b. *We traced information in the footnotes to the statements and other supporting documentation.*

We found no exceptions as a result of applying this procedure.

c. *We traced the information in the supplementary schedules to the Board's general ledger and other supporting documentation. A materiality limit of 5% was utilized in performing this procedure.*

We found no exceptions exceeding the agreed upon materiality limit of 5% as a result of applying this procedure.

Compliance – Agreed-Upon Procedures

d. *We confirmed that transfers made to the Repair and Replacement Reserve Account for each institution were in compliance with bond covenants during the fiscal year ended June 30, 2023.*

The Board's general ledger supported that required minimum distributions were made to the Repair and Replacement Reserve Account in accordance with bond covenants.

e. *We confirmed that the bond accounts were maintained separately from all other accounts on the accounting system in accordance with bond covenants.*

Separate funds have been established in the Board's general ledger to record bond activity.

f. *We inspected the Board of Regents meeting minutes for meetings occurring during the fiscal year ended June 30, 2023, and obtained representations from management that none of the facilities of the Housing and Auxiliary Facilities System had been sold or otherwise disposed of contrary to bond covenants as of June 30, 2023.*

Brookman Hall at the University of South Dakota was approved for demolition per Board of Regents meeting minutes during the fiscal year ending June 30, 2023. This was confirmed by management's representation.

g. *We mathematically checked compliance with the rate covenant for each institution which requires the ratio of net revenues to annual debt service to exceed 120%.*

The net revenue to annual debt service ratio exceeded 120% at all universities and for the System as a whole.

We were engaged by the Board to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the American Institute of Certified Public Accountants and *Government Auditing Standards* promulgated by the Comptroller General of the United States. We were not engaged to and did not conduct an audit, examination, or review of the compliance with bond requirements or of the Housing and Auxiliary Facilities System – Statement of Net Position and Statement of Revenues, Expenses and Changes in Net Position for the year ended June 30, 2023, the objective of which would be the expression of an opinion or conclusion on the compliance with

bond requirements or the financial statements referred to above. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the South Dakota Board of Regents Housing and Auxiliary Facilities System and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

The purpose of this report on agreed upon procedures is solely to describe the procedures performed and the results of those procedures for the information and use of management and members of the Board of Regents and should not be used for any other purpose. As required by South Dakota Codified Law 4-11-11, this report is a matter of public record and its distribution is not limited.

Russell A. Olson
Auditor General

January 22, 2024

SOUTH DAKOTA BOARD OF REGENTS - COMBINED
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
June 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Assets				
Cash and Investments	$ 12,140,245.18	$ 3,185,824.73	$ 24,994,321.38	$ 40,320,391.29
Total Assets	$ 12,140,245.18	$ 3,185,824.73	$ 24,994,321.38	$ 40,320,391.29
Net Position				
Unrestricted	$ 12,140,245.38	$ -	$ 8,068,838.11	$ 20,209,083.49
Externally restricted (Note 3)	-	3,185,824.73	16,925,483.27	20,111,308.00
Total Net Position	$ 12,140,245.38	$ 3,185,824.73	$ 24,994,321.38	$ 40,320,391.49

The accompanying notes are an integral part of these financial statements.

213

SOUTH DAKOTA BOARD OF REGENTS - COMBINED
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Revenues and other additions:				
Net revenues from bonded facilities (Note 1)	$ 25,182,833.43	$ -	$ -	$ 25,182,833.43
Investment income	92,847.71	34,575.38	264,288.80	391,711.89
Net General Activity Fee	7,140,846.67	-	-	7,140,846.67
Other income	3,670.00	130,000.00	-	133,670.00
Total revenues and other additions	32,420,197.81	164,575.38	264,288.80	32,849,061.99
Expenses and other deductions:				
Bond principal payments	-	14,390,000.00		14,390,000.00
Bond interest expense	-	9,002,517.00		9,002,517.00
Trustee fees and bank charges	-	6,510.00		6,510.00
General and administrative expenses	-	-	16,885,930.36	16,885,930.36
Total expenses and other deductions	-	23,399,027.00	16,885,930.36	40,284,957.36
Revenues and other additions over (under) expenses and other deductions	32,420,197.81	(23,234,451.62)	(16,621,641.56)	(7,435,895.37)
Transfers among funds - additions (deductions)				
Transfers for B&I	(23,134,838.51)	23,134,838.51	-	-
Transfers for RRR	(11,142,981.97)	-	11,142,981.97	-
Transfers for Other	95,215.65	87,769.30	282,157.07	465,142.02
Total transfers among funds - additions (deductions)	(34,182,604.83)	23,222,607.81	11,425,139.04	465,142.02
Net increase (decrease) in Net Position	(1,762,407.02)	(11,843.81)	(5,196,502.52)	(6,970,753.35)
Beginning Net Position	13,898,833.63	3,197,668.54	30,190,823.90	47,287,326.07
Prior Period Adjustment	3,818.77	-	-	3,818.77
Ending Net Position	$ 12,140,245.38	$ 3,185,824.73	$ 24,994,321.38	$ 40,320,391.49

The accompanying notes are an integral part of these financial statements.

Note 1:   <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES</u>

The Housing and Auxiliary Facilities System (System) is reported in the financial statements of the South Dakota Board of Regents (BOR). The System includes the activity of the Housing and Auxiliary Facilities System Revenue Bonds Series 2006, Series 2007, Series 2008A, Series 2008B, Series 2013A, Series 2014A, Series 2014B, Series 2015, Series 2016, Series 2017, Series 2019A, Series 2019B, and Series 2021 for the year ended June 30, 2023.

The accompanying financial statements have been prepared on the cash basis of accounting and present the financial position and results of financial activity of the System in a format determined by the BOR. The financial statements are not prepared in accordance with generally accepted accounting principles and the notes to the financial statements are not intended to present all disclosures required by generally accepted accounting principles. The significant accounting policies followed are described below.

Revenues from bonded facilities are reported on the Statement of Revenues, Expenses and Changes in Net Position net of maintenance and operating costs. A breakdown of specific revenues and expenses may be found on the supplementary Schedule of Pledged Revenues.

Prior period adjustments were made to Net Position as shown on the Statement of Revenues, Expenses, and Changes in Net Position. These represent adjustments to beginning cash balances for activity in the prior year.

A total column is presented in the statements. The total column includes interfund activity and is not comparable to a consolidated financial statement, but is presented only to facilitate financial analysis.

<u>General Provisions</u>

The Series 2006, Series 2007, Series 2008A, Series 2008B, Series 2013A, Series 2014A, Series 2014B, Series 2015, Series 2016, Series 2017, Series 2019A, Series 2019B, and Series 2021 Bonds are limited obligations of the BOR issued by the Board of Regents of the State of South Dakota, and are secured under the provisions of the Bond Resolution authorizing their issuance. The Bonds are payable and collectible from student housing fees, and the net revenues of the BOR's student housing system and certain auxiliary enterprise facilities and certain other sources as shown in the schedule of pledged revenues. These revenues have been pledged to meet the bond obligations. Neither the credit nor the taxing power of the State of South Dakota nor any state agency, instrumentality, or political subdivision thereof is pledged for the payment of the principal, premium, if any, or interest on the Bonds. The Bonds are not general obligations of the State of South Dakota or any agency, instrumentality, or political subdivision thereof. The South Dakota Board of Regents has no taxing power.

The Series 2006, Series 2007, Series 2008A, Series 2008B, Series 2013A, Series 2014A, Series 2014B, Series 2015, Series 2016, Series 2017, Series 2019A, Series 2019B, and Series 2021 Bonds are not insured.

Fund Accounting

The assets, liabilities, and net position of the System are reported in three fund groups as follows:

- The Housing and Auxiliary Facilities Revenue Fund is the fund established to collect and record the gross revenue of the auxiliary institutional system. The moneys in the fund shall be applied to pay all necessary operating expenses, which include current maintenance charges, expenses of reasonable upkeep and repairs, properly allocated share of charges for insurance, and all other expenses incidental to the operation of the institutional system, but exclude depreciation.

- The Bond and Interest Sinking Fund Account is the fund established to maintain an amount sufficient to equal the interest then due on the bonds issued and one-half of the principal due on the bonds within the next 12 months. Transfers to this fund are due semi-annually on March 25 and September 25.

- The Repair and Replacement Reserve Account is a fund established to maintain an amount equal to the Repair and Replacement Reserve Requirement of each Bond issue. All moneys and investments so held in this account shall be used and held for use to pay the cost of unusual or extraordinary maintenance or repairs, renewals, renovations and replacements, and renovating or replacement of the furniture and equipment not paid as part of the ordinary maintenance and operation of the facilities constituting the related Institutional System.

Other Significant Accounting Policies

Other significant accounting policies are set forth in the financial statements and notes thereto.

Note 2:   OUTSTANDING DEBT

The bond principal outstanding at June 30, 2023, was $1,890,000 for Series 2006; $3,285,000 for Series 2007; $1,550,000 for Series 2008A; $1,830,000 for Series 2008B; $4,820,000 for Series 2013A; $16,340,000 for Series 2014A; $6,730,000 for Series 2014B; $15,550,000 for Series 2015; $16,440,000 for Series 2016; $74,030,000 for Series 2017; $11,280,000 for Series 2019A; $4,000,000 for Series 2019B; and $34,515,000 for Series 2021.

Note 3:   RESERVE BALANCE

Bond indentures for the Housing and Auxiliary Facilities System require the establishment of a Repair and Replacement Reserve consisting of 10% of the amount transferred to the Bond and Interest Sinking Fund Account annually for the Institutional System until an amount equal to 5% of the cost of construction, furnishing and equipping of all facilities in such Institutional System has been accumulated. Transfers to the

Repair and Replacement Reserve in accordance with the bond indenture requirements are considered Externally Restricted.   Balances in Repair and Replacement Reserve Accounts in excess of the transfer requirement are Unrestricted.

SUPPLEMENTARY SCHEDULES

The accompanying supplementary schedules are presented for additional analysis and are not required as part of the financial statements of the Housing and Auxiliary Facilities System of the South Dakota Board of Regents

SOUTH DAKOTA BOARD OF REGENTS - COMBINED
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022
Unaudited

	2023			2022		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Bookstore	$ 3,541,779.52	$ 3,445,760.47	$ 96,019.05	$ 3,301,188.38	$ 2,894,377.71	$ 406,810.67
Student Center (Non-GAF)	2,224,175.50	1,694,631.75	529,543.75	1,740,015.64	1,492,727.96	247,287.68
Food Service	31,359,859.96	30,195,487.05	1,164,372.91	29,436,861.42	28,431,831.74	1,005,029.68
Residential Living	43,514,346.55	20,786,421.19	22,727,925.36	41,491,867.26	19,660,032.80	21,831,834.46
Conference Services	72,735.28	23,889.45	48,845.83	69,618.69	9,750.02	59,868.67
Wellness Center (Non-GAF)	902,347.40	789,807.07	112,540.33	764,096.16	586,057.70	178,038.46
Parking	1,717,392.78	932,719.08	784,673.70	1,799,736.04	586,267.21	1,213,468.83
Other Facility Revenue	-	281,087.50	(281,087.50)	-	298,384.42	(298,384.42)
Revenues from facilities	83,332,636.99	58,149,803.56	25,182,833.43	78,603,383.59	53,959,429.56	24,643,954.03
General Activity Fee	12,783,018.46	5,642,171.79	7,140,846.67	13,027,809.07	6,227,381.59	6,800,427.48
Interest from Investments	391,711.90	-	391,711.90	703,044.14	-	703,044.14
Other Revenue	133,670.00	-	133,670.00	105,246.87	-	105,246.87
Capitalized Interest Applied to Debt Service	-	-	-	8,302.59	-	8,302.59
Total	$ 96,641,037.35	$ 63,791,975.35	32,849,062.00	$ 92,447,786.26	$ 60,186,811.15	32,260,975.11
Annual Debt Service			23,392,517.00			23,360,169.74
Coverage Ratio			1.40			1.38

219

SOUTH DAKOTA BOARD OF REGENTS - COMBINED
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

Year	Principal Amount	Interest Amount	Total
2022	$ 13,465,000.00	$ 9,895,169.74	$ 23,360,169.74
2023	14,390,000.00	9,002,517.00	23,392,517.00
2024	14,720,000.00	8,360,586.00	23,080,586.00
2025	15,375,000.00	7,703,103.50	23,078,103.50
2026	13,110,000.00	7,014,950.00	20,124,950.00
2027	12,975,000.00	6,419,967.50	19,394,967.50
2028	13,565,000.00	5,841,512.50	19,406,512.50
2029	12,330,000.00	5,236,015.00	17,566,015.00
2030	11,895,000.00	4,686,900.00	16,581,900.00
2031	11,315,000.00	4,149,982.50	15,464,982.50
2032	11,850,000.00	3,620,080.00	15,470,080.00
2033	12,385,000.00	3,070,042.50	15,455,042.50
2034	12,430,000.00	2,494,870.00	14,924,870.00
2035	9,290,000.00	1,958,831.26	11,248,831.26
2036	9,645,000.00	1,610,288.76	11,255,288.76
2037	6,260,000.00	1,248,025.00	7,508,025.00
2038	6,515,000.00	990,812.50	7,505,812.50
2039	6,785,000.00	722,900.00	7,507,900.00
2040	4,240,000.00	443,750.00	4,683,750.00
2041	3,620,000.00	273,450.00	3,893,450.00
2042	2,435,000.00	135,700.00	2,570,700.00
2043	750,000.00	45,600.00	795,600.00
2044	770,000.00	23,100.00	793,100.00
	$ 220,115,000.00	$ 84,948,153.76	$ 305,063,153.76

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
June 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Assets				
Cash and Investments	$ 1,278,994.90	$ -	$ 3,011,896.59	$ 4,290,891.49
Total Assets	$ 1,278,994.90	$ -	$ 3,011,896.59	$ 4,290,891.49
Net Position				
Unrestricted	$ 1,278,994.90	$ -	$ 1,088,702.93	$ 2,367,697.83
Externally restricted	-	-	1,923,193.66	1,923,193.66
Total Net Position	$ 1,278,994.90	$ -	$ 3,011,896.59	$ 4,290,891.49

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Revenues and other additions:				
Net revenues from bonded facilities	$ 2,185,593.69	$ -	$ -	$ 2,185,593.69
Investment income	983.60	-	10,490.26	11,473.86
Net General Activity Fee	432,284.97	-	-	432,284.97
Total revenues and other additions	2,618,862.26	-	10,490.26	2,629,352.52
Expenses and other deductions:				
Bond principal payments	-	1,255,000.00	-	1,255,000.00
Bond interest expense	-	484,014.00	-	484,014.00
Trustee fees and bank charges	-	683.32	-	683.32
General and administrative expenses	-	-	167,640.82	167,640.82
Total expenses and other deductions	-	1,739,697.32	167,640.82	1,907,338.14
Revenues and other additions over (under) expenses and other deductions	2,618,862.26	(1,739,697.32)	(157,150.56)	722,014.38
Transfers among funds - additions (deductions)				
Transfers for B&I	(1,739,697.32)	1,739,697.32	-	-
Transfers for RRR	(255,000.00)	-	255,000.00	-
Transfers for Other	5,000.00	-	-	5,000.00
Total transfers among funds - additions (deductions)	(1,989,697.32)	1,739,697.32	255,000.00	5,000.00
Net increase (decrease) in Net Position	629,164.94	-	97,849.44	727,014.38
Beginning Net Position	649,829.96	-	2,914,047.15	3,563,877.11
Ending Net Position	$ 1,278,994.90	$ -	$ 3,011,896.59	$ 4,290,891.49

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM

SCHEDULE OF PLEDGED REVENUES - CASH BASIS

FOR THE YEARS ENDED JUNE 30, 2023 AND 2022

Unaudited

	2023			2022		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Bookstore	$ 1,666,307.98	$ 1,550,332.33	$ 115,975.65	$ 1,557,537.79	$ 1,363,892.65	$ 193,645.14
Student Center (Non-GAF)	340.05	-	340.05	1,179.30	324.75	854.55
Food Service	2,699,322.80	2,206,007.96	493,314.84	1,913,632.14	1,690,819.44	222,812.70
Residential Living	3,103,715.73	1,598,790.42	1,504,925.31	2,765,438.49	1,280,200.25	1,485,238.24
Conference Services	4,405.57	1,237.68	3,167.89	5,080.66	5,201.88	(121.22)
Parking	96,152.81	28,282.86	67,869.95	113,841.48	36,383.26	77,458.22
Revenues from facilities	7,570,244.94	5,384,651.25	2,185,593.69	6,356,709.86	4,376,822.23	1,979,887.63
General Activity Fee	722,461.17	290,176.20	432,284.97	741,398.76	255,179.09	486,219.67
Interest from Investments	11,473.86	-	11,473.86	12,650.40	-	12,650.40
Total	$ 8,304,179.97	$ 5,674,827.45	2,629,352.52	$ 7,110,759.02	$ 4,632,001.32	2,478,757.70
Annual Debt Service			1,739,014.00			1,749,013.00
Coverage Ratio			1.51			1.42

223

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

Year	Principal Amount	Interest Amount	Total
2022	$ 1,210,000.00	$ 539,013.00	$ 1,749,013.00
2023	1,255,000.00	484,014.00	1,739,014.00
2024	995,000.00	426,836.00	1,421,836.00
2025	1,035,000.00	383,033.00	1,418,033.00
2026	1,080,000.00	337,355.00	1,417,355.00
2027	835,000.00	289,651.00	1,124,651.00
2028	870,000.00	256,402.00	1,126,402.00
2029	905,000.00	221,880.00	1,126,880.00
2030	345,000.00	195,875.00	540,875.00
2031	360,000.00	180,350.00	540,350.00
2032	375,000.00	164,150.00	539,150.00
2033	390,000.00	147,275.00	537,275.00
2034	410,000.00	129,725.00	539,725.00
2035	430,000.00	110,762.50	540,762.50
2036	450,000.00	90,875.00	540,875.00
2037	470,000.00	70,062.50	540,062.50
2038	490,000.00	47,737.50	537,737.50
2039	515,000.00	24,462.50	539,462.50
	$ 12,420,000.00	$ 4,099,459.00	$ 16,519,459.00

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM

STATEMENT OF NET POSITION - CASH BASIS

June 30, 2023

Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Assets				
Cash and Investments	$ 1,780,199.38	$ 27,498.56	$ 1,172,721.21	$ 2,980,419.15
Total Assets	$ 1,780,199.38	$ 27,498.56	$ 1,172,721.21	$ 2,980,419.15
Net Position				
Unrestricted	$ 1,780,199.38	$ -	$ -	$ 1,780,199.38
Externally restricted	-	27,498.56	1,172,721.21	1,200,219.77
Total Net Position	$ 1,780,199.38	$ 27,498.56	$ 1,172,721.21	$ 2,980,419.15

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Revenues and other additions:				
Net revenues from bonded facilities	$ 2,395,860.15	$ -	$ -	$ 2,395,860.15
Investment income	13,668.06	514.11	19,492.82	33,674.99
Net General Activity Fee	391,262.89	-	-	391,262.89
Total revenues and other additions	2,800,791.10	514.11	19,492.82	2,820,798.03
Expenses and other deductions:				
Bond principal payments	-	1,005,000.00		1,005,000.00
Bond interest expense	-	975,718.00	-	975,718.00
Trustee fees and bank charges	-	1,070.00	-	1,070.00
General and administrative expenses	-	-	$1,534,455.13	1,534,455.13
Total expenses and other deductions	-	1,981,788.00	1,534,455.13	3,516,243.13
Revenues and other additions over (under) expenses and other deductions	2,800,791.10	(1,981,273.89)	(1,514,962.31)	(695,445.10)
Transfers among funds - additions (deductions)				
Transfers for B&I	(1,878,328.00)	1,878,328.00	-	-
Transfers for RRR	(385,000.00)	-	385,000.00	-
Transfers for Other	84,277.82	$87,769.30	-	172,047.12
Total transfers among funds - additions (deductions)	(2,179,050.18)	1,966,097.30	385,000.00	172,047.12
Net increase (decrease) in Net Position	621,740.92	(15,176.59)	(1,129,962.31)	(523,397.98)
Beginning Net Position	1,158,458.46	42,675.15	2,302,683.52	3,503,817.13
Ending Net Position	$ 1,780,199.38	$ 27,498.56	$ 1,172,721.21	$ 2,980,419.15

226

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM

SCHEDULE OF PLEDGED REVENUES - CASH BASIS

FOR THE YEARS ENDED JUNE 30, 2023 AND 2022

Unaudited

	2023			2022		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Student Center (Non-GAF)	$ -	$ -	$ -	$ 7.55	$ 17.98	$ (10.43)
Food Service	3,291,822.26	2,623,215.25	668,607.01	2,915,601.27	2,526,314.50	389,286.77
Residential Living	3,134,690.64	1,407,437.50	1,727,253.14	2,884,642.82	1,291,752.89	1,592,889.93
Revenues from facilities	6,426,512.90	4,030,652.75	2,395,860.15	5,800,251.64	3,818,085.37	1,982,166.27
General Activity Fee	688,166.70	296,903.81	391,262.89	745,081.80	286,951.00	458,130.80
Interest from Investments	33,674.99	-	33,674.99	36,820.19	-	36,820.19
Capitalized Interest Applied to Debt Service	-	-	-	8,302.59	-	8,302.59
Total	$ 7,148,354.59	$ 4,327,556.56	2,820,798.03	$ 6,590,456.22	$ 4,105,036.37	2,485,419.85
Annual Debt Service			1,980,718.00			1,933,276.00
Coverage Ratio			1.42			1.29

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

Year	Principal Amount	Interest Amount	Total
2022	$ 915,000.00	$ 1,018,276.00	$ 1,933,276.00
2023	1,005,000.00	975,718.00	1,980,718.00
2024	1,060,000.00	928,675.00	1,988,675.00
2025	1,110,000.00	883,447.00	1,993,447.00
2026	950,000.00	835,987.00	1,785,987.00
2027	1,165,000.00	796,739.00	1,961,739.00
2028	1,220,000.00	746,453.00	1,966,453.00
2029	920,000.00	693,785.00	1,613,785.00
2030	935,000.00	653,050.00	1,588,050.00
2031	980,000.00	610,950.00	1,590,950.00
2032	1,030,000.00	561,950.00	1,591,950.00
2033	1,075,000.00	515,600.00	1,590,600.00
2034	1,125,000.00	467,200.00	1,592,200.00
2035	1,170,000.00	416,550.00	1,586,550.00
2036	1,230,000.00	363,850.00	1,593,850.00
2037	1,285,000.00	308,400.00	1,593,400.00
2038	1,335,000.00	256,750.00	1,591,750.00
2039	1,385,000.00	202,900.00	1,587,900.00
2040	1,440,000.00	146,950.00	1,586,950.00
2041	705,000.00	88,650.00	793,650.00
2042	730,000.00	67,500.00	797,500.00
2043	750,000.00	45,600.00	795,600.00
2044	770,000.00	23,100.00	793,100.00
	$ 24,290,000.00	$ 11,608,080.00	$ 35,898,080.00

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
June 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Assets				
Cash and Investments	$ 1,836,156.35	$ 508,479.82	$ 4,392,038.66	$ 6,736,674.83
Total Assets	$ 1,836,156.35	$ 508,479.82	$ 4,392,038.66	$ 6,736,674.83
Net Position				
Unrestricted	$ 1,836,156.35	$ -	$ 2,148,305.11	$ 3,984,461.46
Externally restricted	-	508,479.82	2,243,733.55	2,752,213.37
Total Net Position	$ 1,836,156.35	$ 508,479.82	$ 4,392,038.66	$ 6,736,674.83

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Revenues and other additions:				
Net revenues from bonded facilities	$ 1,391,877.68	$ -	$ -	$ 1,391,877.68
Investment income	-	-	58,739.25	58,739.25
Net General Activity Fee	377,360.00	-	-	377,360.00
Total revenues and other additions	1,769,237.68	-	58,739.25	1,827,976.93
Expenses and other deductions:				
Bond principal payments	-	820,000.00	-	820,000.00
Bond interest expense	-	551,660.00	-	551,660.00
Trustee fees and bank charges	-	925.00	-	925.00
General and administrative expenses	-	-	500,891.13	500,891.13
Total expenses and other deductions	-	1,372,585.00	500,891.13	1,873,476.13
Revenues and other additions over (under) expenses and other deductions	1,769,237.68	(1,372,585.00)	(442,151.88)	(45,499.20)
Transfers among funds - additions (deductions)				
Transfers for B&I	(1,371,985.00)	1,371,985.00	-	-
Transfers for RRR	(245,886.00)	-	245,886.00	-
Transfers for Other	1,307.34	-	-	1,307.34
Total transfers among funds - additions (deductions)	(1,616,563.66)	1,371,985.00	245,886.00	1,307.34
Net increase (decrease) in Net Position	152,674.02	(600.00)	(196,265.88)	(44,191.86)
Beginning Net Position	1,683,482.33	509,079.82	4,588,304.54	6,780,866.69
Ending Net Position	$ 1,836,156.35	$ 508,479.82	$ 4,392,038.66	$ 6,736,674.83

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022
Unaudited

	2023			2022		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Bookstore	$ 432,120.83	$ 491,092.07	$ (58,971.24)	$ 368,724.45	$ 293,147.55	$ 75,576.90
Student Center (Non-GAF)	1,802.40	75,352.49	(73,550.09)	2,278.79	77,083.95	(74,805.16)
Food Service	2,107,614.23	1,784,758.65	322,855.58	2,139,943.97	1,868,635.69	271,308.28
Residential Living	2,732,153.39	1,530,609.96	1,201,543.43	2,843,494.07	1,413,969.87	1,429,524.20
Revenues from facilities	5,273,690.85	3,881,813.17	1,391,877.68	5,354,441.28	3,652,837.06	1,701,604.22
General Activity Fee	640,695.00	263,335.00	377,360.00	632,586.00	255,821.00	376,765.00
Interest from Investments	58,739.25	-	58,739.25	95,892.57	-	95,892.57
Total	$ 5,973,125.10	$ 4,145,148.17	1,827,976.93	$ 6,082,919.85	$ 3,908,658.06	2,174,261.79
Annual Debt Service			1,371,660.00			1,367,091.51
Coverage Ratio			1.33			1.59

231

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

Year	Principal Amount	Interest Amount	Total
2022	$ 785,000.00	$ 582,091.51	$ 1,367,091.51
2023	820,000.00	551,660.00	1,371,660.00
2024	845,000.00	519,452.50	1,364,452.50
2025	885,000.00	483,892.50	1,368,892.50
2026	930,000.00	446,207.50	1,376,207.50
2027	965,000.00	406,120.00	1,371,120.00
2028	1,010,000.00	364,250.00	1,374,250.00
2029	965,000.00	319,975.00	1,284,975.00
2030	655,000.00	277,625.00	932,625.00
2031	675,000.00	252,707.50	927,707.50
2032	705,000.00	224,155.00	929,155.00
2033	735,000.00	194,267.50	929,267.50
2034	760,000.00	163,045.00	923,045.00
2035	705,000.00	134,087.50	839,087.50
2036	730,000.00	108,195.00	838,195.00
2037	375,000.00	81,400.00	456,400.00
2038	390,000.00	66,400.00	456,400.00
2039	405,000.00	50,800.00	455,800.00
2040	425,000.00	34,600.00	459,600.00
2041	440,000.00	17,600.00	457,600.00
	$ 14,205,000.00	$ 5,278,531.51	$ 19,483,531.51

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
June 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund		Bond & Interest Sinking Fund Account		Repair & Replacement Reserve Account		(Memorandum Only) Total
Assets							
Cash and Investments	$ 663,077.00		$ 2,649,626.35		$ 4,337,718.35		$ 7,650,421.70
Total Assets	$ 663,077.00		$ 2,649,626.35		$ 4,337,718.35		$ 7,650,421.70
Net Position							
Unrestricted	$ 663,077.00		$ -		$ 2,219,588.70		$ 2,882,665.70
Externally restricted	-		2,649,626.35		2,118,129.65		4,767,756.00
Total Net Position	$ 663,077.00		$ 2,649,626.35		$ 4,337,718.35		$ 7,650,421.70

233

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

HOUSING AND AUXILIARY FACILITIES SYSTEM

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS

FOR THE YEAR ENDED JUNE 30, 2023

Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Revenues and other additions:				
Net revenues from bonded facilities	$ 2,069,280.54	$ -	$ -	$ 2,069,280.54
Investment income	29,886.71	14,853.34	33,332.42	78,072.47
Net General Activity Fee	1,274,832.97	-	-	1,274,832.97
Other income	-	130,000.00	-	130,000.00
Total revenues and other additions	3,374,000.22	144,853.34	33,332.42	3,552,185.98
Expenses and other deductions:				
Bond principal payments		1,415,000.00		1,415,000.00
Bond interest expense		1,234,625.00		1,234,625.00
Trustee fees and bank charges		1,708.34		1,708.34
General and administrative expenses			622,998.06	622,998.06
Total expenses and other deductions	-	2,651,333.34	622,998.06	3,274,331.40
Revenues and other additions over (under) expenses and other deductions	3,374,000.22	(2,506,480.00)	(589,665.64)	277,854.58
Transfers among funds - additions (deductions)				
Transfers for B&I	(2,510,192.78)	2,510,192.78	-	-
Transfers for RRR	(447,670.74)	-	447,670.74	-
Total transfers among funds - additions (deductions)	(2,957,863.52)	2,510,192.78	447,670.74	-
Net increase (decrease) in Net Position	416,136.70	3,712.78	(141,994.90)	277,854.58
Beginning Net Position	246,940.30	2,645,913.57	4,479,713.25	7,372,567.12
Ending Net Position	$ 663,077.00	$ 2,649,626.35	$ 4,337,718.35	$ 7,650,421.70

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022
Unaudited

	2023			2022		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Bookstore	$ 1,443,350.71	$ 1,404,336.07	$ 39,014.64	$ 1,374,926.14	$ 1,237,337.51	$ 137,588.63
Student Center (Non-GAF)	4,597.76	1,775.84	2,821.92	2,628.97	793.44	1,835.53
Food Service	3,418,003.94	3,373,667.20	44,336.74	3,131,229.21	3,142,878.34	(11,649.13)
Residential Living	3,754,331.39	1,535,814.59	2,218,516.80	3,420,749.39	1,290,927.06	2,129,822.33
Conference Services	68,329.71	22,651.77	45,677.94	64,538.03	4,548.14	59,989.89
Other Facility Revenue	-	281,087.50	(281,087.50)	-	298,384.42	(298,384.42)
Revenues from facilities	8,688,613.51	6,619,332.97	2,069,280.54	7,994,071.74	5,974,868.91	2,019,202.83
General Activity Fee	1,791,101.02	516,268.05	1,274,832.97	1,748,733.77	414,910.64	1,333,823.13
Interest from Investments	78,072.47	-	78,072.47	114,776.31	-	114,776.31
Other Revenue	$130,000.00	-	130,000.00	105,246.87	-	105,246.87
Total	$ 10,687,787.00	$ 7,135,601.02	3,552,185.98	$ 9,962,828.69	$ 6,389,779.55	3,573,049.14
Annual Debt Service			2,649,625.00			2,656,295.00
Coverage Ratio			1.34			1.35

235

SOUTH DAKOTA BOARD OF REGENTS
SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

Year	Principal Amount	Interest Amount	Total
2022	$ 1,355,000.00	$ 1,301,295.00	$ 2,656,295.00
2023	1,415,000.00	1,234,625.00	2,649,625.00
2024	1,490,000.00	1,165,022.50	2,655,022.50
2025	1,565,000.00	1,091,715.00	2,656,715.00
2026	1,640,000.00	1,014,702.50	2,654,702.50
2027	1,715,000.00	934,007.50	2,649,007.50
2028	1,805,000.00	852,207.50	2,657,207.50
2029	1,560,000.00	766,125.00	2,326,125.00
2030	1,630,000.00	689,550.00	2,319,550.00
2031	1,705,000.00	609,525.00	2,314,525.00
2032	1,790,000.00	525,825.00	2,315,825.00
2033	1,880,000.00	437,950.00	2,317,950.00
2034	1,450,000.00	345,650.00	1,795,650.00
2035	855,000.00	274,481.26	1,129,481.26
2036	890,000.00	237,968.76	1,127,968.76
2037	930,000.00	199,962.50	1,129,962.50
2038	970,000.00	159,725.00	1,129,725.00
2039	1,015,000.00	117,737.50	1,132,737.50
2040	590,000.00	73,800.00	663,800.00
2041	615,000.00	50,200.00	665,200.00
2042	640,000.00	25,600.00	665,600.00
	$ 27,505,000.00	$ 12,107,675.02	$ 39,612,675.02

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
June 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Assets				
Cash and Investments	$ 5,980,811.76	$ -	$ 4,158,138.25	$ 10,138,950.01
Total Assets	$ 5,980,811.76	$ -	$ 4,158,138.25	$ 10,138,950.01
Net Position				
Unrestricted	$ 5,980,811.96	$ -	$ -	$ 5,980,811.96
Externally restricted	-	-	4,158,138.25	4,158,138.25
Total Net Position	$ 5,980,811.96	$ -	$ 4,158,138.25	$ 10,138,950.21

237

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Revenues and other additions:				
Net revenues from bonded facilities	$ 11,755,665.81	$ -	$ -	$ 11,755,665.81
Investment income	48,309.34	13,824.89	$61,488.18	123,622.41
Net General Activity Fee	3,014,754.00	-	-	3,014,754.00
Other income	3,670.00	$0.00	-	3,670.00
Total revenues and other additions	14,822,399.15	13,824.89	61,488.18	14,897,712.22
Expenses and other deductions:				
Bond principal payments	-	7,080,000.00	-	7,080,000.00
Bond interest expense	-	3,900,000.00	-	3,900,000.00
Trustee fees and bank charges	-	1,378.34	-	1,378.34
General and administrative expenses	-	-	$11,290,496.84	11,290,496.84
Total expenses and other deductions	-	10,981,378.34	11,290,496.84	22,271,875.18
Revenues and other additions over (under) expenses and other deductions	14,822,399.15	(10,967,553.45)	(11,229,008.66)	(7,374,162.96)
Transfers among funds - additions (deductions)				
Transfers for B&I	(10,967,553.45)	10,967,553.45	-	-
Transfers for RRR	(7,297,522.52)	-	7,297,522.52	-
Transfers for Other	4,630.49	-	-	4,630.49
Total transfers among funds - additions (deductions)	(18,260,445.48)	10,967,553.45	7,297,522.52	4,630.49
Net increase (decrease) in Net Position	(3,438,046.33)	-	(3,931,486.14)	(7,369,532.47)
Beginning Net Position	9,418,858.29	-	8,089,624.39	17,508,482.68
Ending Net Position	$ 5,980,811.96	$ -	$ 4,158,138.25	$ 10,138,950.21

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022
Unaudited

	2023			2022		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Student Center (Non-GAF)	$ 429,703.72	$ 384,442.79	$ 45,260.93	$ 270,525.35	$ 340,002.51	$ (69,477.16)
Food Service	12,772,257.52	13,007,045.59	(234,788.07)	12,642,953.88	12,537,692.17	105,261.71
Residential Living	20,548,267.76	9,246,309.78	11,301,957.98	19,711,085.58	9,233,152.52	10,477,933.06
Wellness Center (Non-GAF)	$533,031.55	$606,600.33	(73,568.78)	450,470.15	501,536.53	(51,066.38)
Parking	1,621,239.97	904,436.22	716,803.75	1,685,894.56	549,883.95	1,136,010.61
Revenues from facilities	35,904,500.52	24,148,834.71	11,755,665.81	34,760,929.52	23,162,267.68	11,598,661.84
General Activity Fee	$5,285,645.78	2,270,891.78	3,014,754.00	5,610,908.00	2,956,851.80	2,654,056.20
Interest from Investments	$123,622.42	-	123,622.42	244,647.56	-	244,647.56
Other Revenue	3,670.00	-	3,670.00	-	-	-
Total	$ 41,317,438.72	$ 26,419,726.49	14,897,712.23	$ 40,616,485.08	$ 26,119,119.48	14,497,365.60
Annual Debt Service			10,980,000.00			10,978,744.23
Coverage Ratio			1.36			1.32

239

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

Year	Principal Amount	Interest Amount	Total
2022	$ 6,515,000.00	$ 4,463,744.23	$ 10,978,744.23
2023	7,080,000.00	3,900,000.00	10,980,000.00
2024	7,385,000.00	3,596,300.00	10,981,300.00
2025	7,700,000.00	3,275,066.00	10,975,066.00
2026	5,290,000.00	2,939,498.00	8,229,498.00
2027	4,925,000.00	2,703,600.00	7,628,600.00
2028	5,145,000.00	2,480,750.00	7,625,750.00
2029	5,375,000.00	2,247,850.00	7,622,850.00
2030	5,605,000.00	2,006,100.00	7,611,100.00
2031	5,670,000.00	1,759,100.00	7,429,100.00
2032	5,930,000.00	1,502,900.00	7,432,900.00
2033	6,190,000.00	1,234,850.00	7,424,850.00
2034	6,470,000.00	954,900.00	7,424,900.00
2035	4,635,000.00	699,350.00	5,334,350.00
2036	4,790,000.00	545,600.00	5,335,600.00
2037	1,585,000.00	386,600.00	1,971,600.00
2038	1,650,000.00	323,200.00	1,973,200.00
2039	1,720,000.00	257,200.00	1,977,200.00
2040	1,785,000.00	188,400.00	1,973,400.00
2041	1,860,000.00	117,000.00	1,977,000.00
2042	1,065,000.00	42,600.00	1,107,600.00
	$ 98,370,000.00	$ 35,624,608.23	$ 133,994,608.23

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA

HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
June 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Assets				
Cash and Investments	$ 601,005.79	$ 220.00	$ 7,921,808.32	$ 8,523,034.11
Total Assets	$ 601,005.79	$ 220.00	$ 7,921,808.32	$ 8,523,034.11
Net Position				
Unrestricted	$ 601,005.79	$ -	$ 2,612,241.37	$ 3,213,247.16
Externally restricted	-	220.00	5,309,566.95	5,309,786.95
Total Net Position	$ 601,005.79	$ 220.00	$ 7,921,808.32	$ 8,523,034.11

241

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Revenues and other additions:				
Net revenues from bonded facilities	$ 5,384,555.56	$ -	$ -	$ 5,384,555.56
Investment income	-	5,383.04	80,745.87	86,128.91
Net General Activity Fee	1,650,351.84	-	-	1,650,351.84
Total revenues and other additions	7,034,907.40	5,383.04	80,745.87	7,121,036.31
Expenses and other deductions:				
Bond principal payments	-	2,815,000.00	-	2,815,000.00
Bond interest expense	-	1,856,500.00	-	1,856,500.00
Trustee fees and bank charges	-	745.00	-	745.00
General and administrative expenses	-	-	2,769,448.38	2,769,448.38
Total expenses and other deductions	-	4,672,245.00	2,769,448.38	7,441,693.38
Revenues and other additions over (under) expenses and other deductions	7,034,907.40	(4,666,861.96)	(2,688,702.51)	(320,657.07)
Transfers among funds - additions (deductions)				
Transfers for B&I	(4,667,081.96)	4,667,081.96	-	-
Transfers for RRR	(2,511,902.71)	-	2,511,902.71	-
Transfers for Other	-	-	282,157.07	282,157.07
Total transfers among funds - additions (deductions)	(7,178,984.67)	4,667,081.96	2,794,059.78	282,157.07
Net increase (decrease) in Net Position	(144,077.27)	220.00	105,357.27	(38,500.00)
Beginning Net Position	741,264.29	-	7,816,451.05	8,557,715.34
Prior Period Adjustment	3,818.77	-	-	3,818.77
Ending Net Position	$ 601,005.79	$ 220.00	$ 7,921,808.32	$ 8,523,034.11

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022
Unaudited

	2023			2022		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Student Center (Non-GAF)	$ 1,787,731.57	$ 1,233,060.63	$ 554,670.94	$ 1,463,395.68	$ 1,074,505.33	$ 388,890.35
Food Service	7,070,839.21	7,200,792.40	(129,953.19)	6,693,500.95	6,665,491.60	28,009.35
Residential Living	10,241,187.64	5,467,458.94	4,773,728.70	9,866,456.90	5,150,030.21	4,716,426.69
Wellness Center (Non-GAF)	$369,315.85	$183,206.74	186,109.11	313,626.01	84,521.17	229,104.84
Revenues from facilities	19,469,074.27	14,084,518.71	5,384,555.56	18,336,979.54	12,974,548.31	5,362,431.23
General Activity Fee	3,654,948.79	2,004,596.95	1,650,351.84	3,549,100.74	2,057,668.06	1,491,432.68
Interest from Investments	86,128.91	-	86,128.91	198,257.11	-	198,257.11
Total	$ 23,210,151.97	$ 16,089,115.66	7,121,036.31	$ 22,084,337.39	$ 15,032,216.37	7,052,121.02
Annual Debt Service			4,671,500.00			4,675,750.00
Coverage Ratio			1.52			1.51

243

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023
Unaudited

Year	Principal Amount	Interest Amount	Total
2022	$ 2,685,000.00	$ 1,990,750.00	$ 4,675,750.00
2023	2,815,000.00	1,856,500.00	4,671,500.00
2024	2,945,000.00	1,724,300.00	4,669,300.00
2025	3,080,000.00	1,585,950.00	4,665,950.00
2026	3,220,000.00	1,441,200.00	4,661,200.00
2027	3,370,000.00	1,289,850.00	4,659,850.00
2028	3,515,000.00	1,141,450.00	4,656,450.00
2029	2,605,000.00	986,400.00	3,591,400.00
2030	2,725,000.00	864,700.00	3,589,700.00
2031	1,925,000.00	737,350.00	2,662,350.00
2032	2,020,000.00	641,100.00	2,661,100.00
2033	2,115,000.00	540,100.00	2,655,100.00
2034	2,215,000.00	434,350.00	2,649,350.00
2035	1,495,000.00	323,600.00	1,818,600.00
2036	1,555,000.00	263,800.00	1,818,800.00
2037	1,615,000.00	201,600.00	1,816,600.00
2038	1,680,000.00	137,000.00	1,817,000.00
2039	1,745,000.00	69,800.00	1,814,800.00
	$ 43,325,000.00	$ 16,229,800.00	$ 59,554,800.00

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
2023-2024 Regional Tuition and Fees Survey

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION
Annually, the Board office conducts a comprehensive tuition survey of the four-year public institutions in the surrounding states. The states participating are Iowa, Minnesota, Montana, Nebraska, North Dakota, and Wyoming. The survey compares mandatory tuition and fee costs and total costs using the following parameters:

1. Tuition and Fees – This represents tuition and any mandatory fees for 30 credit hours per year for undergraduate and 24 credit hours for graduate. This data is collected for undergraduates and graduates for residents and nonresidents.

2. Total Cost **–** This number is a combination of the tuition and fee costs plus the cost of housing and meals. Housing is based on a double occupancy room and the meal plan is based on a plan that provides 15 meals per week or one that is close to that.

The figures reflected in the study only include costs that are identified for all students. Special discipline fees are not included since they cannot be identified for all students. Therefore, a student could pay costs higher than those reflected in this report if he or she were enrolled in a discipline with special support fees.

It is important to also note that the nonresident rates do not reflect any reciprocity agreements or other tuition reduction programs between states. Therefore, a nonresident student could attend a given institution at a lower cost than indicated in this report.

IMPACT AND RECOMMENDATIONS
When looking at how South Dakota tuition and fee rates rank in the region (ranking from lowest to highest), South Dakota ranks fifth highest out of seven states for undergraduate resident tuition and fees, and the fourth highest out of seven states for graduate resident tuition and fees. South Dakota is second lowest for undergraduate nonresident tuition and fees and second lowest for graduate nonresident tuition and fees.

(Continued)
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INFORMATIONAL ITEM

Undergraduate Resident Tuition and Mandatory Fees										
	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Rank	Average	Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$10,396	6	$9,966	6	$9,543	6	$9,286	5	$9,288
Minnesota	7	$11,739	7	$11,593	7	$11,153	7	$10,555	7	$10,582
Montana	2	$7,333	2	$6,890	2	$6,728	2	$6,653	2	$6,631
Nebraska	3	$8,632	3	$8,371	3	$8,256	3	$8,218	3	$8,028
North Dakota	4	$9,335	4	$9,283	5	$9,394	4	$8,775	4	$8,250
South Dakota	**5**	**$9,356**	**5**	**$9,356**	**4**	**$9,356**	**5**	**$9,256**	**6**	**$9,299**
Wyoming	1	$6,698	1	$6,442	1	$6,097	1	$5,792	1	$5,579
$ Variance Between SD and #1		**$2,658**		**$2,914**		**$3,259**		**$3,464**		**$3,720**

Ranked lowest to highest

Undergraduate Non-Resident Tuition and Mandatory Fees										
	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Rank	Average	Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	7	$27,294	7	$26,499	7	$25,701	7	$25,184	7	$25,185
Minnesota	4	$16,602	4	$16,339	4	$15,685	4	$16,350	4	$16,326
Montana	6	$24,778	6	$23,226	6	$22,527	6	$22,021	6	$21,640
Nebraska	3	$15,467	3	$14,971	3	$14,866	3	$15,768	3	$15,326
North Dakota	1	$12,601	1	$12,549	1	$12,678	1	$12,233	1	$11,385
South Dakota	**2**	**$12,815**	**2**	**$12,815**	**2**	**$12,815**	**2**	**$12,680**	**2**	**$12,735**
Wyoming	5	$22,478	5	$21,592	5	$20,647	5	$19,532	5	$18,149
$ Variance Between SD and #1		**$214**		**$266**		**$137**		**$447**		**$0**

Ranked lowest to highest

Graduate Resident Tuition and Mandatory Fees										
	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Rank	Average	Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$12,268	5	$11,776	5	$11,294	5	$10,962	6	$10,963
Minnesota	7	$15,516	7	$14,952	7	$13,725	7	$13,047	7	$12,617
Montana	3	$8,742	2	$8,284	1	$7,624	1	$7,418	2	$7,798
Nebraska	2	$8,547	1	$8,194	2	$8,032	2	$7,910	1	$7,633
North Dakota	5	$11,471	6	$11,988	6	$11,552	6	$11,170	5	$10,653
South Dakota	**4**	**$9,178**	**3**	**$9,178**	**4**	**$9,178**	**4**	**$9,042**	**4**	**$9,107**
Wyoming	1	$8,116	4	$9,576	3	$8,653	3	$8,210	3	$7,913
$ Variance Between SD and #1		**$1,062**		**$894**		**$1,554**		**$1,132**		**$1,309**

Ranked lowest to highest

Graduate Non-Resident Tuition and Mandatory Fees										
	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Rank	Average	Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$28,025	7	$27,187	7	$26,335	7	$25,756	7	$25,757
Minnesota	4	$19,889	4	$19,162	4	$17,273	4	$17,050	4	$16,828
Montana	7	$28,457	6	$26,740	6	$24,056	6	$23,855	6	$24,420
Nebraska	3	$17,407	3	$16,605	2	$16,443	3	$16,321	2	$15,714
North Dakota	1	$14,231	1	$15,688	1	$15,089	1	$14,572	1	$13,912
South Dakota	**2**	**$16,522**	**2**	**$16,522**	**3**	**$16,522**	**2**	**$16,312**	**3**	**$16,408**
Wyoming	5	$20,996	5	$24,432	5	$22,933	5	$21,674	5	$20,873
$ Variance Between SD and #1		**$2,291**		**$834**		**$1,433**		**$1,740**		**$2,496**

Ranked lowest to highest

While South Dakota's ranking for graduate and undergraduate tuition and mandatory fees has not changed dramatically in the last five years, the gap between South Dakota and the lowest ranked state for resident rates is the lowest in the last five years, showing the importance of the tuition and fee freezes implemented in recent years.

South Dakota's undergraduate and graduate resident and nonresident total costs are the lowest or second lowest in the seven-state comparison. The low nonresident rates reflect the goal of recruiting nonresident students to build the SD workforce.

Undergraduate Resident Total Cost										
	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Rank	Average	Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$21,042	6	$20,151	6	$19,461	6	$19,087	6	$18,943
Minnesota	7	$21,861	7	$21,414	7	$20,367	7	$19,602	7	$19,850
Montana	2	$17,304	1	$15,937	1	$15,247	1	$14,973	1	$15,021
Nebraska	4	$19,357	5	$18,590	5	$17,670	5	$17,093	5	$17,946
North Dakota	3	$18,067	3	$17,768	4	$17,319	3	$16,762	2	$15,933
South Dakota	**1**	**$17,213**	**2**	**$16,810**	**3**	**$16,904**	**4**	**$16,857**	**4**	**$16,674**
Wyoming	5	$20,038	4	$18,052	2	$16,427	2	$16,012	3	$16,016
$ Variance Between SD and #1		**$0**		**$873**		**$1,657**		**$1,884**		**$1,653**

Ranked lowest to highest

Undergraduate Non-Resident Total Cost										
	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Rank	Average	Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	7	$37,939	7	$36,685	7	$35,619	7	$34,985	7	$34,840
Minnesota	4	$27,210	4	$26,635	4	$25,353	4	$25,234	4	$25,437
Montana	5	$34,750	5	$32,274	6	$31,046	6	$30,341	6	$30,029
Nebraska	3	$26,192	3	$25,190	3	$24,280	3	$24,643	3	$25,243
North Dakota	2	$21,333	2	$21,034	2	$20,603	1	$20,220	1	$19,069
South Dakota	**1**	**$20,672**	**1**	**$20,268**	**1**	**$20,363**	**2**	**$20,281**	**2**	**$20,110**
Wyoming	6	$35,818	6	$33,202	5	$30,977	5	$29,752	5	$28,586
$ Variance Between SD and #1		**$0**		**$0**		**$0**		**$61**		**$1,041**

Ranked lowest to highest

Graduate Resident Total Cost										
	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Rank	Average	Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$22,913	6	$21,961	6	$21,212	6	$20,762	6	$20,618
Minnesota	7	$25,853	7	$24,985	7	$23,045	7	$21,994	7	$22,077
Montana	2	$18,887	2	$17,456	1	$16,350	1	$15,950	1	$16,229
Nebraska	3	$19,271	3	$18,413	3	$17,445	3	$16,785	3	$17,551
North Dakota	4	$20,485	4	$20,571	5	$19,982	5	$19,686	5	$19,069
South Dakota	**1**	**$17,035**	**1**	**$16,632**	**2**	**$16,726**	**2**	**$16,642**	**2**	**$16,482**
Wyoming	5	$21,456	5	$21,186	4	$18,983	4	$18,430	4	$18,350
$ Variance Between SD and #1		**$0**		**$0**		**$376**		**$692**		**$253**

Ranked lowest to highest

Graduate Non-Resident Total Cost										
	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Rank	Average	Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	7	$38,670	7	$37,373	7	$36,253	7	$35,557	7	$35,412
Minnesota	4	$30,773	4	$29,721	4	$27,036	3	$24,893	3	$25,602
Montana	6	$38,602	5	$35,911	5	$32,782	6	$32,387	6	$32,851
Nebraska	3	$28,131	3	$26,824	3	$25,856	4	$25,196	4	$25,632
North Dakota	1	$23,245	2	$24,250	1	$23,519	1	$23,088	1	$22,327
South Dakota	**2**	**$24,379**	**1**	**$23,975**	**2**	**$24,070**	**2**	**$23,912**	**2**	**$23,783**
Wyoming	5	$34,336	6	$36,042	6	$33,263	5	$31,894	5	$31,310
$ Variance Between SD and #1		**$1,134**		**$0**		**$551**		**$824**		**$1,456**
Ranked lowest to highest										

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – R
DATE: April 3-4, 2024

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SUBJECT
   SDSMT FY23 NCAA Agreed-Upon Procedures Report

CONTROLLING STATUTE, RULE, OR POLICY
   NCAA Division II Bylaw 6.2.3

BACKGROUND/DISCUSSION
   The NCAA Division II Bylaw 6.2.3. states; "At least once every three years, all expenses and revenues for or on behalf of a Division II member institution's intercollegiate athletics programs, including those by any affiliated or outside organization, agency or group of individuals (two or more), shall be subject to agreed-on procedures approved by the Division II membership… conducted for the institution by a qualified independent accountant who is not a staff member of the institution and who is selected either by the institution's president or chancellor or by an institutional administrator from outside the athletics department designated by the president or chancellor."

IMPACT AND RECOMMENDATIONS
   This report fulfills the FY23 reporting requirement for South Dakota School of Mines and Technology (SDSMT), a Division II university. Karlee Rinehart, Internal Auditor, completed the agreed-upon procedures developed by the NCAA over the athletic department statement of revenues and expenses. The report has been provided to the SDSMT President.

ATTACHMENTS
   Attachment I – NCAA FY23 Final Agreed-Upon Procedures Report

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INFORMATIONAL ITEM

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
ATHLETICS DEPARTMENT
NCAA FINANCIAL REPORT

For the Fiscal Year Ended June 30, 2023

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
ATHLETICS DEPARTMENT
TABLE OF CONTENTS

INDEPENDENT ACCOUNTANT'S REPORT ON THE APPLICATION
OF AGREED UPON PROCEDURES

Dr. James Rankin, President,
President of South Dakota School of Mines and Technology

And

Management of the Athletics Department
South Dakota School of Mines and Technology

We have performed the procedures enumerated below, which were agreed to by the President of the South Dakota School of Mines and Technology (SDSM&T) solely to assist you in evaluating whether the accompanying Statement of Revenue and Expenses of SDSM&T is in compliance with the National Collegiate Athletic Association (NCAA) Bylaw 6.2.3.1 for the year ended June 30, 2023. SDSM&T's management is responsible for the Statement of Revenues and Expenses and the statement's compliance with those requirements. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Agreed – Upon Procedures Related to the Statement of Revenues and Expenses

The procedures that were performed and our findings are as follows:

1. We gained an understanding of the aspects of SDSM&T's general internal control and organizational structure as well as the internal control procedures unique to the intercollegiate athletic department to determine the processing system used to record revenues for completeness and expenditures for proper authorization.

    No exceptions were noted.

2. We reviewed SDSM&T's procedures for gathering information on the nature and extent of booster group activity for or on behalf of the institution's intercollegiate athletics program.

    No exceptions were noted.

3. Tests of the material accounts on the Statement of Revenues and Expenditures included verifying agreement between the amounts reported on the statement to the institution's related balances on Banner.

No material variances were noted.

4. Interviews were performed documenting the methodology of allocating student fees and institutional support.

    No exceptions were noted.

5. Interviews were performed documenting the methodology of allocating direct institutional support.

    No exceptions were noted.

6. A listing of contributions was obtained from the SDSM&T Foundation and the Hard Rock Club (HRC). We reviewed contributions that exceeded 10% of the total contributions for the fiscal year.

    No material variances were noted.

7. In-Kind/Sponsorship contributions were traced to documentation and a sample of contracts were selected for review.

    No material variances were noted.

8. Selected a sample of students receiving athletic student aid and compared total aid to the student's account and traced the student and their aid to the NCAA Membership Financial Reporting System.

    No material variances were noted.

9. Compared and agreed the sports sponsored reported in the NCAA Membership Financial Reporting System to the squad lists of the institution

    No material variances were noted.

10. Selected a sample of coaches and traced their contacts and payroll records for agreement.

    No material variances were noted.

11. Selected a sample of support staff/administrative personnel and traced to their contracts and payroll records for agreement.

    No material variances were noted.

12. A sample of expenses related to team travel and other operating expenses were reviewed.

    No material variances were noted.

13. A sample of expenses related to sports equipment, uniforms, and supplies were reviewed.

    No material variances were noted.

254

14. Confirmed the receipts and disbursements of the SDSM&T Athletic Departments outside organization, the SDSMT&T Foundation and the HRC, to agree amounts with the SDSM&T Athletic Department's accounting records.

   No material variances were noted.

15. Obtained and reviewed the audited financial statements of outside organizations audited independently of the institutional audit and any reports to management regarding matters related to the internal control structure required by the National Collegiate Athletic Association regulations.

   No exceptions were noted.

We were not engaged to, and did not conduct an examination, the objective of which would be expression of an opinion on the accompanying Statement of Revenue and Expenses of SDSM&T. Accordingly, we do not express such opinion.

This report is intended solely for the use of Dr. James Rankin, President, and Management of the Athletics Department of SDSM&T and should not be used by anyone other than those specified parties.

DocuSigned by:

Karlee Rinehart

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Karlee Rinehart

January 10, 2024

South Dakota School of Mines and Technology
Athletic Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2023

	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL
RECEIPTS:						
Operating Receipts:						
Ticket Sales	$ 74,292	$ 8,909	$ 10,021	$ 9,133	$ 4,144	$ 106,499
Student Fees	-	-	-	-	285,008	285,008
Direct Institutional Support	-	-	-	-	2,685,674	2,685,674
Indirect Institutional Support	-	-	-	-	122,666	122,666
Guarantees	-	-	7,000	14,580	6,500	28,080
Contributions	218,622	89,964	105,787	150,638	690,487	1,255,498
In-Kind	-	-	-	-	563,900	563,900
NCAA Distributions	-	-	-	-	14,660	14,660
Program, Novelty, Parking and Concession Sales	563	4,424	735	37,012	113,180	155,914
Royalties, Licensing Advertisement and Sponsorships	2,000	500	-	-	124,358	126,858
Sports Camp Revenues	17,453	87,956	24,974	16,558	2,830	149,771
Athletic Restricted Endowment and Investment Income	-	-	-	8,776	-	8,776
Other Operating Revenue	50,138	3,325	-	15,886	3,001	72,350
Total Operating Revenues	$ 363,068	$ 195,078	$ 148,517	$ 252,583	$ 4,616,408	$ 5,575,654
DISBURSEMENTS:						
Operating Disbursements:						
Athletics Student Aid	$ 714,330	$ 218,000	$ 174,587	$ 255,372	$ -	$ 1,362,289
Coaching Salaries, Benefits and Bonuses Paid by the University and Related Entities	464,738	157,900	162,819	406,911	50,760	1,243,128
Support Staff/Administrative Compensation, Benefits and Bonuses paid by the University and Related Entities	64,572	701	808	1,317	1,138,731	1,206,129
Recruiting	21,984	6,100	9,556	19,486	16,459	73,585
Team Travel	161,003	58,596	50,641	271,865	918	543,023

	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL
Sports Equipment, Uniforms, Supplies	95,075	10,797	15,019	37,164	157,445	315,500
Game Expenses	30,983	25,626	28,713	64,120	17,698	167,140
Fund Raising, Marking and Promotion	5,029	2,391	818	1,175	123,889	133,302
Sports Camp Expenses	14,661	63,412	3,220	13,026	2,454	96,773
Spirit Groups	-	-	-	-	11,650	11,650
Athletic Facilities Debt Service Leases and Rental Fees	-	-	-	5,000	-	5,000
Direct Overhead and Administrative	8,031	426	438	2,349	35,486	46,730
Indirect Institutional Support	-	-	-	-	122,666	122,666
Medical Expenses and Medical Insurance	-	-	-	-	24,857	24,857
Membership and Dues	-	165	300	2,625	27,890	30,980
Student-Athlete Meals	27,575	4,278	1,812	6,410	1,507	41,582
Other Operating Expenses	15,338	4,870	1,253	77,358	72,229	171,048
Total Operating Expenses	$ 1,623,319	$ 553,262	$ 449,984	$ 1,164,178	$ 1,804,639	$ 5,595,382
Excess(Deficiency) Of Revenues over (under) Expenses	$ (1,260,251)	$ (358,184)	$ (301,467)	$ (911,595)	$ 2,811,769	$ (19,728)

The accompanying notes are an integral part of this statement.

SOUTH DKAOTA SCHOOL OF MINES AND TECHNOLOGY ATHLETIC DEPARTMENT
NOTES TO THE FINANCIAL STATEMENTS

1. A Statement of Revenues and Expenses has been prepared on the cash basis of accounts.

2. Long-Term Debt:

At June 30, 2023, South Dakota School of Mines and Technology had no athletic related outstanding debt.

3. Contributions

The South Dakota School of Mines and Technology athletic department received contributions in FY2023 in the amount of $531,802 from the South Dakota School of Mines and Technology Foundation and $719,144 from the Hard Rock Club, both affiliated organizations.

One contributor to the Hard Rock Club exceeded 10% of the aggregate contributions made to the athletics department. Many of these contributions funded athletic scholarships.

4. Capital Assets

Capital assets include land, buildings, machinery and equipment, and all other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period. Infrastructure assets are long-lived capital assets that normally are stationary in nature and normally can be preserved for a significantly greater number of years than more capital assets.

All capital assets are valued at historical cost or estimated historical cost if actual historical cost is not available. Donated capital assets are valued at their estimated fair value on the date donated. Reported cost values include ancillary charges necessary to place the asset into its intended location and condition for use. After initial capitalization, improvements or betterment that are significant, and which extend the useful life of a capital asset are also capitalized.

Capitalization thresholds (the dollar values above which acquisitions are added to the capital asset accounts), depreciation methods, and estimated useful lives of capital assets reported in the statements are as follows:

	Capitalization Threshold	Depreciation Method	Estimated Useful Life
Land and Land Rights	$ -	N/A	N/A
Land Improvements	$50,000	Straight-line	20 Years
Buildings	$100,000	Straight-line	50 Years
Building Improvements	$100,000	Straight-line	20 Years
Machinery and Equipment	$5,000	Straight-line	7-22 Years
Infrastructure	$50,000	Straight-line	20-50 Years

Land is an inexhaustible capital asset and is not depreciated.

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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. SDSU – BA/BS in Accounting
>   *The proposed BA/BS would provide students with advanced training in accounting,*
>   *including managerial, financial, cost and income tax accounting. Currently, SDSU*
>   *offers a minor in accounting.*

> 2. SDSU – BS in Healthcare Systems Engineering
>   *Healthcare Systems Engineering is a multidisciplinary field that encompasses a*
>   *wide range of technologies to enhance human health and well-being. The field*
>   *integrates engineering, computer science, data science, and health sciences. The*
>   *proposed BS will prepare students for rapidly emerging technologies in the*
>   *healthcare industry and will provide them with a mastery of incorporating*
>   *engineering principles and mathematical methods, as well as using cutting-edge*

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INFORMATIONAL ITEM

tolls and techniques to bridge knowledge gaps between healthcare professionals and engineers.

3. <u>USD – MS in Artificial Intelligence</u>
   The proposed MS would equip students with advanced knowledge and skills in the rapidly evolving field of artificial intelligence (AI), including machine learning, vision, intelligent systems, robotics and agent-based systems, knowledge discovery, data mining, and the secure, trustworthy, ethical and responsible use of AI.

ATTACHMENTS
   None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
   South Dakota Opportunity Scholarship Report

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 3.6.1 – Scholarships, Grants, and Loans
   South Dakota Codified Law § 13-55-30

BACKGROUND / DISCUSSION
   The annual South Dakota Opportunity Scholarship (SDOS) Report can be found as
   Attachment I. This report provides an update on the scholarship's value to the students,
   post-secondary institutions, and the state of South Dakota. Specifically, the SDOS
   impacted 3,515 students in the Fall of 2023, representing almost all of South Dakota's
   counties. It also highlights the scholarship's impact on our state's workforce pipeline and
   features the effect on several of the highest workforce-demand majors. Nearly 80 percent
   of all SDOS-awarded students attend South Dakota Board of Regents Universities.

IMPACT AND RECOMMENDATION
   The Executive Director believes this scholarship has a positive impact on the state of South
   Dakota and is thankful for the continued funding by the legislature and the Governor.

ATTACHMENTS
   Attachment I – 2024 South Dakota Opportunity Scholarship Report

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INFORMATIONAL ITEM

BOARD OF REGENTS
SOUTH DAKOTA OPPORTUNITY SCHOLARSHIP REPORT | 2024

SOUTH DAKOTA OPPORTUNITY SCHOLARSHIP PROGRAM BACKGROUND

In 2003, the South Dakota Legislature authorized the Regents Scholarship Program to allow South Dakota's eligible high school graduates to receive an affordable education at any university, college, or technical school that the Higher Learning Commission of the North Central Association of Colleges and Schools accredits. The following year, the Legislature named the South Dakota Opportunity Scholarship (SDOS) scholarship and authorized funding from the state of South Dakota's Education Enhancement Trust Fund, beginning with the high school graduating classes in 2004.

> **THE PURPOSE FOR DEVELOPING THE OPPORTUNITY SCHOLARSHIP PROGRAM WAS TO ACCOMPLISH THREE PRIMARY OBJECTIVES:**
> - To persuade students to complete a rigorous high school curriculum that would enhance college readiness for high school graduates as they pursue postsecondary careers;
> - To encourage high-achieving graduates to remain in the state;
> - Enhance the likelihood that these students would remain in the state after graduation from their postsecondary education to become a part of the workforce.

During the 2008 Legislative session, the curriculum provision was modified to align with the new distinguished graduation requirements established by the South Dakota Department of Education. Beginning with the 2010 graduating class, recipients were required to complete the "distinguished' graduation track to meet the high school curriculum requirements. These curriculum provisions were further modified in 2010 to align with the newly established graduation requirements approved by the Board of Education before the start of the 2010 legislative session. Changes implemented in 2010 allowed students entering high school during the Fall of 2010 to take either Foreign Language or Career and Technical Education coursework to meet initial eligibility requirements.

Last year, during the 2023 Legislative session, increased funding for the Opportunity Scholarship was approved. House Bill 1055 modified the award amount for new incoming students to $1,500 for the first, second, and third year and $3,000 for the fourth year.

PARTICIPATING SCHOOLS

PUBLIC ACCREDITED

BOARD OF REGENTS

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

BOARD OF TECHNICAL EDUCATION

Lake Area Technical College

Mitchell Technical College

Southeast Technical College

Western Dakota Technical College

PRIVATE ACCREDITED

Augustana University

Dakota Wesleyan University

University of Sioux Falls

Mount Marty University

HIGH SCHOOL CURRICULUM
SD OPPORTUNITY SCHOLARSHIP

To meet the curriculum requirements for the Opportunity Scholarship, all recipients must receive a "C" or higher on all coursework, including:

- 4 units of English (courses with major emphasis upon grammar, composition, or literary analysis may be included to meet this requirement).
- 3 units of Social Studies (such as history, economics, sociology, geography, U.S. government, and similar courses).
- 4 units of Algebra or Higher Mathematics (algebra, geometry, trigonometry, or other advanced mathematics, as well as accelerated or honors mathematics [algebra] at the 8th grade, shall be accepted). *Not included:* arithmetic, business, consumer, or general mathematics or similar courses.
- 4 units of Science, including 3 units of approved laboratory science (courses in biology, chemistry, or physics in which at least one regular laboratory weekly).
- 1 unit of Fine Arts (in art, theatre, or music, or approved extracurriculars).
- 2 units of either of the following or a combination of the two:
  - Approved Career and Technical Education Courses
  - Modern or Classical Language (Includes ASL; all units must be in the same language)
- 1/2 unit of Personal Finance or Economics
- 1/2 unit of Physical Education
- 1/2 unit of Health or Health Integration

Students seeking to determine whether coursework at their school district will be counted toward units in English, Social Studies, Mathematics, Science, Fine Arts, or Modern/Classical Language are encouraged to review the list of approved courses. Career and Technical Education courses that have been approved by the Department of Education can be used by students to meet the "Approved career and technical education course," units.

INITIAL ELIGIBILITY

Students can meet the initial eligibility in one two pathways. Figure 1 presents the two options by the Regents to eligible students in a more straightforward picture.

PATHWAY OPTION 1: A student meets the ACT composite or superscore and the Curriculum/GPA requirements.

- RESIDENT STATUS: Be a resident of South Dakota at the time of high school graduation.
- ACT SCORE: Have an ACT Composite or SuperScore of 24 or higher before the beginning of postsecondary education. If using a SAT score, the sum of the verbal and mathematics scores on the SAT must be at least 1090 (testing before January 2016) or 1180 (testing after March 2016).
- CURRICULUM / GPA: Complete the high school course requirements (see Curriculum Requirements webpage) with no final grade below a "C" (2.0 on a 4.0 scale) and a cumulative high school GPA of 3.0 on a 4.0 scale (grade of "B") prior to graduation (NOTE: One unit of high school credit equals one year of instruction).
- ATTENDANCE: Attend a university, college, or technical school accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and that provides instruction from a campus located in South Dakota.
- TIMING: Enter into the program within 5 years of high school graduation or within 1 year of the student's release from active duty military service (if that release is within 5 years of the date of the student's high school graduation). Students seeking to transfer from a regionally accredited university, college, or technical school located outside of South Dakota may do so within two years following high school graduation and be eligible to receive a partial award.

PATHWAY OPTION 2: A student scores a higher ACT composite or superscore but does not meet the curriculum/GPA requirement.

- RESIDENT STATUS: Be a resident of South Dakota at the time of high school graduation.
- ACT SCORE: Have an ACT composite or SuperScore of 28 or higher and meet the ACT college readiness benchmarks scores equaling or exceeding 18 for English, 22 for Reading, 22 for Math, and 23 for Science. If using an SAT score the sum of the verbal and mathematics scores on the SAT must be at least 1260 (testing before January 2016) or 1310 (testing after March 2016).
- ATTENDANCE: Attend a university, college, or technical school accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and that provides instruction from a campus located in South Dakota.
- TIMING: Enter into the program within 5 years of high school graduation or within 1 year of the student's release from active-duty military service (if that release is within 5 years of the date of the student's high school graduation). Students seeking to transfer from a regionally accredited university, college, or technical school located outside of South Dakota may do so within two years following high school graduation and be eligible to receive a partial award.

CONTINUING ELIGIBILITY

After a South Dakota high school graduate becomes an Opportunity Scholarship recipient, they must meet several continuing eligibility requirements each semester. Recipients must maintain a cumulative 3.0 grade point average on a 4.0 scale as well as attempt and complete enough credit hours of instruction to meet the credit hour threshold for the forthcoming year (30 credit hours for the 3rd and 4th term funding, 60 credit hours for 5th and 6th term funding, and 90 credit hours for 7th and 8th term funding). Recipients failing to meet their respective credit hour benchmark each year become permanently ineligible in the scholarship program.

Any recipient who loses eligibility because the student's cumulative grade point average falls below 3.0 may reestablish eligibility by raising the cumulative grade point average to 3.0 or greater. Each semester the 17 South Dakota institutions monitor recipient continuing eligibility in the Opportunity Scholarship program and upload recipient data into a database maintained by the Board of Regents. These data are carefully monitored at both the institutional and system level to ensure that all students have met the continuing eligibility requirements specified in legislative statute that governs the scholarship program.

Campus personnel review the credit hours attempted at the start of each semester and notify students who are at risk of not meeting their respective credit hour threshold for the forthcoming year. Those students who fail to complete enough credit hours are not included in an institution's term funding request and subsequently, become permanently ineligible for further funding. As a function of South Dakota Codified Law, Administrative Rules have been developed to manage recipient continued eligibility across the following instances:

- Recipient failed to meet the credit hour threshold requirement.
- Recipient is no longer actively enrolled in the program resulting from persistence issues (stop-out without executive director exemption), transfer outside the state, and withdrawal from an institution in South Dakota.
- Recipient fell below the 3.0 cumulative grade point average.
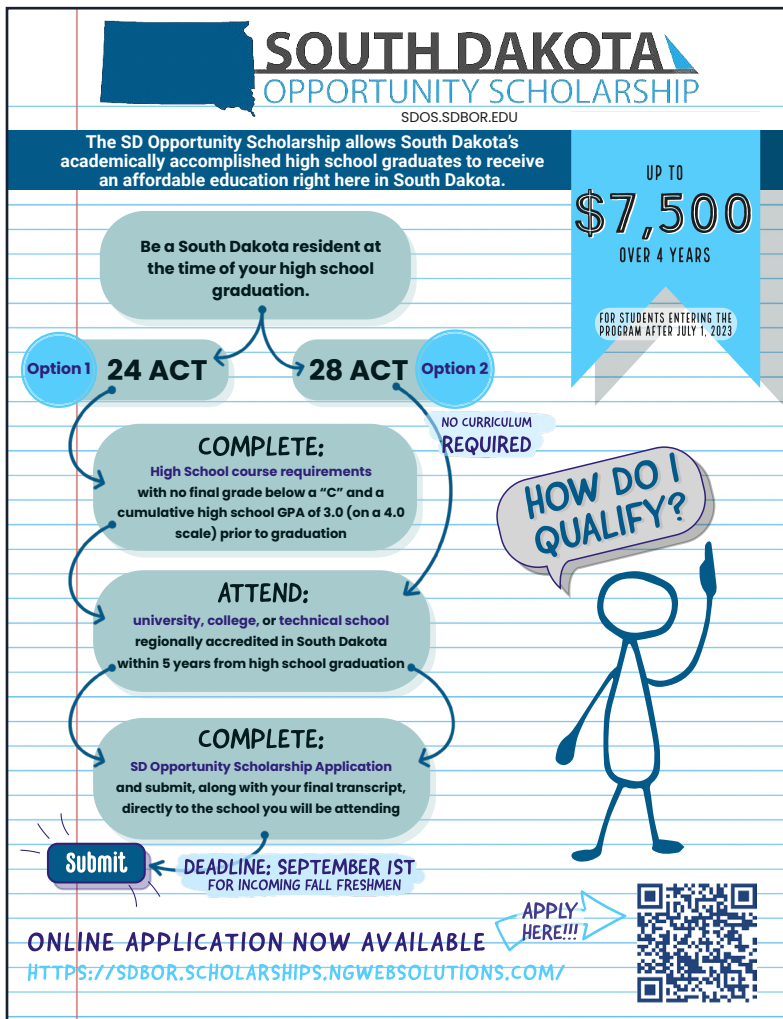
SCHOLARSHIP OUTREACH

MARKETING MATERIALS
Marketing materials provided to the high schools, informing students about the Opportunity Scholarship and eligibility requirements.

COUNSELOR OUTREACH
Information regarding the South Dakota Opportunity Scholarship funding amount, new online scholarship application and the further clarification regarding the curriculum requirements was provided to high school counselors at all six of the Fall Counselor Workshops across the state in September. Additional tool kits, printables, and resources, have been provided to these counselors on the Our Dakota Dreams website.

FIRST SEMESTER ENROLLMENT HISTORY AND ESTIMATED ENROLLMENTS

Chart 1 below provides a historic enrollment review of those students enrolled in their first semester. The first semester could be either Fall or Spring depending on student academic enrollment and eligibility. This is a view of the first semester enrollments.

Continuing eligibility will impact enrollments in subsequent semesters. It can be estimated that approximately 59-60% of the students will remain eligible for the scholarship through the last semester.

CHART 1: Enrollment History and Estimates
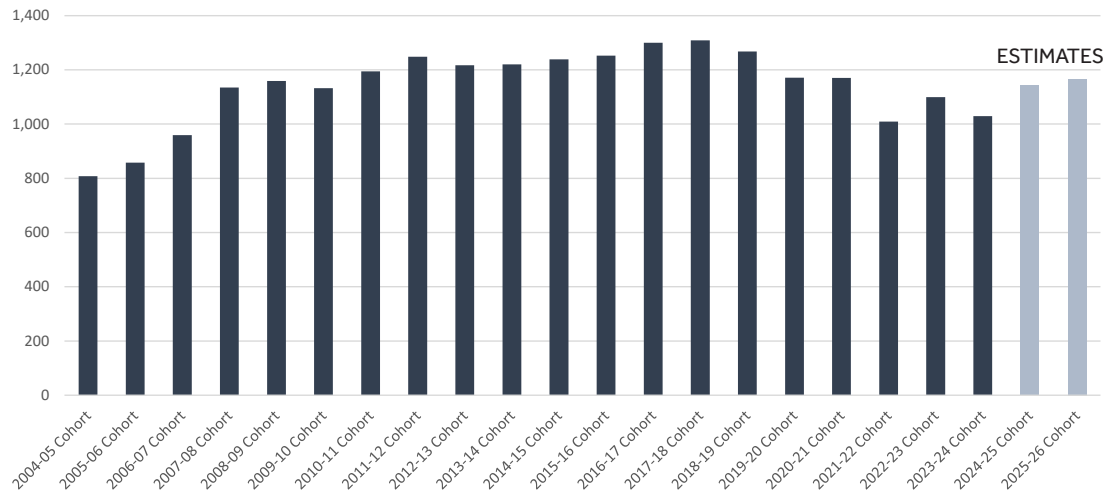
Figure 1 displays location by South Dakota County all Fall Semester recipients. This chart reflects how SD Opportunity continues to support all of South Dakota. As a student gears up for their high school course registration, high school counselors, parents, and students statewide are arriving at core curriculum requirements to meet the eligibility. Recipients are shown by color based on the number of awarded scholarships based on their school district/ county of attendance.

FIGURE 1: Number of Recipients by South Dakota County, Fall 2023

■ 1 - 25   ■ 26 - 50   ■ 51 - 100   ■ 101 - 200   ■ 201 - 500   ■ 500+
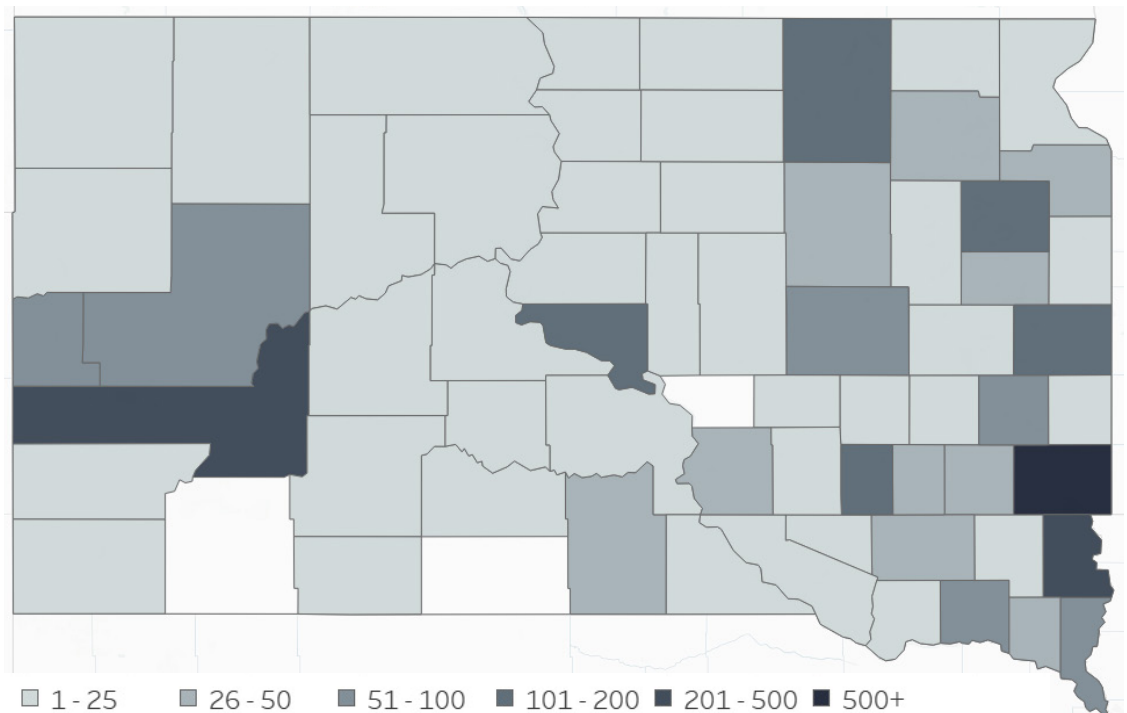
TOP 15 MAJORS FOR FIRST TERM RECIPIENTS

For reporting purposes, an unduplicated major enrollment report was developed to represent the recipient's primary major at his/her institution. An analysis of data reveal that SDOS recipients are more likely to enroll in majors resulting in career areas such as medicine, science, mathematics, engineering, teaching, and business. Table 1 provides the top fifteen (15) majors selected by recipients in their first term who attended a Regental university.

TABLE 1: Fifteen Most Common Majors for First Term Recipients*

MAJOR (CLASSIFICATION OF INSTRUCTION CODE CIP) DESCRIPTION	CIP CODE	# OF STUDENTS
Biology, General	26.01	554
Health/Medical Preparatory Programs	51.11	510
Business Administration, Management and Operations	52.02	297
Mechanical Engineering	14.19	270
Liberal Arts and Sciences, General Studies and Humanities	24.01	261
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	51.38	246
Computer and Information Sciences, General	11.01	196
Sports, Kinesiology, and Physical Education/Fitness	31.05	174
Teacher Education and Professional Development, Specific Levels and Methods	13.12	145
Civil Engineering	14.08	120
Teacher Education and Professional Development, Specific Subject Areas	13.13	118
Psychology, General	42.01	110
Electrical, Electronics, and Communications Engineering	14.10	96
Computer/Information Technology Administration and Management	11.10	96
Mathematics	27.01	93

*It is not uncommon for students to begin their college undergraduate career in one major and move to another. For example, note that the top graduating major is nursing from Table 2. It is likely that students started in one of the science fields.

TOP 10 MAJORS FOR RECIPIENTS GRADUATING

Similar major enrollment trends existed for those recipients who were able to maintain eligibility throughout the duration of the scholarship program. Table 2 provides the number of students graduating and the majors/degrees conferred in the Regental system. Biological science represents programs where students admitted into these majors are likely to continue their postsecondary education. Note, this table represents only Regental university students.

TABLE 2: Top 10 Majors of Recipients Who Graduated*

MAJOR	# OF UNIQUE GRADUATES
Nursing	998
Biology	522
Mechanical Engineering	411
Psychology	397
Pharmaceutical Sciences	309
Elementary Education	313
Computer Science	267
Mathematics	259
Civil Engineering	233
Medical Biology	236

*Tables represent Board of Regents University data.

265

COST ALLOCATION SCHOLARSHIP COVERAGE

In 2004-05, the scholarship program funded eligible students $500 each fall and spring semester during the first three years, and then $1,000 during the final two terms. In 2015-16, the amount was increased to 1,300 each fall and spring semester during the first three years, and then $1,000 during the final two terms. During the 2023 legislative session the award amount increased to:

- $1,500 – First Year of Attendance
- $1,500 – Second Year of Attendance
- $1,500 – Third Year of Attendance
- $3,000 – Fourth Year of Attendance

Table 3 shows the cost of the Regental mandatory tuition and fees as compared to the value of the four year value of the South Dakota Opportunity Scholarships. When this scholarship was first initiated, the value of the opportunity scholarship was approximately 25% of the mandatory Regental tuition and fees. Currently, that value is approximately 17% of the mandatory Regental tuition and fees.

TABLE 3: Cost/Percentage of Coverage within Regental Universities

ACADEMIC YEAR	MANDATORY TUITION AND FEES 4-YEAR TOTAL	SDOS 4-YEAR VALUE	PERCENT OF SDOS 4-YEAR TOTAL
2004-05	$ 20,030.36	$ 5,000.00	25%
2015-16	$ 30,785.40	$ 6,500.00	20%
2022-23	$ 37,338.36	$ 6,500.00	17%
2023-24	$ 37,338.36	$ 7,500.00	20%

AWARD TOTALS FOR FALL SEMESTER 2023

Table 4 below reveals the student totals and award amounts for the Fall Semester of academic year 2023-2024. The chart includes all participating South Dakota colleges and universities.

TABLE 4: SD Opportunity Scholarship, Merit-Based for Fall Semester 2023

	NEW FALL 2023 STUDENTS	CONTINUING STUDENTS	TOTAL STUDENTS	TOTAL
Black Hills State University	34	74	108	$91,900
Dakota State University	63	155	218	$182,450
Northern State University	50	106	156	$131,750
South Dakota Mines	104	204	308	$256,200
South Dakota State University	383	880	1,263	$1,067,250
University of South Dakota	192	495	687	$606,800
Augustana University	94	306	400	$322,850
Dakota Wesleyan University	15	58	73	$72,450
Lake Area Technical College	13	20	33	$22,750
Mitchell Technical College	18	28	46	$37,550
Mount Marty University	6	23	29	$19,450
Southeast Technical College	26	27	53	$37,700
University of Sioux Falls	30	106	136	$118,700
Western Dakota Technical College	1	4	5	$3,350
TOTAL	**1,029**	**2,486**	**3,515**	**$2,971,150**

EXECUTIVE DIRECTOR EXEMPTIONS

State statute and administrative rules permits the Executive Director of the Board of Regents the authority to grant exceptions to continuous eligibility requirements when good cause is shown. As a result, when a situation arises that hinders a student from meeting the eligibility requirements for the South Dakota Opportunity Scholarship, he/she can request an exemption waiver from the Executive Director.

Exemption waivers can be granted for student inability to meet Credit Hour Threshold, or Persistence requirements. Furthermore, instances have and will continue to occur that represent unique situations where the Executive Director has granted a waiver to ensure that the intent of the scholarship program is best served. In these situations, the classification of other has been assigned.

In addition to these three waiver classifications, six justifications have been attributed to student appeals for exemptions from the Executive Director that include:

- Situations where Medical Hardship has hindered a student's progress;
- Student participation in an approved Exchange Program through their institution;
- Conflict with Program of Study Requirements that dictate student credit hours;
- Instances where Administrative Error has occurred;
- Participation in an institution approved Internship program;
- Military Deferral for National Guard or military service;

CURRENT EXEMPTIONS

2022-2023 Exemptions:

20 Exemption requests, 4 pending

2023-2024 Exemptions:

9 Exemption requests, 5 pending

SOUTH DAKOTA OPPORTUNITY SCHOLARSHIP GOVERNING RULES

Legislative Statutes | 13-55-30 — 13-55-36 Opportunity scholarship program established. There is established the South Dakota opportunity scholarship program to be administered by the Board of Regents. The purpose of the program is to allow South Dakota's most academically accomplished high school graduates to receive an affordable education at any university, college, or technical school that is accredited by the North Central Association of Colleges and Schools and that provides instruction from a campus located in South Dakota.

Administrative Rules | 24:40:13:01 — 24:40:13:20

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – A
DATE: April 3-4, 2024

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SUBJECT
New BOR Policy 3.6.2 – System Financial Aid Processing (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY
The ISIR Guide
Student Federal Aid Handbook – SAR Comment Codes
Student Federal Aid Handbook – Application and Verification
Financial Responsibility, Administrative Capability, Certification Procedures, Ability to Benefit

BACKGROUND / DISCUSSION
As the Regents continue to support system solutions such as a common Student Information System, Degree Audit, and Course Program of Study, there are obligations for consistency. To that end, there are common needs for all six (6) institutions around Title IV, specifically federal financial aid processing in a shared Enterprise Resource Planning (ERP) system. This statewide ERP system incorporates financial aid and student information.

While there are excellent resources available to our institution's financial aid directors such as the Student Federal Aid Handbook, the implementation of the Course Program of Study has shown that there are complex sets of rules. This can be even more challenging when the Regents deploy a common ERP system that requires a common configuration.

The negotiated regulatory changes impact both financial transparency and the administration of federal financial aid. Specifically, the new regulatory changes impact are due to the following amendments:

We amend the financial responsibility regulations to increase the Department of Education's (Department) ability to identify high-risk events at institutions of higher education and require financial protection as needed. We amend and add administrative capability provisions to enhance the capacity for institutions to demonstrate their ability to continue to participate in the financial assistance programs authorized under Title IV of the HEA (Title IV, HEA programs). Additionally, we amend the certification procedures to create a more rigorous

(Continued)
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DRAFT MOTION 20240403_6-A:
I move to approve the first reading of the proposed new BOR Policy 3.6.2 – System Financial Aid Processing, as presented.

process for certifying institutional eligibility to participate in the Title IV, HEA programs. (Federal Register[1]).

Specifically, Administrative Capability (§ 668.16) has been amended to require institutions to provide adequate financial aid counseling to enrolled students that includes more information about the cost of attendance, sources and amounts of each type of aid separated by the type of aid, the net price, and instructions and applicable deadlines for accepting, declining, or adjusting award amounts. (Federal Register[2]).

Accordingly, this policy sets forth governance on the processing of federal financial aid applications and verification by the central office. It also ensures that the institutions will promptly communicate the policy and procedures at the institutional level.

This policy includes the following:

Sections:
- Purpose
- Definitions
- Policy and Procedures
- System Enrollment Services Center
- Institutional Financial Aid Officers
- Appeal Process

The system office attempted to fully vet this policy by meeting with the financial aid team (directors) to address content and recommend necessary changes. Once the changes were researched and modified, this policy was shared with AAC and SAC.

IMPACT AND RECOMMENDATION

The Academic Affairs Council (AAC) and the Student Affairs Council (SAC) have reviewed the draft policy for the first reading approval at the Board of Regents meeting.

BOR academic staff approve of the proposed draft of new BOR Policy 3.6.2 – System Financial Aid Processing.

The timeline associated with this policy revision will be as follows:
- First Reading – April 2024 BOR Meeting
- Second and Final Reading – June 2024 BOR Meeting

ATTACHMENTS

Attachment I – Proposed New Draft of BOR Policy 3.6.2 – System Financial Aid Processing

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[1] Federal Register: Financial Responsibility, Administrative Capability, Certification Procedures, Ability To Benefit (ATB)
[2] Federal Register: Financial Responsibility, Administrative Capability, Certification Procedures, Ability To Benefit (ATB)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Financial Aid Processing Policy

NUMBER: 3.6.2

A. PURPOSE

The purpose of this policy is to comply with Title IV, the federal student aid handbook, and any other regulatory rules and statutes. To that end, the Regental system deploys the system enrollment services center responsible for management of the Free Application for Federal Student Aid (FAFSA) processes and the verification of records. All other financial aid responsibilities shall be administered by the institutional financial aid offices in compliance with applicable laws and professional standards.

B. DEFINITIONS

1. **FAFSA Processing System (FPS):** The FPS operates under a contract with the US Education Department to receive and process application and correction information and replaces the Central Processing System (CPS). The FPS matches student records with other federal databases, such as the Social Security Administration and Department of Homeland Security, to confirm eligibility. The FPS also applies a series of computer edits to the application information to check for inconsistencies, contradictions, and missing data.

2. **FAFSA Submission Summary:** The student's output document providing a summary of data input on the FAFSA form.

3. **FPS Code:** A notification with the ISIR database match requiring resolution by institutional financial aid staff.

4. **Enterprise Resource Planning System (ERP):** This is the Regental system software solution platform to manage and integrate all university activities to manage the day-to-day operations including Academic Records, Accounts Receivable, Budget, Financial Aid, Finance, Grants, Human Resources, Procurement, Student Records, etc.

5. **Institutional Student Information Record (ISIR):** The ISIR is an electronic federal output document produced by the FPS from FAFSA data. The ISIR is sent to schools designated by the student on the FAFSA.

6. **Verification:** The process used to confirm selected data elements reported on the FAFSA form are accurate.

7. **Verification Tracking:** A sorting mechanism which identifies verification groups with which the record is associated. This verification tracking is used in the ERP and by the financial aid staff.

C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS

1. Board of Regents Policy 1:0, 1:1, SD Constitution, and SDCL § 13-49 through § 13-53 provides the authority to govern the Regental system.

2. The Board of Regents shall hold the data sharing agreement with the US Department of Education.

3. The Board of Regents shall manage all data from the US Department of Education data system for the Financial Aid Applications and the Financial Aid Portal.

4. Where appropriate and feasible, common procedures for the administration of financial aid should be established across the Regental system. Each institutional financial aid office shall establish written procedures for the administration of financial aid programs consistent with Board policy, federal regulation, and applicable law.

5. The Regental system shall have a shared Enterprise Resource Planning System (ERP) which includes the financial aid information system. The institutional financial aid offices shall work with the academic and student modules and the system enrollment services center to develop consistent codes for use in the ERP.

6. The institutional financial aid offices shall work collaboratively to develop and maintain a consistent and standard guideline where consistency benefits the student, the state, and the Regental system.

D. SYSTEM ENROLLMENT SERVICES CENTER

The system enrollment services center (ESC) manages all aspects of the ISIR process, and the Income and Family Size verification required by federal rules.

1. Federal Financial Aid Application (ISIR[1,2])

    1.1. The Board of Regents is the state agency designated to receive and send student ISIR information on behalf of the Regental institutions.

    1.2. The system ESC office imports all ISIRs from the US Department of Education (FPS) into the ERP. This ERP process shall document where students with rejected FAFSAs and/or C-Code issues, and for students chosen for verification.

    1.3. A document request communication shall be generated by the system ESC office for all students chosen for verification, with a rejected FAFSA, or with unresolved C-Codes.

    1.4. The following are examples of various C-Codes as listed on the ISIR:

        1.4.1 DHS Primary/Secondary Match
        1.4.2 Social Security Administration Citizenship Status
        1.4.3 Veterans Affairs Status Match
        1.4.4 National Student Loan Data System (NSLDS) - Including but not limited to:

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[1] The ISIR Guide (ed.gov)
[2] Application and Verification Guide | 2023-2024 Federal Student Aid Handbook

        1.4.4.1   Potential Grant or Loan Overpayment
        1.4.4.2   Potential Grant or Loan Limit
        1.4.4.3   Unusual Enrollment History
        1.4.4.4   Bankruptcy

    1.4.5   Foreign Income/Foreign Income Exempt

    1.4.6   Unaccompanied Youth

The institutional financial aid departments may request additional codes. When approved by the financial aid team, the system ESC office shall configure the ERP system.

1.5. The system and institutional financial aid staff review the FAFSA Specification Guide for the appropriate aid year to determine the appropriate resolution for C-Codes.

1.6. Any student with a rejected FAFSA, unsatisfied C-Codes, or verification requirements will not be awarded federal financial aid until all codes are resolved and verification is complete.

2. Verification of Application Data

2.1. Verification is implemented to reduce the error rates in the applicant-reported data and to assure, to the maximum extent possible, that eligible applicants receive the correct amount of financial assistance.

2.2. The U.S. Department of Education identifies information that must be verified, communicates those data elements to schools annually, and randomly selects students for verification.

2.3. ESC will communicate electronically with all applicants selected for verification to request the additional documents needed.

2.4. Upon receipt of all requested documents, ESC staff will begin the process of verification, reviewing documentation and making necessary corrections to the student record.

2.5. ESC will utilize the ERP in communicating corrections through integration to the US Department of Education.

2.6. Conflicting information must be resolved before awarding federal financial aid.

2.7. Upon completion of verification and resolution of conflicting information, campuses will process federal aid according to their timelines.

2.8. If conflicting information is discovered after aid is awarded or disbursed, the system ESC and institutional financial aid staff shall coordinate to resolve the conflicting information.

2.9. Applicants failing to provide the required documentation within the specified time will:

    2.9.1   Forfeit his/her right to priority funding, and/or

    2.9.2   Lose the right for consideration for financial assistance.

E. __INSTITUTIONAL FINANCIAL AID OFFICES__

1. The Regental system shall develop procedural guidelines to ensure financial transparency.

2. The student email shall be used for direct communication per BOR Policy 3.2.1.

3. Institution financial aid offices may under federal rules verify a student outside the regular process as identified in section D above.

4. In determining eligibility for financial aid, financial aid administrators may document and consider special circumstances of individual students as permitted by applicable law and defined as professional judgement under the federal rules.

5. Loan servicing, including default and collection, shall be the responsibility of the lender or servicer. Where institution participation in default and collection procedures is required by applicable law, procedures will be established in institutional policy.

6. Requirements for student reporting and system coordination for financial aid where consistency is in the best interest of the student, state and Regental system shall be incorporated into Student Affairs Guidelines.

F. __APPEAL PROCESS__

Institutions shall have a policy on the student's rights and responsibilities including the right to appeal.

FORMS / APPENDICES:

None

SOURCE:

BOR June 2024.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B
DATE: April 3-4, 2024

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SUBJECT
FAFSA Simplification Act Update

CONTROLLING STATUTE, RULE, OR POLICY
FAFSA Simplification Act
Federal Student Aid Announcement

BACKGROUND / DISCUSSION

The FUTURE Act of 2019 and the FAFSA Simplification Act of 2021 initiated a significant change to the federal financial aid process. The FUTURE Act authorizes direct data exchange between the Department of Education (DOE) and the Internal Revenue Service (IRS). The FAFSA Simplification Act incorporated the FUTURE Act to ensure that the new application process created an automated feed for the federal tax return.

In addition, the changes[1] reflected the following:
1. Replacing the Expected Family Contribution to the Student Aid Index
2. Modification of Family Definitions
3. Expanding Access to Federal Pell Grants
4. Streamlining the FAFSA Form

Federal Student Aid[2] provides all documentation on its website. More specific requirements and changes can be found in the Draft 2024-25 Specification Guide[3]. Under federal law, the redesign had to be available for the 2024-2025 aid year (which coincides with the application available typically in October of 2023).

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[1] Federal Student Aid: What is the FAFSA Simplification Act. Retrieved: https://studentaid.gov/help-center/answers/article/fafsa-simplification-act
[2] Federal Student Aid: FAFSA Simplification Information. Retrieved: https://fsapartners.ed.gov/knowledge-center/topics/fafsa-simplification-information
[3] Federal Student Aid: Draft 2024-25 FAFSA Specification Guide. Retrieved: https://fsapartners.ed.gov/knowledge-center/library/handbooks-manuals-or-guides/2023-05-31/draft-2024-25-fafsa-specifications-guide-september-2023-update-2

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INFORMATIONAL ONLY

Due to the redesign and the extensive changes, the FAFSA application was not available to prospective first-time students and continuing students until January 2024. This resulted in a three-month delay in the application process for students and parents. The implementation and rollout of the application process has had its share of challenges, affecting students, parents, and postsecondary institutions nationwide.

The larger challenge for the Board of Regents system is that the ERP vendor has not yet received the final layout from the U.S. Department of Education (USDOE). In addition, no test files have been generated for testing to occur once the revisions are provided to the vendor. This will delay the system's ability to process the applications. It is our understanding that the system should expect test data by mid-March 2024.

Executive Director Lukkes, Dr. Janice Minder, and Dawn Kennedy met with a policy analyst from the USDOE. This meeting was initiated by the USDOE to provide general updates and to gain an understanding of the challenges at the institutions. At the meeting, the Board staff thanked the USDOE for extending an invitation to discuss communication and ongoing changes to data specifications. These changes have created delays in our vendor's ability to release necessary software updates to our institutions. We encouraged USDOE to communicate to students, families, and others that while the data may be available to USDOE, it will require additional work at the institutions to process.

With that in mind, the Regental system has placed resources in a programming consultant to facilitate any system and campus programmatic changes. This is fully funded through the Board office. The system Enrollment Services Center (ESC) and Regents Information System (RIS), as well as a team of institutional subject matter experts and institutional technology experts, have started to evaluate the application changes and work on logic that needs to be incorporated to reflect the changes once the Financial Aid system is updated by the vendor.

IMPACT AND RECOMMENDATIONS

Understanding these delays is critical because it impacts students, families, and all postsecondary institutions and colleges that process federal financial aid.

ATTACHMENTS

None

Academic and Student Affairs

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SUBJECT
> **Revised BOR Policy 2.4.5 – Externally Funded Courses for Academic Credit Policy (Formerly 2:13) (First and Final Reading)**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2.4.5 – Externally Funded Courses for Academic Credit

BACKGROUND / DISCUSSION
> This policy has a reference to the previous union agreement in Section E.4.1. This reference can be found on the last page of the policy and has been updated to the following:

>> Faculty employed by the university must be compensated according to ~~the current BOR agreement with the faculty union~~ Human Resource Compensation Guidelines.

> This policy update is a clarification of the obsolete language, therefore, a request for a first and final reading approval is recommended.

IMPACT AND RECOMMENDATION
> The Academic Affairs Council (AAC) approves of this change.

> Board academic staff supports the recommended revisions to BOR Policy 2.4.5 – Externally Funded Courses for Academic Credit.

ATTACHMENTS
> Attachment I – Proposed Revised Draft of BOR Policy 2.4.5 – Externally Funded Courses for Academic Credit (Formerly 2:13)

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DRAFT MOTION 20240403_6-C:
> I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 2.4.5 – Externally Funded Courses for Academic Credit, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Externally Funded Courses for Academic Credit

NUMBER: 2.4.5

A. PURPOSE

The Regental system is committed to (1) providing courses for academic credit that are of a consistently high quality and (2) complying with the standards defined by the institutional accreditor.

Therefore, each University has established expectations and standards associated with teaching courses for academic credit within the Regental system. Most of the university courses are taught by members of the academic faculty. Other approved faculty may teach credit-bearing classes in accordance with the provisions of this policy.

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 1.1.1, 1.1.2 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

2. **Institutional Accreditor**: The six public universities are accredited by the Higher Learning Commission.

3. **Institution**: Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.

4. **Instructor:** The individual listed in the student information system as the instructor for a course.

5. **Third Party:** An independent employer or agency outside of the Regental system.

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 and tuition and fees.

   1.2. The Board of Regents governs externally funded courses and approves the tuition and fees assigned in accordance with Board policy.

1.3. BOR policies 5.5, 5.5.3, and 5.17 govern tuition, fees, and use of the Special Externally Funded Tuition Rate.

1.4. Universities are authorized to receive and evaluate requests from groups, governmental agencies, businesses, associations, and other entities for academic credit for workshops and conferences. This includes Regental campus entities financed by grant funds.

D. COURSE EXPECTATIONS

Institutions are required to follow the requirements of the institution accreditor, AAC guidelines, and BOR policies, and student information system requirements.

1. Course Prefix

The prefix is determined by the discipline of the course. Universities shall use only the prefixes for which they are approved.

2. Course Level

2.1. Courses may be offered at the undergraduate or graduate level. Refer to BOR policy 2.4.2 – Levels and Numbering of and Enrollment in Courses for further information.

2.2. Readings, assignments, and evaluation standards shall make the course comparable to others at the same level within the university.

3. Course Numbers

3.1. Undergraduate courses may only use the numbers for Workshops (193, 293, 393, or 493) or Special Topics (192, 292, 392, or 492). Refer to BOR Policy 2.4.2 for further information. The university may limit workshop credit hours that apply to an associate or baccalaureate degree. The university will publish this limit.

3.2. Graduate courses developed by external groups may only use the 592 number for Special Topics or the 593 number for Workshops. University developed courses may only use the Special Topics numbers (592, 692, 792, or 892) or the Workshop numbers (593, 693, 793, or 893). For the limit on the number of Workshop credit hours that may apply to a graduate degree, refer to BOR Policy 2.4.2.

4. Credit Hours

The number of credit hours for each course depends on the course requirements. Workshops typically are 1 credit hour and Special Topics courses typically are 1 to 3 credit hours. All courses offered for credit must involve a minimum of fifteen contact hours over three instructional days for each credit hour awarded.

5. Course Approval Process

5.1. The Third Party is responsible for submitting a copy of their proposed course syllabus to the university Vice President for Academic Affairs a minimum of 8 weeks (40 working days) prior to the start date of the course. The Vice President for Academic Affairs will designate the appropriate Dean and Department Chair to conduct the course review process.

5.2. If the Third Party wishes credit to be granted by more than one Regental university, s/he should contact the BOR Senior Administrator who will coordinate the course approval process in consultation with the university Vice Presidents for Academic Affairs.

6. Site of Course Delivery

6.1. Courses typically are delivered at an off-campus site.

6.2. If courses are offered on a Regental university campus, an agreement for use of facilities is required.

6.3. If courses are offered at a location other than a Regental university campus and do not utilize any university facilities, an agreement for use of university facilities is not required.

6.4. If a university entity is funded by a grant and the university indicated that use of facilities was a match, the entity may use facilities for offering an approved course without additional cost. An agreement for use of university facilities is not required.

E. FACULTY EXPECTATIONS

1. Qualifications for teaching undergraduate credit (100-499)

1.1. The instructor must have a minimum of a master's degree in the discipline or a master's degree with 18 graduate hours in the discipline.

1.2. An individual with the qualifications indicated in (1) above may serve as the Lead Instructor who supervises instructors delivering the course.

2. Qualifications for teaching graduate credit (500-899)

2.1. The instructor must have a terminal degree in the discipline or meet the university's policy for tested experience. ~~In Education, the instructor also may have a specialist degree.~~

2.2. With approval of the vice president for academic affairs, an individual with the qualifications indicated in (2.1) above may serve as the Lead Instructor who supervises instructors delivering the course.

3. Approval of Course Instructors

3.1. Faculty not employed by the university must be approved by the university to serve as the course instructor.

3.2. A request for approval of a course instructor and a copy of his/her vita must accompany the proposed course syllabus submitted to the university vice president for academic affairs.

3.3. Approval of a course instructor will be part of the process for review of the proposed course to be taught by the instructor.

4. Compensation

4.1. Faculty employed by the university must be compensated according to the Human Resource Compensation Guidelines.~~current BOR agreement with the faculty union.~~ Information may be obtained from the university vice president for academic affairs.

4.2. The Third Party provides the compensation funds, including salary and benefits, to the university and the university pays the faculty member.

4.3. Faculty employed by the university may not donate their services for teaching the course to a Third Party.

4.4. The Third Party establishes compensation for course instructors who are employed by the Third Party and are not university faculty.

FORMS / APPENDICES:

- AAC Form 2.4.5.A – Special Tuition Rate Request Form (Externally Funded)

SOURCE:

BOR March 2005; July 2019 (Clerical); BOR August 2022; BOR April 2024.

Academic and Student Affairs

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SUBJECT
>   **Revised BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirement (Formerly 2:29) (First Reading)**

CONTROLLING STATUTE, RULE, OR POLICY
>   BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirement

BACKGROUND / DISCUSSION
>   This policy change was requested by one of the universities to incorporate the credential of a certificate. The Academic Affairs Council (AAC) vetted the requested changes and recommended approval.
>
>   The changes that were supported are presented in Attachment I. The changes summarized below accommodate credit hours by credential.

>   1. Reflect the total of credit hours to percentages to ensure that all programs regardless of the number of credit hours are treated consistently at 25% of the total required credits.
>   2. Inclusion of the Certificate credential.
>   3. A statement allowing more collaboration with system Credentials.
>   4. A statement ensuring that all special program accreditation will supersede credit hour requirements.

IMPACT AND RECOMMENDATION
>   The Academic Affairs Council (AAC) has reviewed the policy revisions for the first reading and approved this change.
>
>   The Board academic staff supports the recommended revisions to BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirement.
>
>   The timeline associated with this policy revision will be as follows:
>   - First Reading – April 2024 BOR Meeting
>   - Second and Final Reading – June 2024 BOR Meeting

ATTACHMENTS
>   Attachment I – Proposed Revised Draft of BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirement (Formerly 2:29)

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DRAFT MOTION 20240403_6-D:
>   I move to approve the first reading of the proposed revisions to BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirement, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Academic Program Student Credit Hour Requirements

NUMBER: 2.6.1

A. PURPOSE

This policy endorses the requirement for academic quality by the accrediting organization ensuring students receive optimum transfer of knowledge, competencies, and experience deemed essential for degrees conferred by the degree granting institution, certify that students have met institutional and program standards, and provide faculty with the basis to act as a reference for students seeking employment.

B. DEFINITIONS

1. **Academic Program:** This is the Degree, Major and as applicable the Specialization approved by the Board of Regents for the degree-granting institution.

2. **Accrediting Institution:** Holding accreditation from one of the following regional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education (MSCHE), New England Association of Schools and Colleges (NEASC), Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC).

3. **Course Student Load:** The number of allowable credit hours per semester, term.

4. **Credits in Residence:** A course offered by any of the degree-granting institutions at any approved site using any approved method of delivery for the approved academic program.

5. **Degree-Granting Institution:** A Regental institution approved to offer an academic program to degree-seeking students.

6. **Degree-Granting Institutional Credits:** An institutional credit is a credit offered by the degree granting institution.

7. **Degree-Seeking Student:** A student that has been admitted to a program of study by the degree granting institution.

8. **Home Institution:** This is the primary degree-seeking academic program Regental institution for the degree-seeking student.

9. **Host Institution:** This is a secondary degree-seeking academic program or minor at another Regental institution that a degree-seeking student can attend.

10. **Program:** This policy applies to all undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees.

11. **Transfer Credits:** The accrediting organization allows for external and internal Regental transfer of credit by degree-seeking students per BOR Policy 2.2.2 (series). These credits are not considered credits in residence.

12. **Validated Credits:** Credit earned for college-level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered "credits in residence."

C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS

1. Board of Regents Policy 1.1.1, 1.1.2 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

2. The academic program of study will implement various teaching practices that may include high impact practices and other in-depth study within their major ensuring students are provided quality education preparing the student for the workforce.

3. The university shall, where appropriate, implement best practices, curriculum programming that enhances the overall program, and reflect recommendations where they advance student outcomes.

4. The accrediting organization does require a percentage of credits to be provided by the degree-granting institution, and therefore, this policy will document the requirements of the credits in residence.

D. UNDERGRADUATE DEGREE GRANTING INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS

1. Each baccalaureate level degree program offered shall require one hundred twenty (120) credit hours and each associate level degree program offered shall require sixty (60) credit hours. Exceptions may be granted for those cases in which a program must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons approved by the executive director in consultation with the Board of Regents' president.   All programs as of June 30, 2012, must adhere to these requirements.

2. Minimum number of total credits that must be earned from the degree-granting institution shall be:

Baccalaureate	~~30 hours~~	25% of the total required credits
Associate	~~15 hours~~	25% of the total required credits
Certificate		50% of the total required credits

Those certificates that are system certificates shall be exempt from this credit hour requirement. In addition, when the requirements set by a specialized accrediting agency exceed the requirements set forth in this policy, those of the specialized accrediting agency take precedence.

3. Number of the last credits earned preceding completion of the degree that must be earned from the degree-granting institution shall be:

Baccalaureate	15 of the last 30 hours
Associate	8 of the last 15 hours

The institution chief academic officer may make exceptions to this requirement in those cases where there are unique factors, such as participation in an approved study abroad program or in other similar authorized experiences.

4. Minimum number of credits specified in the major or minor requirements that must be completed at the degree granting institution shall be 50 percent. However, this requirement may be waived for students enrolled in common courses offered by one of the other Regental universities. In addition, the institution chief academic officer may make exceptions to this requirement for individuals based on the student's prior learning experiences, or internal Regental system transfer courses that have been approved and equated to the degree granting institution. At no time can the exceptions exceed 10 percent of the requirements.

5. With prior approval by the Board of an authorizing inter-institutional agreement degree seeking students at one institution may complete requirements for and may have transcripted a major offered at the partner Regental institution. This major will be recorded on the student's transcript in conjunction with a degree/major at the student's home university. These majors from a second/host Regental institution will only be recorded on the transcript in conjunction with a degree and major at the student's home institution.

6. Degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major.

7. Student course load status is based on the number of credit hours for which a student is enrolled (this applies to fall, spring, and summer semesters).

½ Time Status	6 credit hours minimum
¾ Time Status	9 credit hours minimum
Full Time Status	12 or more credit hours
Overload Status	19 or more credit hours

To be eligible for overload status, a student must have a 2.70 cumulative grade point average and approval by the Dean of the student's division/college at the home institution.

8. Undergraduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining undergraduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, undergraduate students must take a minimum of 6 credit hours in the fall, spring and summer terms.

Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5.6.

E. GRADUATE INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-SEEKING STUDENTS

1. Minimum percentage of degree granting institutional credit hours in the graduate degree program that must be completed from the degree granting institution: 60 percent.

2. Maximum percentage of degree granting institutional credit hours in the graduate degree program that may be required from the degree granting institution: 75 percent.

3. Program may require that certain courses be completed from the degree granting institution. Courses that must be completed from the degree granting institution must be specified in the degree granting institution's graduate catalog.

4. When the requirements set by a specialized accrediting agency exceed the BOR requirements, those of the specialized accrediting agency take precedence.

5. To be eligible for overload status, a student must have approval by the Graduate Dean at the student's home institution. The Graduate Dean at the home institution may certify that a student enrolled for less than 9 credit hours is to be considered full time for purposes of awarding assistantships and tuition reduction.

6. Graduate student course load is based on the number of credit hours for which a graduate student is enrolled. Each institution determines graduate course load status based on individual program requirements.

7. Graduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining graduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, graduate students must take a minimum of 5 credit hours in the fall, spring, and summer terms. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5.6.

F. REQUEST FOR EXCEPTION

Each degree-granting institution will have a formal process for requesting an exception to these guidelines. This process may require the System Academic Vice President or designee to approve if required by the institution.

REFERENCES:
BOR Policy 2.2.2 – Transfer Policies

FORMS / APPENDICES:
None

SOURCE:
BOR January 1999; BOR August 2002; BOR June 2004; BOR August 2005; BOR May 2009; BOR October 2011; BOR December 2011; BOR December 2013; BOR April 2015; BOR December 2020; BOR August 2022; August 2022 (Clerical); BOR August 2023; BOR May 2024.

Academic and Student Affairs

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SUBJECT
New Program Request – DSU – MS in Artificial Intelligence

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
BOR Policy 2.3.3 – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests authorization to offer a MS in Artificial Intelligence. The proposed MS 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, understand the agribusiness environment, and lead organizations in the challenging and dynamic world of agriculture.

The Executive Director approved the Intent to Plan, which the Board was notified of at the August 2023 meeting. Per BOR Policy 2.3.3, an external review of the program was conducted, and the final report of the reviewers was received by the Board office. The report, along with DSU's response to the report, are included in Attachments II & III.

IMPACT AND RECOMMENDATION
A summary of the program proposal has been included as Attachment I. Additional information on this proposal is available from the Board office by request.

ATTACHMENTS
Attachment I – New Program Request Summary: DSU – MS in Artificial Intelligence
Attachment II – External Review Report
Attachment III – DSU External Review Response
Attachment IV – Industry Letters of Support

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DRAFT MOTION 20240403_6-E(1):
I move to authorize DSU to offer a MS in Artificial Intelligence, as presented.

Full Proposal – MS Artificial Intelligence
Dakota State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred advanced STEM degrees in South Dakota while supporting existing industrial sectors.

Program Description:

The Master of Science in Artificial Intelligence (MSAI) program is for students who desire to acquire advanced knowledge in the rapidly growing field of AI (Artificial Intelligence). The program is designed to teach students the core foundations of the field by providing a comprehensive curriculum of the core components of AI, including computer science, mathematics & statistics, and current AI models and frameworks, which will allow them to create practical applications for various industry and academic purposes. With new AI technologies appearing yearly, this program is designed to provide the foundations needed to be successful and agile enough to bring new and emergent technologies to students.

Strategic Impact –

DSU Strategic Impact: The MSAI program fits squarely with DSU's mission statement and strategic plan. Under SDCL 13-59, the primary purpose of Dakota State University is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. The field of artificial intelligence falls directly into this description. DSU's Cyber 27 [1] initiative looks to establish the university as the top cyber program in the country. A.I. is the point of the spear in leading this initiative of introducing new and innovative programs. Not only will the MSAI program be a great asset for the students pursuing it, but it will also help us set a cornerstone to add components of AI to other existing programs, helping fulfill the AI for All philosophy.

BOR Strategic Impact: The Board of Regents' mission is to provide an excellent, efficient, accessible, equitable, and affordable public university and special schools system that improves South Dakota's overall educational attainment and research productivity while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities. It goes on to say that the public university and special schools system will educate more individuals at higher levels to enhance state workforce development and increase research into viable businesses, supporting state economic development.

This program aligns with the Board's Strategic Plan by providing the education needed to create the future AI-related workforce necessary to compete on both the national and international levels. AI-related job openings are numerous and expected to grow in the short and long term. By offering the program on campus and online, the proposed MS in Artificial Intelligence will meet the needs of rural students and those from other regions. Additionally, this program will help meet the demand for graduates equipped to serve as research engineers employed by the Applied Research Corporation in Sioux Falls.

Program Summary:

The classification of this program will be 11.0102 [Artificial Intelligence and Robotics]. This program is proposed to be offered both on-campus and online. Students accepted into the M.S. in AI will be required to have some programming experience, where a scripting language such as

Python or R is sufficient, along with calculus and statistics. Students may not necessarily have a strong technical background and may have bachelor's degrees from an Arts & Sciences field, such as Philosophy, Social Sciences, or Linguistics. This allows students who learn AI to apply it to the fields related to their background.

Duplication and Competition:

While no other public South Dakota university currently offers an MS in Artificial Intelligence, USD has also submitted an intent to plan for an MS in Artificial Intelligence. Both Dakota State University and the University of South Dakota currently offer AI specializations as part of their Computer Science MS degree programs. DSU intends to keep its AI specialization in Computer Science in addition to adding the proposed MS in AI detailed in this document.

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of 117 masters-prepared graduates in related fields.

Regental Universities[1]:

University	Master's Degrees Conferred in Computer and Information Sciences, General	Total Number of Master's Degrees Conferred at Each Institution
DSU – MS Computer Science	64	149
USD – MS Computer Science	45	530
SDSU – MS Computer Science	1	334
SDSMT – MS Computer Science and Engineering	7	131

Private SD Universities[2]:

University	Master's Degrees Conferred in Computer and Information Sciences, General	Total Number of Master's Degrees Conferred at Each Institution
None	0	--__

Total Sum of SD Peer Findings:

University	Master's Degrees Conferred in Computer and Information Sciences, General	Total Number of Master's Degrees Conferred (All SD Universities)
Total	117	1144

The number of conferred master's degrees in related fields, specifically Computer and Information Science (General), as reported by IPEDs was 117 out of a total of 1144 for all of South Dakota.

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[1] Integrated Postsecondary Education Data System (IPEDS) for 2022-2023

[2] Integrated Postsecondary Education Data System (IPEDS) for 2022-2023

This is approximately 10% of the total number of master's degrees awarded. The opportunities for students with advanced degrees in these fields exceed the current number of degrees awarded.

Competitor University Peers[3]:

Unlike the tables above, this table reports MS degree conferrals specifically in Artificial Intelligence.

University	Master's Degrees Conferred in Artificial Intelligence	Total Number of Master's Degrees Conferred at Each Institution
Northwestern University	41	5335
Carnegie Mellon University	178	4339
Minnesota State University, Mankato	52	3226

Workforce Outlook/State Need:

There is state-level, national, and international demand for skilled personnel in Artificial Intelligence.

Regarding specific careers, job titles include (but are not limited to): Machine Learning Engineer, Data Analyst, Data Scientist, AI/ML Researcher, and Software Engineer. These jobs provide distinct roles to help firms make scientific or data-driven decisions or automate tasks to reduce costs or scale products, create physical automated bots for a myriad of purposes, or provide research into new applications. These services pertain to nearly all industries.

In South Dakota, the biggest player in the economy is agriculture. Research and deployment of AI software and robotics will be key to increasing crop and livestock production and operational throughput. Also, AI is used in many areas of medical research, which ties into Sanford and Avera hospitals in the region. Dakota State University has recently formed an academic and research partnership with CNH, further strengthening opportunities for internships and careers.

It is important to note that many new jobs for which an MS in AI would be appropriate are also new enough that they are not listed on the South Dakota Department of Labor's website or the U.S. Bureau of Labor Statistics (BLS). These types of positions include Machine Learning Engineers, Data Scientists, and Applied AI Specialists.

Pay for these jobs is also fairly high, with averages ranging from $97,850 for AI software engineers to $134,449 for machine learning engineers.

The latest Annual Report of South Dakota Job Placement Outcomes mentions Artificial Intelligence directly with the following information.
CIP Code: 11.0102
CIP Title Degree: Artificial Intelligence # of Graduates: N/A
# of Graduates Earning Wage in SD: N/A
# of Jobs Held by Graduates Earning Wages in SD: N/A
Average Annual Wage: $99,181

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[3] IPEDS, 2022-2023

Consolidating all artificial intelligence-related jobs, there has been a steady increase in job postings, while the number of applicants has slightly decreased. At a Beacom Advisory Board meeting, industry leaders in the region explicitly stated the need for AI-capable workers now, with expectations for additional demand in the future. The AI Edge Summit held in Sioux Falls in October of 2023 also illustrates the need for AI-capable workers in our region.

Student Learning Outcomes:

1. Analyze the fundamental current algorithms of Artificial Intelligence.
2. Describe the underlying methodologies (mathematical and statistical) needed for modern AI algorithms and models.
3. Apply AI techniques to solve real-world problems.
4. Make ethical Artificial Intelligence development decisions.

The outcome for graduates of the program will be assessed by (1) midterm, final, and comprehensive exams, (2) course projects, (3) course papers, and (4) employment and placement rates,

Projected Enrollment:

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Students new to the university	2	5	7	8	10	12
Students from other university programs	5	1	1	1	1	1
Students off-campus or distance	3	9	12	16	19	22
continuing students	--	5	7	9	11	13
Total students in the program (fall)	**10**	**20**	**27**	**34**	**41**	**48**
Program credit hours (major Courses)**	240	426	576	726	876	1026
Graduates	5	13	18	23	28	33

*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.

Estimates are based on trends seen in increased enrollment in DSU's MSCS – AI Specialization and undergraduate Bachelor of Science in AI programs. The MSCS program, including specializations, tends to have 1/3 of students full-time on campus and 2/3 of students through online delivery.

The Fall 2023 enrollment numbers in related DSU master's programs also informed these estimates.

    M.S. Computer Science: 59 enrolled

    M.S. Cyber Defense: 64 enrolled

    M.S. Information Systems: 63 enrolled

The M.S. Computer Science AI specialization, first offered in the summer of 2022, also helps inform the first-year projections for the proposed MS in AI. The M.S. Cyber Defense program was first offered in 2018 and helps give a 5-year estimated projection of what expected enrollment.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY25	FY26	FY27	FY28	FY29	FY30
TUITION & FEE REVENUES	122,490	217,420	293,976	370,532	447,089	523,645
PROGRAM EXPENSES	152,909	132,909	257,818	257,818	257,818	257,818
NET (T&F REVENUES LESS PROGRAM EXPENSES)	(30,419)	84,511	36,158	112,714	189,271	265,827
OTHER SUPPORTING REVENUES	30,419	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	-	84,511	36,158	112,714	189,271	265,827

Two new faculty are requested to contribute to the MSAI program. DSU estimates that 17 full-time students (or equivalent FTE) will be needed to break even, assuming two faculty and a program coordinator stipend.

Review of the Proposed Master of Science in Artificial Intelligence Program at Dakota State University

Date: 2/8/2024

Executive Summary

I have thoroughly examined the proposed Master of Science in Artificial Intelligence (MSAI) program at Dakota State University (DSU). My assessment involved a comprehensive review of documents provided by DSU, as well as virtual interviews with university and college leadership teams and faculty members directly engaged in shaping the program. The proposed MSAI program is a timely response to the pressing demand for skilled AI professionals in the workforce. I was deeply impressed by the unwavering support demonstrated by DSU's leadership and faculty toward this initiative. In this report, I present an analysis of the program's strengths and weaknesses based on my findings.

1. Program Curriculum

The proposed MSAI program mandates a total of 30 credits. These credits are distributed as follows:
- Required Courses (15 credits):
  - *CSC 722 Machine Learning*: This course already exists.
  - Four New Courses: These are currently under development.
- Elective Courses (15 credits):
  - *CSC 761 Advanced Artificial Intelligence*: A newly proposed elective. This course is mandatory for students who lack prior experience in AI.
  - Other Electives: These are drawn from various academic units within DSU.

Strengths: The proposed curriculum aligns with the core requirements found in MSAI programs offered by peer institutions. While national accreditation standards for MSAI programs are yet to be established, I believe that the proposed curriculum will empower students with the knowledge and skills necessary to launch successful careers in the field of artificial intelligence. Notably, the inclusion of the "Ethics of AI" course and the Capstone experience enhances the program by addressing critical aspects beyond technical proficiency.

Recommendations for Enhancement:

a. The proposal indicates that *CSC 761 Advanced Artificial Intelligence* is mandatory for students who lack prior AI experience. However, it does not explicitly outline the criteria for waiving this requirement. To enhance clarity, I recommend incorporating more precise guidelines regarding the types of prior AI experience that would qualify for a waiver. Possible requirements could include: Completion of a relevant

graduate-level AI course; Possession of a master's or Ph.D. Degree in AI-related fields; and A certain number of years of full-time job experience in the AI field.

b. The MSAI program mandates 15 elective credits, yet only one elective course, *CSC 761*, has been specified, and the remainder are subject to approval by the academic advisor. I recommend that additional details regarding eligible elective courses should be provided. A committee comprising multiple faculty members should be established. This committee's roles would be to define criteria for course approval as electives and periodically review available courses to determine which courses meet the necessary standards. Given that MSAI students enter the program with an undergraduate degree and the core courses will elevate their AI knowledge to the graduate level, elective courses should complement this by broadening their expertise in other relevant fields. To achieve this, the committee should outline a minimum set of knowledge and skills that elective courses must cover. For instance, students might be required to select at least one elective from each of several categories, such as software development, algorithm analysis, and more. (Note: This example is purely hypothetical and not intended as a recommendation for how DSU should categorize their courses.)

c. The proposed capstone course is envisioned as the pinnacle of the proposed program, serving as the culminating experience for students. Thus, it is imperative to develop appropriate capstone projects that afford students valuable real-world insights. However, according to the information gleaned from interviews, the responsibility for project selection rests with the course instructor and students. While I do not offer specific recommendations for the course's structure, I believe it would be advantageous for both students and faculty to align capstone projects with the College's industrial partnerships or faculty research endeavors. Establishing mechanisms to incentivize faculty participation in supervising students' capstone projects could further enhance the course's effectiveness.

2. Faculty

Within the Beacom College of Computer and Cyber Sciences, there are currently three faculty members who specialize in AI-related fields. The standard teaching load for faculty members consists of three courses per semester, with an expectation that 10% of their efforts are allocated to service and 10% to research activities.

Strengths: The College intends to recruit a total of 11 tenured/tenure-track faculty members and four lecturers over the next few years. At the time of the interview, the College was in the process of hiring a new assistant professor specializing in AI and plans to recruit at least two more AI faculty members. With the existing faculty and the anticipated new hires, the College is poised to have ample faculty resources to support the proposed courses.

3. Services

DSU boasts the Madison Cyber Labs (MadLabs), a 40,000-square-foot facility equipped with cutting-edge resources, including state-of-the-art hardware and a 100 Gbps internet connection, to support researchers' endeavors. The university and college leadership teams wholeheartedly endorse the proposed program. Notably, Dr. José-Marie Griffiths, President of DSU, possesses exceptional expertise and forward-thinking vision in information technology. These resources and steadfast support will contribute to the establishment and maintenance of a high-quality program.

Dr. Changhui Yan
Department of Computer Science
North Dakota State University, Fargo, ND

DAKOTA STATE
UNIVERSITY

Graduate Program External Review Report Response

Master of Science in Artificial Intelligence

Dakota State University appreciates the external review conducted by Dr. Changhui Yan of North Dakota State University. His review was quite affirming of the proposed Master of Science in Artificial Intelligence, including our faculty, facilities, resources, planned curriculum, and the vision of our president. Of note was Dr. Yan's belief that the curriculum will empower students with the knowledge and skills necessary for successful careers in AI, particularly due to the inclusion of ethics and research. He believes our recent faculty hires in the area of AI position the university with ample faculty resources to support the proposed courses. Last, he predicted the wholehearted endorsement of the proposed program from university leadership would contribute to a high-quality program.

Dr. Yan offered three recommendations for enhancement of the proposed MS Artificial Intelligence program. A brief summary of each recommendation and DSU's response to each recommendation is as follows:

Recommendation: Incorporate more precise guidelines for the waiver qualification for CSC 761.

Response: DSU agrees with Dr. Yan's suggestion to provide specific waiver qualifications. The following have been set: Completion of a relevant graduate-level AI course, or possession of a master's or PhD degree in AI-related fields, or a certain number of years of full-time work experience in the AI field.

Recommendation: Establish a process for determining criteria for eligible elective courses.

Response: DSU agrees with Dr. Yan's suggestion to develop a committee to define criteria for course approvals as electives. Three experienced faculty members have been identified for this committee.

Recommendation: Establish mechanisms to incentivize faculty participation in supervising students' capstone projects.

Response: While we appreciate the sentiment to support faculty engagement in student research, Beacom College of Computer and Cyber Science faculty are already actively engaged with students

DAKOTA STATE
U N I V E R S I T Y

in research at the undergraduate and graduate level. They are inherently motivated to do so because it is best for students and do not believe they require incentives. The Beacom College dean and associate dean for graduate programs will monitor this potential issue, but do not anticipate it will provide any barrier to students in the proposed MS Artificial Intelligence program.

SANF⊕RD™
HEALTH

South Dakota Board of Regents:

As part of Sanford Health's leadership team, we wholeheartedly endorse Dakota State University's (DSU) proposed Master of Science in Artificial Intelligence (MSAI) program, especially considering the strategic alliance between Sanford Health of Sioux Falls, SD, and DSU of Madison, SD. This partnership drives innovation, research, and economic development opportunities for South Dakota, aligning seamlessly with the mission and goals of the South Dakota Board of Regents.

The MSAI program directly supports the Board of Regents' mission to provide excellent, efficient, accessible, equitable, and affordable education by addressing the critical need for a skilled AI workforce. Through this program, students will acquire essential skills, including analyzing fundamental AI algorithms, understanding mathematical and statistical methodologies, applying AI techniques to solve real-world problems, and making ethical AI development decisions. These competencies not only prepare students for dynamic careers but also contribute to the state's intellectual, economic, civic, social, and cultural vitality.

Moreover, by offering the program both on campus and online, DSU ensures accessibility for students from diverse backgrounds, fulfilling the Board of Regents' commitment to inclusivity in education. Additionally, the MSAI program meets the demand for AI professionals, supporting state economic development goals and providing opportunities for graduates to engage in research and innovation efforts, such as those at the Applied Research Corporation in Sioux Falls.

In conclusion, we urge the South Dakota Board of Regents to endorse DSU's proposal for the Master of Science in Artificial Intelligence program. Through the Strategic Alliance between Sanford Health and DSU, this program not only addresses the state's workforce development needs but also positions South Dakota as a hub for AI education and innovation.

Thank you,

Brad Reimer
Chief Information Officer

Our Mission:
Dedicated to the work of
health and healing

299

Black Hills Corporation

John Jorgensen
VP - Chief Security Officer

7001 Mount Rushmore Road
Rapid City, SD 57702
P: 605-415-6292

March 20, 2024

Re: DSU MSAI program proposal

Dear Board of Regents:

As you may be aware, DSU is proposing a new Master of Science in Artificial Intelligence (MSAI) program for students seeking advanced knowledge in the rapidly growing field of Artificial Intelligence (AI). I am in full support of DSU's proposal to developing a very critical talent pipeline for industry. From a Security perspective AI represents both an existential threat and a savior. The bad actors are developing their capabilities and making investments without the limitations of ethics and regulation so, we had better get ahead of this threat. We must have the talent needed to figure out how this novel technology can be developed for the good of society and to defend against it being used against us. AI will quickly become a way to effectively scale nearly anything good or bad. DSU had an amazing track record of building effective programs by listening to industry and this program will be no different.

In closing, your approval of this program will have a very positive impact on National Security and the protection of Critical Infrastructure by developing this very critical talent pipeline.

Sincerely,

John Jorgensen
Black Hills Energy
VP - Chief Security Officer

Improving Life with Energy
www.blackhillscorp.com

300

LETTER OF SUPPORT

Dear South Dakota Board of Regents,

Subject: Letter of Support for DSU's proposed Master of Science in Artificial Intelligence (MSAI) program

We are writing to express SBS CyberSecurity's strong support for Dakota State University's proposed new Master of Science in Artificial Intelligence (MSAI) program. This program will provide students with advanced knowledge in the rapidly growing field of Artificial Intelligence (AI) and will be of great value to DSU and the community.

DSU has a long history of technology innovation, with over 40 years of experience since its mission change. The university has consistently demonstrated its strengths in this area, and the introduction of an MS in AI program is both on-brand and will further enhance its reputation as a leader in technology education.

The benefits of introducing this program to our community are numerous. The MSAI program will provide an excellent opportunity for both current and prospective students to gain advanced knowledge and skills in AI, a field that is becoming increasingly important in today's world. This new program will significantly benefit our local community, the State of South Dakota, and the nation as a whole.

SBS CyberSecurity, a company that employs over 25 DSU alums, including both SBS co-founders and partners, strongly supports DSU. Since growing our roots during DSU's very first Masters of Science in Information Assurance (MSIA) program, SBS has maintained a close relationship with DSU. SBS and its employees contribute a great deal of time, resources, and dollars towards DSU's CybHer and entrepreneurship programs and serve on DSU's advisory board for cybersecurity programs and curriculum, the Cyber Security Industry Advisory Board (CSIAB).

As an organization that is completely bought into the idea that Artificial Intelligence will revolutionize the world (and use AI heavily ourselves), SBS firmly believes that the introduction of the MSAI program at DSU will provide an excellent opportunity for students and will greatly benefit our community. We urge you to support this proposal and help DSU continue its tradition of technology innovation.

Sincerely,

Jon Waldman
President, Co-Founder, DSU Alum (2004 and 2006)
SBS CyberSecurity, LLC

20 March 2024

South Dakota Board of Regents
306 E Capitol Ave, Suite 200
Pierre, South Dakota, 57501, USA

I am writing to you to express our strongest support for the establishment of the Master of Science program in Artificial Intelligence at Dakota State University (DSU).

Our ongoing partnership with DSU has always been a testament to President Griffiths' visionary leadership and the university's commitment to academic excellence. It is indeed no surprise to witness DSU's continuous growth and innovation, especially with the introduction of this highly important AI program.

The proposed Master's degree in AI is not only an important step in the field of technical education but also a significant opportunity to strengthening the collaboration between the academic and industrial ecosystem in South Dakota and its Swedish counterparts. particularly in light of Sweden's recent accession to NATO. As new NATO allies, our shared dedication to enhancing security and defense capabilities through technological innovation is more prioritized than ever.
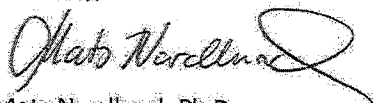
DSU, with its expertise in AI and academic leadership, stands out as an exemplary institution for nurturing the next wave of AI professionals. The university's focus on interdisciplinary research and its commitment to experiential learning seamlessly aligns with AI Sweden's mission to accelerate AI adoption in critical sectors such as automotive, forestry/agriculture, and health. Our recent summer collaboration is a shining example of the type of synergistic efforts that are not only beneficial but essential in today's fast-evolving AI landscape. This program is a beacon of cross-cultural understanding and practical problem-solving in AI development and implementation.

By launching a Master of Science in Artificial Intelligence, DSU is not only elevating our partnership to new heights but is also contributing significantly to the enhancement of the global workforce in the private, academic, and defense sectors. We at AI Sweden are excited and eager to support this initiative and look forward to the many opportunities this program will unveil for students, the industry, and the broader field of AI.

In conclusion, please accept my sincere endorsement of this initiative. I am confident that this program will not only enrich the academic landscape but also forge a path for meaningful advancements in AI technology and application.

Thank you for your visionary leadership and your commitment to this significant venture. We eagerly anticipate the future successes of the program and our continued collaboration.

Sincerely,

Mats Nordlund, Ph.D.
Director of AI Labs, AI Sweden
Mats.norldund@ai.se

Copy: President José-Marie Griffiths, Dakota State University.

CLEARRIDGE
DEFENSE

Vincent Wolterman
Vice President, Cybersecurity
Clear Ridge Defense, LLC
5520 Research Park Drive
Suite 100
Baltimore, MD, 21228
vince.wolterman@clridge.com
732.693.0869
March 19th, 2024

South Dakota Board of Regents
306 East Capitol Ave, Suite 200
Pierre, SD 57501

Dear Members of the South Dakota Board of Regents,

I am writing on behalf of Clear Ridge Defense, LLC, a company specializing in cleared federal contracting, to express our strong support for Dakota State University's proposed Master of Science in Artificial Intelligence (MSAI) program. As a firm deeply engaged in national security and defense, we understand the critical importance of advanced education in artificial intelligence, particularly in the realms of cybersecurity and federal contracting.

DSU's proposed MSAI program is not only timely but also essential in addressing the growing demand for skilled AI professionals in both the private sector and federal government. The program's comprehensive curriculum, which emphasizes the ethical considerations and societal impact of AI, aligns perfectly with the needs of federal agencies and contractors seeking to harness AI for national security, defense, and other critical functions.

The introduction of the MSAI program at DSU will undoubtedly strengthen the university's already impressive reputation as a leader in technology and cybersecurity education. Furthermore, the program will significantly benefit our local community, the State of South Dakota, and the nation as a whole by contributing to the development of a skilled workforce capable of addressing the complex challenges faced by the federal government in the age of artificial intelligence.

Clear Ridge Defense, LLC recognizes the value of partnering with academic institutions like DSU to advance the field of AI and cybersecurity. We believe that the MSAI program will be a vital asset in training the next generation of professionals who will play a crucial role in safeguarding our nation's security and technological superiority.

Thank you for considering this endorsement. We eagerly anticipate the positive impact that the MSAI program will have on our industry and the nation.

Sincerely,

Vincent Wolterman
Vice President, Cybersecurity
Clear Ridge Defense, LLC

Digitally signed by
Wolterman.Vincent.J.ORC302001
5908.ID
Date: 2024.03.19 12:17:58 -04'00'

DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY CYBER CENTER OF EXCELLENCE
AND FORT EISENHOWER
419 B STREET, BLDG 29718
FORT EISENHOWER, GEORGIA 30905-5735

March 19, 2024

South Dakota Board of Regents
306 E. Capitol Avenue
Suite 2000
Pierre, SD 57501

Members of the South Dakota Board of Regents:

Dakota State University (DSU) sought my comments on the creation of a Master of Science (MS) degree program in Artificial Intelligence (AI). Although I am prohibited by federal regulations from officially endorsing the initiative, I may provide facts that may assist you in your review of DSU's proposal.

As I would state to any university, we recognize the critical role AI performs in defending our nation's security interests. DSU's initiative to offer a specialized degree in AI is not only timely, it is essential for our cyber regional workforce development and addressing the evolving needs of national security. By equipping future leaders with this expertise in AI, the program will empower our defense workforce while cultivating a pipeline of talent skilled in harnessing AI technologies to protect critical infrastructure, secure sensitive information, and ensure the integrity of our digital networks.

If, in your evaluation of DSU's proposed master's degree program, you desire facts about the Cyber Center of Excellence or Fort Eisenhower in general, please let me know.

Sincerely,

Paul T. Stanton
Major General, U.S. Army
Commanding

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
New Program Request – NSU – MS in Strategic Innovation and Leadership

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
BOR Policy 2.3.3 – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION
Northern State University (NSU) requests authorization to offer a MS in Strategic Innovation and Leadership. The proposed program will prepare students to analyze, lead, and innovate within organizations. In this program, students will study dynamics of innovation, leadership theories, design thinking, creativity, decision making, communications, and team dynamics. Graduates will be prepared to lead organizational change, drive business growth, add customer value, and create competitive advance through innovation.

The Executive Director approved the Intent to Plan, which the Board was notified of at the June 2023 meeting. Per BOR Policy 2.3.3, an external review of the program was conducted, and the final report of the reviewers was received by the Board office. The report, along with NSU's response to the report, are included in Attachments II & III.

IMPACT AND RECOMMENDATION
A summary of the program proposal has been included as Attachment I. Additional information on this proposal is available from the Board office by request.

ATTACHMENTS
Attachment I – New Program Request Summary: NSU – MS in Strategic Innovation and Leadership
Attachment II – External Review Report
Attachment III – NSU External Review Response

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DRAFT MOTION 20240403_6-E(2):
I move to authorize NSU to offer a MS in Strategic Innovation and Leadership, as presented.

Full Proposal – MS Strategic Innovation and Leadership
Northern State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of graduate-credentialed professionals in northeast South Dakota prepared with a mix of innovation and leadership courses in the Business discipline to support change across a variety of organizational situations.

Program Description:

The Master of Science in Strategic Innovation and Leadership prepares students to analyze and lead an organization's ability to innovate. In this program, students will study the dynamics of innovation, leadership theories, design thinking, creativity, decision-making, communications, and team dynamics. Graduates will be prepared to lead organizational change, drive business growth, add customer value, and create competitive advantage through innovation.

Strategic Impact –

<u>**NSU Strategic Impact:**</u> Northern State University has a key partnership with the Northern Innovation and Startup Center. The MS in Strategic Innovation and Leadership supports building a digital economy ecosystem in northeastern South Dakota by shaping organizational and business leaders who think creatively and who are focused on continued innovation.

The mission of Northern State University is to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts, professional education and E-learning for their future endeavors, while also enriching the local and regional community." The NSU strategic plan further emphasizes the university's aspiration to be recognized regionally for its performance in four key thematic areas. The Master of Science in Strategic Innovation and Leadership program is closely aligned with the Strategic Planning Themes of Distinctive Learning (innovation is a central focus of the program, and the intended learning outcomes for graduates are relevant to the leadership needs of contemporary organizations) and Distinctive Partnerships (the majority of program graduates will complete an entrepreneurial project or collaborative internship with a community organization, several of which have already indicated that they are supportive of the development of this program).

<u>**BOR Strategic Impact**</u>: The proposed program supports the current Board of Regents' Strategic Plan. Goal 2: Access and Affordability, is supported by providing an affordable option for students and accountability through efficiency. This master's program supports Goal 3: Academic Excellence, Student Outcomes, and Educational Attainment with a curriculum of quality, rigor, and relevance to South Dakota and the region's economy. Goal 4: Workforce and Economic Development, is supported by the potential for greater earnings for the graduates from this proposed program. This proposed program also supports Goal 5: Financial Health and Competitiveness, by the anticipated growth in the number of undergraduate and graduate degrees awarded. The proposed program will attract both traditional and non-traditional students who look to further their education and advance their careers.

Program Summary:

The classification of this program will be 52.0213 [Organizational Leadership]. This program is proposed to be offered both on-campus and online (specifically HyFlex). NSU will pursue ACBSP accreditation for the proposed program.

Duplication and Competition:

While no other South Dakota university currently offers an MS in Strategic Innovation and Leadership, there are a number of related programs offered at NSU, USD, and BHSU.

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of 76 masters-prepared graduates in related fields.

Regental Universities[1]:

University	Master's Degrees Conferred in Related Fields	Total Number of Master's Degrees Conferred at Each Institution
BHSU, MS Strategic Leadership	13	60
NSU, MSEd Leadership and Administration	13	113
USD, MS Public Administration with Leadership in Public Management Certificate	20	530
USD, MS Administration with Organizational Leadership	30	

Private SD Universities[2]:

University	Master's Degrees Conferred in Related Fields	Total Number of Master's Degrees Conferred at Each Institution
None	0	--__

Total Sum of SD Peer Findings:

University	Master's Degrees Conferred in Related Fields	Total Number of Master's Degrees Conferred (All SD University)
Total	76	703

The number of conferred master's degrees in related fields, specifically Strategic Leadership, as reported by IPEDs was 76. This is approximately 11% of the total number of master's degrees awarded by these universities.

Northern's MS in Strategic Innovation and Leadership program offers a Business-discipline-based, well-balanced approach to innovation complemented with leadership that will prepare graduates to lead innovation and change in organizations for intrapreneurs and entrepreneurs. Northern worked with the Center on Rural Innovation (CORI) to envision a pathway from an AS in Digital Entrepreneurship to a BS in Business Management or Management Information Systems (MIS) to an MS in Strategic Innovation and Leadership.

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[1] Integrated Postsecondary Education Data System (IPEDS) for 2022-2023

[2] Integrated Postsecondary Education Data System (IPEDS) for 2022-2023

There is demand in northeastern South Dakota for a Business-discipline program that is broader than a specific industry (existing Northern master's degree programs in Business are specific to accounting and banking) and that is open to students who did not complete bachelor's degrees in Business. Both Northern's MS in Banking and Financial Services and MS in Accounting Analytics have several undergraduate prerequisites commonly found in bachelor's degrees in Business.

Competitor University Peers[3]:

University	Master's Degrees Conferred in Innovation and Management	Total Number of Master's Degrees Conferred at Each Institution
Regent University, MBA Innovation Management	109	1090
Ottawa University-Online, MS Innovation and Management	65	215
Salve Regina, MS Innovation and Strategic Management	59	187

Workforce Outlook/State Need:

According to the South Dakota Department of Labor & Regulation, the "Management" occupation is projected to grow by 11.76% during the period from 2020-2030 in South Dakota

The Bureau of Labor Statistics reports that the "Management Analysts" occupation is projected to grow by 11.4% (a total increase of 108,400 openings) nationally during the period from 2021-2031 and by 13.7% (a total increase of 450 jobs) in South Dakota during the period from 2020-2030. (https://money.usnews.com/careers/best-jobs/management-analyst)

According to the EMSI SDBOR Program Demand Gap Analysis Report, the "Professional, Scientific, & Technical Services" occupation is projected to grow by 20.7% (a total increase of 3,508 openings) in South Dakota during the period from 2020-2030. Similarly, the "Management of Companies & Enterprises" occupation is projected to grow by 9.9% (a total increase of 522 openings) in South Dakota during the period from 2020-2030. Additionally, the SDBOR Program Demand Gap Analysis indicated that business administration and management was an area in which there was a significant gap between the number of annual job openings and annual degree completions. This area showed the biggest gap among all areas studied by EMSI. The gap was 64 at the master's degree level and 494 at the bachelor's degree level.

According to the 20-2028 employment projections by the South Dakota Department of Labor, Sioux Falls MSA occupational employment projections for all management occupations have a predicted growth rate of 11.5% and an increase of 492 jobs in the Sioux Falls MSA alone. (Labor Market Information Center, South Dakota Department of Labor and Regulation, July 2021 https://dlr.sd.gov/lmic/menu_projections_occupation.aspx)

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[3] IPEDS, 2022-2023

Typical job titles that are associated with a Master's in Management, Leadership, Innovation, and Strategy include Training and Development Manager, Human Resources Manager, Sales Manager, Executives, and Principals.

> Managers - Training & Development
>> SD - $102,330
>> Nationally - $120,130
> Managers - Operations
>> SD - $129,370
>> Nationally - $97,970
> Source: U.S. Bureau of Labor Statistics. https://www.bls.gov/ooh/

Student Learning Outcomes:

1. Students will analyze the dynamics of innovation capabilities, resources, and preferences.
2. Evaluate team and group dynamics in the workplace.
3. Demonstrate critical thinking skills through the use of data analysis/business intelligence to assist top management in the strategic decision-making process.
4. Analyze one's leadership skills and develop a plan on how to develop as a leader.
5. Apply creative and design thinking to solve business problems.

When designing the curriculum for this program, NSU faculty in the School of Business met with Jim Cramer Hon AIA, Hon IIDA, CAE, a specialist in design intelligence at Georgia Institute of Technology. Mr. Cramer is an alum of Northern State University ('69) who also serves as Distinguished Professor of the Savannah College of Architecture and Design. Mr. Cramer has authored four books including Design+Enterprise, now in its 3rd Edition. He has written over 220 articles and book chapters for numerous publications and was the founding publisher of both Architectural Technology and Design Intelligence. Mr. Cramer discussed and shared syllabi of courses at Georgia Tech that focus on innovation, creative thinking, and design with Northern faculty.

The outcome for graduates of the program will be assessed by requiring students to complete a survey in the capstone course. The graduate faculty coordinator will work with the Career Services Coordinator to track employment and career trajectory outcomes of graduates of the program. The program will be evaluated on a regular cycle following ACBSP guidelines and BOR policy, and employer focus groups or surveys will be included as part of the regular cycle of evaluation.

Projected Enrollment:

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Students new to the university	5	5	6	6	6	6
Students from other university programs						
Students off-campus or distance	3	3	3	3	4	5
continuing students		7	7	8	8	9
Total students in the program (fall)	**8**	**15**	**16**	**17**	**18**	**20**
Program credit hours (major Courses)**	120	225	240	255	270	300
Graduates		7	7	8	8	9
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.*						

All students entering this program are expected to be new to an NSU graduate program. Many of the students enrolling in this program may be recently graduated NSU students who have completed their undergraduate degrees. The proposed program will arguably also be attractive to NSU alumni, members of the Aberdeen community, and the surrounding area who seek graduate education linked with the possibility of career advancement in a setting that is convenient to their home or business.

Current enrollments in other NSU graduate programs in the School of Business were used in determining the estimated enrollment. The 5-year average number of graduates from the MS in Accounting Analytics and MS in Banking and Financial Services is 10.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
TUITION & FEE REVENUES	41,931	78,621	83,862	89,104	94,345	104,828
PROGRAM EXPENSES	68,432	68,432	68,432	68,432	68,432	68,432
NET (T&F REVENUES LESS PROGRAM EXPENSES)	(26,501)	10,189	15,430	20,672	25,913	36,396
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	(26,501)	10,189	15,430	20,672	25,913	36,396

According to NSU's analysis, the minimum number of students required for the program to break even is 12.

Existing faculty will be utilized in teaching. Northern State University is budgeting one-quarter of each of four faculty member's workloads for the program, equating to 1.0 FTE. One adjunct faculty member will be needed to support the program, as well. The 400/500 level courses are currently being offered, and seats are available in the courses; therefore, not creating a need for additional faculty for those courses. As soon as this program is eligible, Northern will submit final documents for the program to be approved for ACBSP accreditation.

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February 29, 2024

Dear Board of Regents,

Thank you for the opportunity to evaluate and review the proposed Master of Science in Strategic Innovation and Leadership at Northern State University (NSU). This document provides findings based on a review of the program curriculum, faculty, services, and other pertinent findings. In addition, this document provides a summary of recommendations including strengths and areas for improvement of the proposed program.

Program Curriculum

The curriculum in this program is well aligned with the needs and desired skill sets of organizations. Specifically, hiring authorities are seeking individuals with skill sets addressed in this curriculum including, but not limited to, critical thinking, innovation and creativity, leadership, business analytics, and communication. This program is unique in that it is housed in the School of Business but is intended to be taken by students with various undergraduate degrees. This will allow NSU to serve more students with this program than they would with a traditional Master of Business Administration (MBA)degree offering.

This program can be taken as either a traditional two-year master's program or can be done in a 4+1 format. With the 4+1 option, 12 credits in the master's program overlap with undergraduate courses allowing students to complete their master's degree in an accelerated manner. This provides a competitive advantage for NSU as current students can complete an undergraduate and master's degree in less time. In my experience, this is especially attractive to student-athletes who choose to complete their degree in 5 years, and thus, this accelerated program should be promoted to incoming student-athletes. This option may also be attractive to traditional-aged college students who have taken college credits while in high school. There is an increasing number of new high school graduates attending higher education who earned college credits in high school. Many of these students may still be interested in attending college for 4 years, and thus this accelerated option may be attractive to them.

The program will also be delivered in a hyflex modality, whereby students can choose to attend class in person or online. Providing multiple ways in which students can attend and engage in the courses will help to recruit students who may not have otherwise been able to pursue this degree program, and thus will increase enrollment in the program.

The courses in this program are well suited to meet the learning outcomes of the program and to prepare students for advancement in their careers. Some potential items to consider related to the curriculum in the program include the following: 1) Utilizing the Field Guide to Human-Centered Design in BADM 742 and 2) Consider adding additional electives. These recommendations will be discussed in detail next.

One of the required courses in the program is BADM 742 – Creative Thinking and Design. The proposed course syllabus addresses a variety of pertinent topics in this realm. In addition to the text that has been identified, I

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would recommend the faculty teaching this course consider also utilizing a free e-book from IDEO.org titled "The Field Guide to Human-Centered Design." This book walks students through the design thinking process and provides a variety of resources that can be used to enhance creative thinking and solve problems.

The program provides students with a variety of elective options. As the program grows, it may be beneficial to offer additional electives that allow students to further tailor their master's degree to their field of interest. Additional course topics may include strategic planning, change management, artificial intelligence in business, business ethics and social responsibility, and digital marketing. I would highly recommend adding a course on managing change or embedding these topics into one of the required courses as these skills are needed by managers that are leading in an innovative environment.

Faculty

The current faculty within the School of Business are diverse and able to offer a strong program. The faculty within the School of Business have expertise in various business functions including management, marketing, accounting, economics, and finance. In addition, many of the faculty have professional experience and/or research experience in the leadership realm. It does not appear that any of the faculty have taught specific courses related to creativity and innovation; however, these topics are often embedded within the business curriculum, especially in management and marketing. Thus, it is assumed that the faculty has sufficient knowledge of these topics. One recommendation would be to continue to provide funding to faculty teaching in this program for professional development specifically related to teaching courses in innovation and creativity to further enhance their knowledge in this realm.

The program intends to utilize current faculty to teach the courses in the program. If the program grows significantly, adjuncts will be hired to teach undergraduate courses so that current faculty can teach the master's level courses. In addition, the electives in the program can be taken by both undergraduate and graduate students, which will provide some synergies. If the program grows and additional faculty are hired to teach in this program, it is recommended that a faculty be hired who has prior experience or training in the innovation and creativity realms.

Services

The NSU campus and the School of Business provide students with a variety of services and resources to support their education. The Beulah Williams Library has adequate research resources for those needing to conduct research as part of their master's program. In addition, NSU is currently in the process of building the Northern Business and Health Innovation Center. This new facility will provide an enhanced learning environment for students and will aid in the recruitment of new students to the School of Business and the Master of Science in Strategic Innovation and Leadership. Furthermore, NSU is home to the Northern Innovation and Startup Center, providing students in this program with opportunities to engage with entrepreneurs and innovators in the region, thus further enhancing the program.

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Student Recruitment and Enrollment

The proposed program lays out an adequate recruitment plan and has identified attainable enrollment numbers. When recruiting individuals to this program, it is recommended that NSU alumni be communicated with about this opportunity. In addition, it is recommended to create partnerships with regional businesses that have employees who may benefit from this program. Specifically, it is recommended that companies that provide tuition reimbursement benefits to their employees be targeted. One item to note is that the projected enrollment numbers for the first year seem rather low, especially the number of off-campus or distance students. Given the hyflex modality of this program, it is highly attractive to online students, and thus this program should be actively promoted to distance-learning students.

Recommendations

This program has many strengths. First, this program is unique with very few similar programs available. There is a program that is somewhat similar at Black Hills State University; however, it does not focus as heavily on creativity and innovation. The curriculum in this program addresses skillsets that are highly in demand by employers including critical thinking, innovation and creativity, leadership, business analytics, and communication. One potential weakness in the program is the lack of a change management course. It is recommended that a change management course be added as an elective or that these topics be embedded into one of the courses in the program. This is important because managing and leading in innovative environments creates a lot of uncertainty and change that needs to be managed effectively.

This program was developed to be taken by students with a variety of undergraduate degrees and those working in a variety of industries, making this program highly attractive to a wide variety of individuals. This program can also be taken as a traditional two-year program or in an accelerated manner, further enhancing its attractiveness to current NSU students, alumni, and prospective students. In addition, admissions to this program does not require a placement test such as the GRE or GMAT, which removes barriers to entry for potential students.

Another strength of the proposed program is the efficiencies and customization outlined. Some of the courses in the program are cross-listed so they can be taken by both undergraduate and graduate students, thereby creating efficiencies in the program. This master's degree will be delivered in a hyflex modality making it accessible to students regardless of their location. Students are also able to somewhat customize their program of study with the variety of electives and the customizable capstone experience.

Other strengths of this program include the Northern Business and Health Innovation Center that is planned to be constructed. This new building will provide students with a state-of-the-art learning experience and will likely attract students to the program given the modern facilities. In addition, NSU houses the Northern Innovation and Startup Center. It is recommended that the School of Business partner with this center to provide students in this program with real-life projects and experiences. These high-impact practices can help to aid in the recruitment and retention of students in the program.

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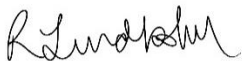*(218) 281-8176*
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Another strength of this program is the positive feedback received from the advisory board, as well as the plethora of community support. One area for improvement would be further developing connections with industry to create partnerships to funnel students into the program. Many employers provide tuition reimbursements or incentives to their employees. NSU should identify regional employers that provide tuition incentives and actively market this program to those entities.

One area of concern is the projected enrollment numbers for the first years. These numbers seem quite low, particularly the projected number of online/distant learners in the program. This program is intended to help individuals from a variety of backgrounds advance in their careers. Additionally, it is offered in a hyflex modality. Given these two items, it is recommended that resources be allocated to marketing this program to online and distance learners to increase enrollment.

After reviewing the proposal for the Master of Science in Strategic Innovation and Leadership, and meeting with the administration and faculty, it is clear that there is a need and demand for this program. It is evident that the team at NSU has done their due diligence in creating this program which will help to fulfill a niche within their region and beyond.

Please feel free to contact me at rlundboh@crk.umn.edu or (218)281-8190 with questions.

Best Regards,

Rachel Lundbohm, DBA
Assistant Professor, Management
University of Minnesota Crookston

NORTHERN
STATE UNIVERSITY

Northern State University Response to Dr. Rachel Lundbohm's report dated February 29, 2024

Program Curriculum

Dr. Lundbohm recommended three items to consider with regard to the curriculum: 1) consider adding additional elective courses, 2) ensure topic of managing change is included in current curriculum or added as a new course, and 3) incorporate a specific resource in BADM 742, Creative Thinking and Design.

Dr. Lundbohm recommended adding additional elective options to enable students to tailor the master's degree to their field of interest. Northern State University School of Business appreciates this recommendation, and in the short term, faculty will add a statement in the elective section of the degree's program of study that allows for additional electives approved by the Dean. This gives students an opportunity to meet with their faculty advisor, discuss their area of interest, and choose alternative electives with approval of the Dean. As the number of students enrolled in Northern's MS In Strategic Innovation and Leadership grows, faculty will create additional courses in the program that will give students further flexibility. Faculty will review all elective substitutions that have been approved by the Dean to consider students' areas of interest when expanding course offerings in the program.

Dr. Lundbohm also recommended ensuring that the topic of managing change either be included in the current curriculum or added as an additional course. The curriculum currently has several courses where managing change is in the student learning outcomes of the course or is a topic discussed as part of a student learning outcome. Among the required courses in the MS in Strategic Innovation and Leadership, BADM 550-Business Leadership, BADM 740-Communication and Team Dynamics, and ACCT 730-Managerial Accounting and Business Intelligence address managing change. Among the elective courses in the program, BADM 539-Quality Management, BADM 551-Organizational Development, and BADM 560-Human Resource Management all address managing change from different perspectives. For example, ACCT 730-Managerial Accounting and Business Intelligence addresses managing change from a financial perspective. BADM 740-Communication and Team Dynamics addresses managing change from a communication perspective, and BADM 550-Leadership addresses managing change from the perspective of leading an organization through change.

In BADM 742, Creative Thinking and Design, Dr. Lundbohm recommends adding a free resource guide to the course readings along with the textbook that faculty have already identified for the course. The

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315

faculty teaching this course reviewed the material and are considering adding aspects of the free resource guide to the textbook already identified for the course.

Faculty

Dr. Lundbohm suggested in her report that as Northern's MS In Strategic Innovation and Leadership program grows and as additional faculty are hired, the new faculty have professional work experience in innovation or creativity industries. The faculty appreciate this recommendation and will design the job posting of any new faculty to elevate professional experience in these industries as a preferred qualification.

Services

Dr. Lundbohm stated that the Northern Business and Health Innovation Center and the Northern Innovation and Startup Center are great opportunities for students to engage with entrepreneurs and innovators in the region. The faculty plan to capitalize on these resources and engage students from the launch of the MS in Strategic innovation and Leadership program. The Northern Innovation and Startup Center plays an integral role on campus, in Aberdeen, and in the larger region, and Northern faculty are deeply involved in the work of the Northern Innovation and Startup Center. The Director of the Northern Innovation and Startup Center will immediately engage graduate students in the MS in Strategic Innovation and Leadership program with Aberdeen area entrepreneurs and innovators. Faculty who are teaching the fall 2024 courses in the program are incorporating student participation in the Northern Innovation and Startup Center's "Technology and Entrepreneurship Summit," which will held on campus and streamed in September 2024, in their courses. When the new building opens, the Northern Business and Health Innovation Center will become a keystone in Northern's MS in Strategic Innovation and Leadership.

Student Recruitment and Enrollment

Dr. Lundbohm recommended communicating with NSU alumni and businesses in the Aberdeen region about the new program as a way of recruiting new students. She also mentioned that student athletes or students who are transfers or who are entering NSU with high school dual credits are great candidates for the program either as a stand-alone master's degree or as an accelerated master's degree. The Northern State University School of Business is working with the Chief Enrollment Management Officer and the Director of Communications and Marketing to develop and launch a marketing plan for the master's degree. Part of the marketing plan engages the School of Business advisory boards and the Chamber of Commerce.

In the approved new degree program, Northern State University included a conservate estimate of our enrollments in the first five years. The University's plan is to outpace those conservative enrollment estimates through a robust marketing and recruitment campaign. Offering the MS in Strategic Innovation

and Leadership program on-campus, online, and via HyFlex modality will be attractive to prospective students, as flexibility in program delivery is consistently ranked as one of the top factors for students in choosing a graduate program. Northern State University Graduate Studies and the School of Business will market and promote the flexibility of modalities in the MS in Strategic Innovation and Leadership.

February 28, 2023

Northern State University
1200 S. Jay Street
Aberdeen, SD 57401

Dear Mr. Ohmer,

On behalf of The Center on Rural Innovation, we are pleased to provide this letter of support for the addition of a graduate degree in Strategic Innovation and Leadership to Northern State University. The Center on Rural Innovation (CORI) is an action tank currently supporting a network of 36 rural communities, including Aberdeen, SD, in developing resilient economic development strategies based on innovation and entrepreneurship and in building new pathways for tech economy jobs and businesses as part of a sustainable ecosystem.

Advanced knowledge is extremely beneficial for those interested in advancing their career into middle and senior leadership positions of an organization; a Master of Science in Strategic Innovation and Leadership would prepare students to analyze and lead an organization's ability to innovate as well as prepare them to lead organizational change, drive business growth, add customer value, and create competitive advantage through innovation. This program could also assist in retaining bachelor degree graduates in South Dakota for their graduate studies, and complete a broad program offering, from associate's through master's programs, to support the work of the Northern Innovation and Startup Center.

CORI is pleased to support Northern State University's proposal to add an MS in Strategic Innovation and Leadership and believe this program could contribute to building the academic infrastructure for the technology ecosystem in Aberdeen and the surrounding area. This innovative initiative is an important aspect of economic and innovative marketability and we look forward to continuing to support this initiative and future endeavors.

Sincerely,

DocuSigned by:

[signature]

374A2DD936A3447...

Matt Dunne
Founder & Executive Director

**Building innovation
in rural America from
the ground up.**

PO Box 392

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05048

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Dean, School of Business
Northern State University
1200 South Jay Street
Aberdeen, SD 57401

Dear Regents:

It is my understanding Northern State University is in the process of exploring the potential for a Master of Science in Strategic Innovation and Leadership offering. As you know, Dacotah Bank has been well served by a steady pipeline of NSU graduates throughout the years, many of whom have assumed mid- and senior-level leadership positions within the company.

One of the greatest challenges Dacotah Bank faces is the ongoing and emerging need for qualified leaders with the requisite capabilities to address the needs of an ever-changing business environment. I trust other employers within the region would express similar views and would be in full support of Northern State University providing an offering for early-career and seasoned leaders designed to equip them with the ability to lead organizational change, innovate within a complex environment, and design and execute people strategies for long-term organizational success.

In conclusion, Dacotah Bank would like to offer its full support of the Master of Science in Strategic Innovation and Leadership at Northern State University.

Sincerely,

Kimberly Bowman
Senior Vice President Chief Talent Officer

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319

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506 S Main Street, Suite 2
Aberdeen, SD 57401

February 14, 2023

South Dakota Board of Regents
c/o Dr. Brian Maher
306 East Capitol Avenue, Suite 200
Pierre, SD 57501

Dear Dr. Maher and the SD Board Regents Members:

I write today in support of the Northern State University (NSU) request to add a master's degree in Strategic Innovation and Leadership. One of the key pillars of economic development is education; especially high quality regional post-secondary education. For years NSU has served as northeast South Dakota's regional comprehensive university and adding this MS will further enhance NSU's standing in completing its mission and further educating individuals.

The MS in Strategic Innovation and Leadership will prepare students to analyze and lead an organization's ability to innovate. Students will study dynamics of innovation, leadership theories, design thinking, creativity, decision making, communications, and team dynamics. Graduates will be prepared to lead organizational change, drive business growth, add customer value, and create competitive advantage through innovation. Furthermore, this MS will support the work of the Northern Innovation and Startup Center.

A graduate degree in Strategic Innovation and Leadership will also provide enhanced knowledge for management and marketing practitioners not typically included in an undergraduate degree program. Such advanced knowledge is extremely beneficial for those interested in advancing their career into middle and potentially into senior leadership positions of an organization. Additionally, individuals who earn this MS degree will enhance their lifetime salary earnings, thus, driving wealth enhancement. Studies consistently show those who have an MS can increase their lifetime earning potential by over 20%.

I strongly encourage you to support the addition of a master's degree in Strategic Innovation and Leadership at NSU. Thank you for your time and consideration.

Kindly,

Michael L Bockorny
CEO
Aberdeen Development Corporation

February 21, 2023

Dr. Doug Ohmer
NSU School of Business
1200 South Jay Street
Aberdeen, SD 57401

Dear Dr. Ohmer:

I would like to lend my support to the Masters in Strategic Innovation and Leadership degree that Northern State University is proposing. Leadership and innovation are the keys to business success as we move deeper into the knowledge economy. This programming would definitely align well with the Northern Innovation and Startup Center and would certainly benefit the many regional companies that are seeking to grow their businesses and develop their future leadership team.

In my day to day work, I deal primarily with small businesses and startups that are not yet to that stage of their business. However, it doesn't take long for founders to realize there is so much more to their businesses than the daily operations, which is their initial focus and rightly so. Having access to this type of education and also to the professionals in the field would be a great resource for them. I could see a great opportunity to pair small growing companies with graduate students. Students could expose business owners to aspects of leadership and innovation they may not have considered and would certainly struggle to implement in the busyness of their ongoing operations. Northern has always been ready to engage their staff and students with the business community, and I expect this degree would only enhance those opportunities.

For too long there has been very limited amount of graduate studies being offered in the business field in our region and at Northern specifically. This new Master's program would be a welcomed addition.

Sincerely,

Kelly Weaver, Regional Director
Small Business Development Center

Aberdeen Regional Office
506 South Main Street, Suite 2
Aberdeen, South Dakota 57401
Phone: (605) 698-7654 x 5   www.sdbusinesshelp.com

321

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SUBJECT
    New Program Request – USD – BBA in Agribusiness Leadership

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION
    The University of South Dakota (USD) requests authorization to offer a 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, understand the agribusiness environment, and lead organizations in the challenging and dynamic world of agriculture.

IMPACT AND RECOMMENDATION
    A summary of the program proposal has been included as Attachment I. Additional information on this proposal is available from the Board office by request.

ATTACHMENTS
    Attachment I – New Program Request Summary: USD – BBA in Agribusiness Leadership
    Attachment II – Industry Letters of Support

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DRAFT MOTION 20240403_6-E(3):
    I move to authorize USD to offer a BBA in Agribusiness Leadership, as presented.

Full Proposal – BBA Agricultural Leadership
University of South Dakota

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will prepare potential leaders to understand agribusiness and government systems that affect agriculture in South Dakota.

Program Description:

The Bachelor of Business Administration degree in Agribusiness Leadership combines business, agribusiness, leadership, and artificial-intelligence-informed business analytics classes to produce professionals and entrepreneurs with the knowledge to drive decisions with data, understand the agribusiness environment, and lead organizations in the challenging and dynamic world of agriculture.

Strategic Impact –

USD Strategic Impact: USD is the only South Dakota regental university with "professional education in business" specifically articulated as a component of its statutory mission. The Agribusiness Leadership degree will continue USD's long history of providing superb programs that further professional education in business.

The Agribusiness Leadership degree fits into the institutional mission of the University of South Dakota and the Beacom School of Business by providing students with the proficiencies they need to thrive in the rapidly changing world of agribusiness. The degree will also align with the school of business's strategic plan, which stresses innovation, collaboration, and excellence in teaching and research.

Through Coyote Business Consulting (CBC), the Beacom School of Business (BSB) already has a presence in thirty-three of the sixty-six South Dakota counties. CBC has had opportunities to work with the following agribusiness firms: Biggins Cattle Company, Gregory, SD; Dakota Fabrication, Inc, Harrisburg, SD; Freeburg Hay, LLC, Meckling, SD; Good Life Farms, Canton, SD; Infinite Welding & Machine, Volga, SD; North Prairie Butchery, Faulkton, SD; POET, Sioux Falls, SD; Raven Industries, Sioux Falls, SD; Rebel Wrenches LTD, Delmont, SD; Sara Bye Agency, LLC, Vermillion, SD; Sioux Steel & HiQual Livestock Equipment, Lennox, SD; Swine Robotics, Inc, Leola, SD; Sydell, Inc, Burbank, SD; Valley Queen Cheese, Milbank, SD. Each of those CBC clients has offered an opportunity for a faculty mentor and a pair of students to dig into the problems and opportunities faced by that agribusiness. That distributed experience provides Beacom with insight into business needs across the state. Moreover, the BSB is positioned well to offer agriculture-related trust management, accounting, entrepreneurship, finance, human resources, marketing, analytics, management, leadership, and operations coursework to equip graduates to conduct direct work or consulting in those fields.

BOR Strategic Impact: The proposed Agribusiness Leadership (AL) program connects to the BOR strategic plan in several ways.

First, it will be a realization of the Board's mission to enrich the state's economic life and the vision to educate more individuals to enhance state workforce development (p. 2).

Second, it addresses challenges and opportunities identified in the strategic plan. Agribusiness Leadership will attract and retain non-resident students to reduce workforce shortages (p. 2). AL

will be an attractive option for agriculturally oriented students from Iowa and Nebraska; it will mitigate workforce shortages projected to increase as skilled job growth exceeds the growth of available skilled workers, along with reducing the critical "brain drain" from the exit of South Dakota's graduates from the state (p. 2).

Program Summary:

The classification of this program will be 01.0101 [Agricultural Business and Management, General]. This program is proposed to be offered both on-campus and online. This program will fall under USD's Beacom School of Business AACSB accreditation.

Duplication and Competition:

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of 31 bachelors-prepared graduates in related fields.

Regental Universities[1]:

University	Bachelor's Degrees Conferred in Agricultural Business	Total Number of Bachelor's Degrees Conferred At Each Institution
SDSU – BS Agricultural Business	31	1824

Private SD Universities[2]:

University	Bachelor's Degrees Conferred in Agricultural Business	Total Number of Bachelor's Degrees Conferred At Each Institution
None	0	--

Total Sum of SD Peer Findings:

University	Bachelor's Degrees Conferred in Agricultural Business	Total Number of Bachelor's Degrees Conferred (All SD Universities)
Total	31	1824

As reported by IPEDs, there were 31 undergraduate degrees conferred in Agricultural Business in total for all of South Dakota. The opportunities for students with degrees in these fields exceed the current number of degrees awarded.

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[1] Integrated Postsecondary Education Data System (IPEDS) for 2022-2023

[2] Integrated Postsecondary Education Data System (IPEDS) for 2022-2023

Competitor University Peers[3]:

University	Bachelor's Degrees Conferred in Agricultural Business	Total Number of Bachelor's Degrees Conferred At Each Institution
Iowa State University	69	6011
University of Nebraska, Lincoln	53	4262
University of Wyoming	33	2126

Workforce Outlook/State Need:

There is state-level and national demand for skilled personnel in Agribusiness Leadership.

The Employment Projections in South Dakota by Occupation, 2020 and 2030 for SOC Code 11-9013, SOC Title Farmers, Ranchers, & Other Agricultural Managers show:
      2020 Employment of 13,422,
      2030 Employment of 12,875,
This indicates a decrease of 547 (-4%) positions. The report lists Annual Job Openings of 1,328 and an Hourly Wage of $19.92.

Nationally, there are more agribusiness positions available than agribusiness-related programs produce.
- Based on the United States Bureau of Statistics calculations, there are 88,000 positions open per year in SOC Code 11-9013 Farmers, Ranchers, and Other Agricultural Managers.
- Of the openings, 10,652 are in Agribusiness or Agricultural Business Operations.
- There are just 6,540 graduates to fill the Agribusiness or Agricultural Business Operations openings.

Nationally, the mean wage for Management Occupations (11-000) in NAICS 115100 Support for Crop Production is $105,250. The mean wage for Management Occupations (11-000) in NAICS 115200 Support for Animal Production is $95,860.

Individuals in agricultural occupations are often self-employed. Many of the skills needed to be successful in self-employment are the same whether the industry is agricultural or not. Students need a background in operations, small business management, entrepreneurial valuation, real estate, and market opportunity analysis. The Beacom School of Business will enhance the abilities and provide the skills needed to succeed in agribusiness.

Student Learning Outcomes:

1. Students shall lead a team and work effectively with others.
2. Students shall manage a project.
3. Students shall think critically to hypothesize, analyze, evaluate, communicate alternatives, and synthesize solutions.
4. Students shall understand the history of leadership and leadership theories.
5. Students shall analyze data and infer statistical conclusions.
6. Students shall communicate effectively using verbal and writing skills.

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[3] IPEDS, 2022-2023

7. Students shall understand the legal and ethical environment impacting agribusiness and recognize the ethical implications of leadership decisions.
8. Students shall demonstrate an understanding of the impact of globalization on agriculture.
9. Students shall analyze the current events and issues affecting agribusiness, including domestic and international trading blocks, trade agreements and policies, commodity and market volatility, environmental regulations, and the role of agriculture in society.
10. Students shall calculate the costs and revenue generated from transforming agricultural inputs into value-added products and finished goods.
11. Students shall recognize social issues and understand the importance of equal justice under law, the role of civic leadership in the state and nation, and the attributes of virtuous citizenship.

As an undergraduate program, the following High Impact Practices (HIPs) will be incorporated into the program curriculum: collaborative assignments and projects, internships, service learning/community-based learning, and a capstone course.

To design the curriculum for this program, USD consulted with the South Dakota Agricultural and Rural Leadership Foundation (SDARL), the Prairie Family Business Association, and two preeminent agribusiness organizations, POET and the Valley Queen Cheese Factory. In addition, Mike Cuperus provided in-house expertise, and Sara Steever, Chief Technology Officer at Paulsen Agency, provided external expertise, both from their extensive agribusiness marketing industry experience.

The outcomes for graduates of the program will be assessed by employment rates, placement rates, student surveys, and employment surveys.

Projected Enrollment:

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Students new to the university	--	2	3	5	8	13
Students from other university programs	2	4	6	6	8	7
Students off-campus or distance continuing students		2	6	9	11	16
Total students in the program (fall)	**2**	**8**	**15**	**20**	**27**	**36**
Program credit hours (major Courses)**	12	48	90	120	162	216
Graduates		2	7	14	18	25

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.*

USD anticipates that the program will attract new students as well as some who are redirected from existing programs. Estimates are based on Admissions data, specifically inquiries for the pre-business program from prospective students with rural indicators. Additionally, USD surveyed current first- and second-year students enrolled in entry-level business classes. Among those who responded, 17 students (23%) indicated they would "seriously consider the new degree."

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY25	FY26	FY27	FY28	FY29	FY30
TUITION & FEE REVENUES	3,116	31,158	79,454	101,265	130,865	163,582
PROGRAM EXPENSES	46,456	84,163	84,163	84,163	84,163	84,163
NET (T&F REVENUES LESS PROGRAM EXPENSES)	(43,341)	(53,004)	(4,709)	17,102	46,703	79,419
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	(43,341)	(53,004)	(4,709)	17,102	46,703	79,419

For this program, USD will need to add an additional faculty member in the second year. Funds for this position would be reallocated from other profits in the Business School. USD estimates that 15-20 full-time students (or equivalent FTE) will be needed to break even.

South Dakota Agricultural & Rural Leadership Foundation

Box 2170
Animal Science Center 132
Brookings, SD 57007
(406) 560-2426
Janelle.Booth@sdstate.edu

711 North Creek Drive
Rapid City, SD 57703
(605) 441-4729
Jennifer.Henrie@sdstate.edu

October 19, 2023

Dr. Thomas Tiahrt
POET Professor of Business Analytics
Beacom School of Business, Room 312
The University of South Dakota
Vermillion, SD 57069

Thomas,

This letter is in support of your proposal to establish an agribusiness leadership degree at the University of South Dakota. The South Dakota Agricultural and Rural Leadership Foundation (SDARL) views this proposed major as a critical offering to students in South Dakota and beyond.

There is a clear synergy between the mission and subject matter of your proposed program and SDARL and it would be a natural fit for partnership opportunities. SDARL would be happy to provide support through connections to leaders within the state, particularly for class speakers, tours of ag operations, and mentorship opportunities. Additionally, USD and SDARL could benefit from a combining of resources when setting up class projects, trips, etc.

The main objective of the SDARL leadership program is to produce board-ready leaders for rural and agriculture communities throughout South Dakota. The backbone of SDARL is our flagship 18-month series of 12 seminars. Each class is composed of up to 30 individuals between the ages of 25-55 who are actively involved in farming and ranching, or who work in agribusiness, cooperatives, and rural community leadership. Ten of these seminars are held in various locations across the state to expose participants to the diverse nature of agriculture and rural issues (farming and ranching innovations, community development, rural healthcare, biofuels, cooperative resources, timber, Native American perspectives, etc). One session is a five-day seminar in Washington, DC focusing on agricultural leadership advocacy at the federal level, and a final seminar is an international study course in a country that is critical for the vitality of U.S. and South Dakota agriculture. Expert trainers lead the class to build the skills, knowledge

Engaged Leadership for a Vibrant South Dakota!

SDARL

South Dakota Agricultural & Rural Leadership Foundation

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Brookings, SD 57007
(406) 560-2426
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base, and character of leaders and each seminar is a synthesis of leadership training, professional development, networking, and education on current issues.

SDARL has graduated nearly 330 individuals since its inception in 2000. Alumni of SDARL include five SD Secretaries of Agriculture, members of the SD State Legislature, the President of the South Dakota Farm Bureau, President and Vice President of the South Dakota Cattlemen's Association, Vice President of the South Dakota Stock Growers, Treasurer of the South Dakota Cattlewomen's Association, Members of the National Federation of State Beef Councils, Chair of the South Dakota Rail Commission, and others. Additionally, SDARL graduates take on equally important leadership roles in their respective rural communities, including service on school boards, county commissions, and local community groups.
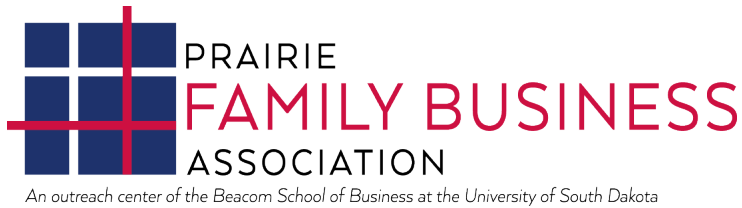
We look forward to partnering with you on this exciting endeavor.

Sincerely,

Janelle Booth

Janelle Booth
CEO

Engaged Leadership for a Vibrant South Dakota!

Board of Directors: Heather Niederwerder, New Underwood – Chair; Krystil Smit, Huron – Vice-Chair; Terry Jaspers, Sisseton – Treasurer; Jon Nelson, Lake Preston – Secretary; Todd Mortenson, Hayes – Past Chair. Members: Dr. Joseph Cassady, Brookings; Corey Chicoine, Elk Point; Matt Dybedahl, Pierre; Ron Jeffries, Rapid City; Dr. Jonathan Kleinjan, Brookings; John Melius, Brookings; Kevin Moe, Yankton; Hunter Roberts, Pierre; Tiffany Sanderson, Watertown; Craig Schaunaman, Aberdeen; Sara Steever, Sioux Falls; Ross Tschetter, Bridgewater.

PRAIRIE
FAMILY BUSINESS
ASSOCIATION

An outreach center of the Beacom School of Business at the University of South Dakota

October 26, 2023

To Whom It May Concern,

As Executive Director of Prairie Family Business Association, this letter will provide insight and data to support the proposed Agribusiness Leadership program at the University of South Dakota. Businesses associated with Prairie Family Business Association would benefit from the education, outreach, and support of the Agribusiness Leadership program.

Prairie Family Business Association is a key outreach center of the University of South Dakota Beacom School of Business serving 265 family businesses across the region. Each year, a survey is sent to the member families. One key question is: which topic would you like more content on in the year ahead? For the past four years, the number one requested topic has been leadership development. The findings of surveys and focus groups of the families within Prairie Family Business Association indicate leadership development is needed at all stages and levels of a family business. This proposed program will educate the next generation of agribusiness leaders.

Prairie Family Business Association's mission is to help family businesses thrive through generations. We do this by providing a resource network for family business success. There are many first- and second-generation family businesses within Prairie Family Business Association. The Association's goal is to support more and more families as they reach the third, fourth, fifth generation, and beyond.

Many agribusinesses in the region are family-owned businesses or have roots in family ownership. This program will support the next generation of leaders who may lead their own family's business or become a non-family key executive within a family business. The proposed Agribusiness Leadership program will expose opportunities for employment in closely held businesses, such as family-owned businesses, as well as larger, publicly traded agribusinesses who serve closely held and family-owned businesses.

My experience with and knowledge of family-owned businesses in the region indicates the need and potential success of the proposed Agribusiness Leadership program at the University of South Dakota.

Sincerely,

Stephanie Larscheid

Stephanie Larscheid
Executive Director
Prairie Family Business Association
605-274-9530
Stephanie.larscheid@usd.edu

September 29, 2023

To whom it may concern,

This letter is submitted in support of the proposal submitted by the Beacom School of Business at the University of South Dakota for a Bachelor in Business Administration with a major in Agribusiness Leadership. I have owned and operated successful businesses in the agribusiness ecosystem for 40 years, with the most recent 31 years in Yankton and Springfield SD.

South Dakota will be well served by this degree. An understanding of agribusiness economics, finance, marketing, production cycles and value chain will make graduates both employable and valuable to any business that either supplies, ships, produces, purchases, or processes agricultural products and services. An often missing ability in new leaders is vision and experience to spot opportunities for growth in the market segments they compete with. I believe that a BA with a major in Agribusiness Leadership will be instrumental in challenging future leaders to use their vision to help their employer or own business to grow beyond where it would grow without this primer.

I encourage the Board of Regents to support the application for an Agribusiness Leadership major at the University of South Dakota.

Respectfully,

President of Rush-Co Springfield, SD (since 2009)

Former President of Shur-Co. (1992 – 2010)

Current Representative SD House District 17

POET®

October 11, 2023

South Dakota Board of Regents
306 E. Capitol Avenue
Suite 200
Pierre, SD 57501

RE: Agribusiness Leadership Major at the University of South Dakota

Dear South Dakota Board of Regents,

As President and Chief Operating Officer of POET, the world's largest producer of biofuels headquartered in the City of Sioux Falls, South Dakota, I strongly support the proposed Bachelor in Business Administration Agribusiness Leadership degree program at the University of South Dakota Beacom School of Business. An Agribusiness major is an exceptional opportunity to cultivate South Dakota's brightest minds, keep our state competitive, and build the next generation of agribusiness leaders we need.

I have worked alongside our state's leading agribusinesses for many years. In that time, we have partnered with universities to develop and fund higher education programs to help South Dakota thrive. Agriculture is the engine of South Dakota's economy, and agribusinesses like POET need knowledgeable, capable, and ethical business professionals to keep that engine running at peak performance.

Unlocking the full potential of agribusiness could fundamentally transform the economy. Our neighbors – Minnesota, Iowa, and Nebraska – recognize this, and they are making substantial investments in their state universities and degree programs to attract the most talented students. For South Dakota to compete, we must summon our best talent and provide them with the highest-quality business education and professional development opportunities we can offer.

I respectfully urge the South Dakota Board of Regents to support the proposed Agribusiness Leadership major at the University of South Dakota Beacom School of Business.

Sincerely,

Jeff Lautt
President & Chief Operating Officer
POET LLC

October 19, 2023

To whom it may concern,

This letter is submitted in support of the proposal submitted by the Beacom School of Business at the University of South Dakota for a Bachelor in Business Administration with a major in Agribusiness Leadership.

Valley Queen is a 94-year-old family and employee-owned cheese and dairy product manufacturer located in Milbank, SD. We are currently undertaking a $225 million expansion to modernize and increase the economic impact our dairy plant will have in northeast South Dakota. When construction concludes at the end of 2024, we will employ 450+ employees. The need for high quality, competent, and capable next generation agribusiness leaders is of great importance and in great need in the dairy industry, especially in South Dakota.

South Dakota will be well served by the proposed new degree in Agribusiness Leadership at USD. An understanding of agribusiness economics, finance, marketing, production cycles and value chain will make graduates both employable and valuable to any business that either supplies, ships, produces, purchases, or processes agricultural products and services.

I encourage the Board of Regents to support the application for an Agribusiness Leadership major at the University of South Dakota.

Please feel free to contact me with any questions you may have regarding this request: bsandvig@vqcheese.com or 605-530-2310

Sincerely,

Brian Sandvig
CFO

3501 N. Aviation Avenue
Sioux Falls, South Dakota 57104 USA
www.SouthDakotaTrade.com

21 March 2024

South Dakota Board of Regents
206 E. Capital Avenue
Suite 200
Pierre, SD 57501

Dear Regents,

Over the past 12 months, South Dakota Trade has embarked upon a new and impactful partnership with the University of South Dakota to train, up-skill, and develop current and future trade practitioners in South Dakota. The first year of our partnership has been incredibly successful in meeting the demand of businesses across the state, where we have conducted seminars, summits, and targeted curriculum on both sides of the river.

Our state exports $5 billion worth of agricultural goods each year – far more than any other industry. The family farms, ranchers, and other producers deserve much of the credit for this boon to South Dakota's economy. But equally important, are the supply chain managers, the grain elevator operators, the accountants, and the customs brokers who facilitate the sales, logistics, and financing of these products.

As South Dakota continues to invest in international trade, we encourage you to support the development of an Agribusiness Leadership program at the University of South Dakota. We believe this type of program will increase our state's competitiveness in the global economy and pay dividends for generations to come. And South Dakota Trade looks forward to working alongside the university team to ensure its success.

Very Sincerely Yours,

Luke J. Lindberg
President & CEO
South Dakota Trade

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SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
  FY25 On-Campus Tuition and Mandatory Fees

CONTROLLING STATUTE, RULE, OR POLICY
  SDCL § 13-53-6 – Tuition Rates and Fees
  BOR Policy 5.5 – Tuition and Fees: General Procedures
  BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition

BACKGROUND / DISCUSSION
  Mandatory tuition and fees include tuition, the general activity fee, and the laptop fee for Dakota State University (DSU) and South Dakota School of Mines & Technology (SDSMT). Discipline fees along with housing and food service are not included in the calculation of the mandatory cost since they are not assessed to all students.

  For the third year in a row, the 2024 South Dakota Legislative Session concluded with legislators increasing base funding for the Board of Regents to continue to freeze tuition at FY24 rates by covering the salary policy costs for tuition funded employees. Tuition and mandatory fees will remain at the FY24 rate because of this continued support.

  The South Dakota Advantage rate was extended to Kansas, Missouri, and Minnesota. The Minnesota Reciprocity agreement is not being renewed for the academic year 2024-2025. New Minnesota students enrolling at a Board of Regents university beginning in Summer 2024 will receive the Dakota Advantage rate. Students currently enrolled under the existing reciprocity agreement will continue to receive the negotiated reciprocal rate as they work towards completing their degrees.

  The FY25 proposal for tuition and mandatory fees attempts to keep the cost to students as low as possible in consideration of student access, service to students, and delivering the highest quality education possible to our students.

<div align="right">(Continued)</div>

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DRAFT MOTION 20240403_7-A:
  I move to approve the FY25 On-Campus Tuition and Mandatory Fees as presented in Attachment I.

Cost Drivers
The Legislature adopted a 4% salary policy for all employees, including faculty, exempt, and CSA. The employer-paid health care benefit cost is set to increase by $69 for FY25, bringing the annual premium rate to $11,851 for each benefit-eligible employee. It is important to note that in most years, the state only provides funding for the general fund portion of the salary package; adding authority for federal and other fund salary needs. Typically funding for the increases to federal and other fund employees needs to be raised internally. For FY25, the legislature authorized base funding be allocated to the campuses to offset salary policy increases for employees paid via tuition.

On-Campus Tuition Rates
The six universities receive general fund appropriations that are used to support on-campus operations. All courses taught on campus are offered at the Board approved on-campus tuition rate except for remedial courses which are offered at the off-campus rate. The special or reduced on-campus tuition rates are tied to the undergraduate and graduate base rates. A complete listing of on-campus tuition rates with the proposed increases for FY25 can be found in Attachment I.

USD Law School Tuition
The University of South Dakota (USD) Law School utilizes semester-based tuition rates and discipline fees. This tuition and fee structure simplifies the tuition and fee rates and encourages students to take more than the 90 credit hours required for graduation, thereby making it possible for the Law School to offer a broader curriculum that is more attractive to prospective students.

In keeping with BOR policy, the Law School tuition and fee costs should be comparable to regional law schools with a mission to attract students who want to practice law in their own state. South Dakota's FY24 costs are 20.42% below the average of the regional law schools, excluding the University of Minnesota-Twin Cities. There is no recommended increase to the Law School cost, commensurate with the USD graduate tuition being held flat.

University of Iowa	$31,426
Average	$21,105
University of Wyoming	$17,946
University of Montana	$26,983
University of North Dakota	$17,396
University of South Dakota	**$16,794**
University of Nebraska--Lincoln	$16,082

<u>Sanford School of Medicine</u>
Students attending the Sanford School of Medicine (SSOM) on the campus of the University of South Dakota (USD) pay the on-campus tuition rate set annually by the Board of Regents, plus the general activity fee for the first two years while in Vermillion.

The Board adopted the practice of comparing the Sanford School of Medicine, a community-based school, to other public community-based schools across the country for establishing annual cost. If the School of Medicine rates were below the community-based average, the tuition rate would increase by the amount below the average plus mandatory increases. If the Medical School rate was above the community-based average, it would increase by the graduate tuition rate increase.

The following table provides the comparable tuition and fee costs:

Northeast Ohio	$49,082
South Carolina Columbia	$44,488
Central Michigan	$44,127
Wright State-Boonshoft	$43,984
Washington State-Floyd	$42,005
CUNY	$41,912
Southern Illinois	$39,441
Mean / Average	*$39,140*
Eastern Virginia	$38,954
East Tennessee-Quillen	$38,706
FIU-Wertheim	$38,013
Hawaii-Burns	$37,444
North Dakota	*$36,074*
South Dakota-Sanford	*$ 34,372*
Nevada Reno	$34,073
Florida Atlantic-Schmidt	$31,830
Michigan State	$31,676
UCF	$29,680
Florida State	$28,987
Marshall-Edwards	$24,988
Houston-Fertitta	$24,268
Texas Tech	$22,076
Texas Tech-Foster	$21,484
UT Austin-Dell	$21,087

The FY24 annual tuition plus mandatory fees for the School of Medicine is below the community-based average. The School of Medicine annual tuition rate for FY25 will remain flat due to the increase in general funds to cover salary policy.

<u>Minnesota Reciprocity Rates</u>
Minnesota Reciprocity rates will not change after the Fall FY24 semester unless the Board of Regents rates change, and then they will change with the same increase percentage. These grandfathered rates will only apply to existing students. New students will receive the Dakota Advantage Rate.

Mandatory Fees
Each student pays the campus' general activity fee (GAF) per credit hour, and students at DSU and SDSMT pay the mandatory laptop fee each semester. These are the fees included when determining the average mandatory cost increase for students.

General Activity Fee (GAF)
The GAF supports student functions related to the co-curricular activities and operations of the student union buildings, including student organizations, cultural events, homecoming, student government, student newspapers, athletics, intramural activities, fine arts, and debt on student unions, athletic facilities, and wellness facilities as approved by the Board. In accordance with Board policy, committees composed of a majority of student representatives are to recommend changes in the GAF to the presidents.

Computer Lease Fees
DSU launched its mobile computing initiative at the start of the FY05 fall semester. SDSMT launched its mobile computing initiative starting with the freshmen class in FY07. The per-semester fee is used to cover the cost to lease laptop/tablet PCs for full-time, on-campus students and to support the operating costs of the program. The cost of the mobile computing programs at DSU and SDSMT are part of the mandatory costs paid by students. The fee will remain flat at SDSMT, but we are proposing a 2.6% increase for DSU to cover higher equipment costs and leasing rates. The new rate at DSU will increase from $398.75 a semester to $409.00.

IMPACT AND RECOMMENDATIONS

It is recommended that all FY25 tuition, GAF, and computer lease fees remain flat, except for a 2.6% increase to the computer lease fee for DSU.

Proposed FY25 Resident Undergraduate Mandatory Tuition and Fee Increase				
	FY24 Cost	**FY25 Cost**	**$ Increase**	**% Increase**
Black Hills State University	$8,763.00	$8,763.00	$0.00	0.0%
Dakota State University	$9,632.50	$9,653.00	$20.50	0.2%
Northern State University	$8,844.00	$8,844.00	$0.00	0.0%
SD School of Mines &Technology	$10,167.00	$10,167.00	$0.00	0.0%
South Dakota State University	$9,298.50	$9,298.50	$0.00	0.0%
University of South Dakota	$9,432.00	$9,432.00	$0.00	0.0%
System Average Cost	**$9,356.39**	**$9,357.03**	**$0.64**	**0.0%**

ATTACHMENTS

Attachment I – Proposed FY25 On-Campus Tuition and Mandatory Fee Schedule

Attachment II – Programs Proposed for Inclusion in the Western Regional Graduate Program (WRGP) through the Western Interstate Commission for Higher Education (WICHE)

South Dakota Board of Regents
Proposed FY25 On-Campus and Centers Tuition and Mandatory Fees

	Current Rate	$ Increase	% Increase	FY25 Rate
Black Hills State University				
Undergraduate - Per Credit Hour				
Resident	$253.85	$0.00	0.0%	$253.85
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, ROTC, Teacher Cert, Counselor	$126.95	$0.00	0.0%	$126.95
Over Sixty-Five	$139.60	$0.00	0.0%	$139.60
Remedial [5]	$354.75	$0.00	0.0%	$354.75
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident	$250.00	$0.00	0.0%	$250.00
Western Undergraduate Exchange [2]	$357.25	$0.00	0.0%	$357.25
Nonresident	$357.25	$0.00	0.0%	$357.25
Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident	$250.00	$0.00	0.0%	$250.00
Child of Alumni [4]	$253.85	$0.00	0.0%	$253.85
South Dakota Advantage [3]	$253.85	$0.00	0.0%	$253.85
Minnesota Reciprocity [10]	$324.85	$0.00	0.0%	$324.85
Graduate - Per Credit Hour				
Resident	$333.25	$0.00	0.0%	$333.25
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, Teacher Certification	$166.65	$0.00	0.0%	$166.65
Active Duty Military Personnel Resident [9]	$300.00	$0.00	0.0%	$300.00
DOD Civilian Resident	$300.00	$0.00	0.0%	$300.00
Graduate Assistant	$176.60	$0.00	0.0%	$176.60
Over Sixty-Five	$183.30	$0.00	0.0%	$183.30
Nonresident	$622.15	$0.00	0.0%	$622.15
Active Duty Military Personnel Nonresident [9]	$300.00	$0.00	0.0%	$300.00
DOD Civilian Nonresident	$300.00	$0.00	0.0%	$300.00
Child of Alumni [4] [12]	$333.25	$0.00	0.0%	$333.25
South Dakota Advantage [3] [13]	$333.25	$0.00	0.0%	$333.25
Nonresident Graduate Assistant	$209.95	$0.00	0.0%	$209.95
Minnesota Reciprocity [10]	$572.00	$0.00	0.0%	$572.00
Western Regional Graduate Program [5]	$333.25	$0.00	0.0%	$333.25
Dakota State University, Northern State University				
Undergraduate - Per Credit Hour				
Resident	$253.85	$0.00	0.0%	$253.85
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, ROTC, Teacher Cert, Counselor	$126.95	$0.00	0.0%	$126.95
Over Sixty-Five	$139.60	$0.00	0.0%	$139.60
Remedial [7]	$354.75	$0.00	0.0%	$354.75
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident	$253.85	$0.00	0.0%	$253.85
Western Undergraduate Exchange [2]	$357.25	$0.00	0.0%	$357.25
Nonresident	$357.25	$0.00	0.0%	$357.25
Child of Alumni [4]	$253.85	$0.00	0.0%	$253.85
South Dakota Advantage [3]	$253.85	$0.00	0.0%	$253.85
Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident	$357.25	$0.00	0.0%	$357.25
Minnesota Reciprocity (DSU) [10]	$295.87	$0.00	0.0%	$295.87
Minnesota Reciprocity (NSU) [10]	$322.15	$0.00	0.0%	$322.15
Graduate - Per Credit Hour				
Resident	$333.25	$0.00	0.0%	$333.25

Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, Teacher Certification, Counselor	$166.65	$0.00	0.0%	$166.65
Active Duty Military Personnel Nonresident [9]	$333.25	$0.00	0.0%	$333.25
DOD Civilian Nonresident	$333.25	$0.00	0.0%	$333.25
Graduate Assistant (NSU Only)	$176.60	$0.00	0.0%	$176.60
Graduate Assistant (DSU Only)	$0.00	$0.00	0.0%	$0.00
Child of Alumni [4] [12]	$333.25	$0.00	0.0%	$333.25
South Dakota Advantage [3] [13]	$333.25	$0.00	0.0%	$333.25
Over Sixty-Five	$183.30	$0.00	0.0%	$183.30
Nonresident	$622.15	$0.00	0.0%	$622.15
Active Duty Military Personnel Nonresident [9]	$622.15	$0.00	0.0%	$622.15
DOD Civilian Nonresident	$622.15	$0.00	0.0%	$622.15
Nonresident Graduate Assistant (NSU Only)	$209.95	$0.00	0.0%	$209.95
Nonresident Graduate Assistant (DSU Only)	$0.00	$0.00	0.0%	$0.00
Minnesota Reciprocity (DSU) [10]	$569.60	$0.00	0.0%	$569.60
Minnesota Reciprocity (NSU) [10]	$569.30	$0.00	0.0%	$569.30
Western Regional Graduate Program [5]	$333.25	$0.00	0.0%	$333.25

South Dakota School of Mines & Technology

Undergraduate - Per Credit Hour

Resident	$260.55	$0.00	0.0%	$260.55
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, ROTC, Teacher Cert, Counselor	$130.30	$0.00	0.0%	$130.30
Over Sixty-Five	$143.30	$0.00	0.0%	$143.30
Remedial [7]	$354.75	$0.00	0.0%	$354.75
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident	$260.55	$0.00	0.0%	$260.55
Western Undergraduate Exchange [2]	$390.80	$0.00	0.0%	$390.80
Nonresident	$408.05	$0.00	0.0%	$408.05
Child of Alumni [4]	$260.55	$0.00	0.0%	$260.55
South Dakota Advantage [3]	$260.55	$0.00	0.0%	$260.55
Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident	$408.05	$0.00	0.0%	$408.05
Minnesota Reciprocity [10]	$284.75	$0.00	0.0%	$284.75

Graduate - Per Credit Hour

Resident	$338.90	$0.00	0.0%	$338.90
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, Teacher Certification, Counselor	$169.45	$0.00	0.0%	$169.45
Active Duty Military Personnel Resident [9]	$338.90	$0.00	0.0%	$338.90
DOD Civilian Resident	$338.90	$0.00	0.0%	$338.90
Child of Alumni [4] [12]	$338.90	$0.00	0.0%	$338.90
South Dakota Advantage [3] [13]	$338.90	$0.00	0.0%	$338.90
Graduate Assistant	$0.00	$0.00	0.0%	$0.00
Over Sixty-Five	$186.40	$0.00	0.0%	$186.40
Nonresident	$680.25	$0.00	0.0%	$680.25
Active Duty Military Personnel Nonresident [9]	$680.25	$0.00	0.0%	$680.25
DOD Civilian Nonresident	$680.25	$0.00	0.0%	$680.25
Nonresident Graduate Assistant	$0.00	$0.00	0.0%	$0.00
Minnesota Reciprocity [10]	$560.65	$0.00	0.0%	$560.65
Western Regional Graduate Program [5]	$338.90	$0.00	0.0%	$338.90

South Dakota State University, University of South Dakota, University of South Dakota Sioux Falls

Undergraduate - Per Credit Hour

Resident	$259.10	$0.00	0.0%	$259.10
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, ROTC, Teacher Cert, Counselor	$129.55	$0.00	0.0%	$129.55

Over Sixty-Five	$142.50	$0.00	0.0%	$142.50
Remedial [7]	$354.75	$0.00	0.0%	$354.75
USDSF Assoc Degree Program (Lower Div)	$241.30	$0.00	0.0%	$241.30
USDSF Assoc Degree Program State Emp/ROTC/Teacher Cert (Lower Div)	$120.65	$0.00	0.0%	$120.65
USDSF Nonresident Assoc Degree Program (Lower Div)	$295.60	$0.00	0.0%	$295.60
USDSF Assoc Degree Prog Child of Alum/SD Advantage (Lower Div)	$241.30	$0.00	0.0%	$241.30
USDSF Assoc Degree Prog Guard STA (Lower Div)	$0.00	$0.00	0.0%	$0.00
USDSF Assoc Degree Prog Qualified Veteran (Lower Div)	$0.00	$0.00	0.0%	$0.00
USDSF Assoc Degree Prog Res Over 65 (Lower Div)	$132.70	$0.00	0.0%	$132.70
USDSF Remedial	$287.34	$0.00	0.0%	$287.34
USDSF Remedial Teacher Cert	$166.70	$0.00	0.0%	$166.70
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident	$259.10	$0.00	0.0%	$259.10
Western Undergraduate Exchange [2]	$376.10	$0.00	0.0%	$376.10
Nonresident	$376.10	$0.00	0.0%	$376.10
Child of Alumni [4]	$259.10	$0.00	0.0%	$259.10
South Dakota Advantage [3]	$259.10	$0.00	0.0%	$259.10
Nonresident Indian University of North America	$259.10	$0.00	0.0%	$259.10
Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident	$376.10	$0.00	0.0%	$376.10
Minnesota Reciprocity (SDSU) [10]	$312.25	$0.00	0.0%	$312.25
Minnesota Reciprocity (USD) [10]	$307.80	$0.00	0.0%	$307.80
Graduate - Per Credit Hour				
Resident	$340.15	$0.00	0.0%	$340.15
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, Teacher Certification, Counselor	$170.10	$0.00	0.0%	$170.10
Active Duty Military Personnel Resident [9]	$340.15	$0.00	0.0%	$340.15
DOD Civilian Resident	$340.15	$0.00	0.0%	$340.15
Graduate Assistant (USD Only)	$180.30	$0.00	0.0%	$180.30
Graduate Assistant (SDSU Only)	$0.00	$0.00	0.0%	$0.00
Over Sixty-Five	$187.10	$0.00	0.0%	$187.10
Nonresident	$654.05	$0.00	0.0%	$654.05
Child of Alumni [4] [12]	$340.15	$0.00	0.0%	$340.15
South Dakota Advantage [3] [13]	$340.15	$0.00	0.0%	$340.15
Active Duty Military Personnel Nonresident [9]	$654.05	$0.00	0.0%	$654.05
DOD Civilian Nonresident	$654.05	$0.00	0.0%	$654.05
Nonresident Graduate Assistant (USD Only)	$214.30	$0.00	0.0%	$214.30
Nonresident Graduate Assistant (SDSU Only)	$0.00	$0.00	0.0%	$0.00
Minnesota Reciprocity (SDSU) [10]	$559.40	$0.00	0.0%	$559.40
Minnesota Reciprocity (USD) [10]	$554.95	$0.00	0.0%	$554.95
Western Regional Graduate Program [5]	$340.15	$0.00	0.0%	$340.15
South Dakota State University, University of South Dakota				
Pharmacy & Allied Health Programs [6]				
Resident - Per Semester	$5,096.00	$0.00	0.0%	$5,096.00
GR.UG Semester STA	$0.00	$0.00	0.0%	$0.00
Nonresident - Per Semester	$10,903.00	$0.00	0.0%	$10,903.00
Nonresident - Per Credit Hour	$888.10	$0.00	0.0%	$888.10
Minnesota Reciprocity [10] [11]	$7,830.00	$0.00	0.0%	$7,830.00
Minnesota Reciprocity [10] [11]	$599.90	$0.00	0.0%	$599.90
Law School				
Resident - Semester	$5,868.00	$0.00	0.0%	$5,868.00
Law NG STA 50%	$0.00	$0.00	0.0%	$0.00
Over Sixty-Five	$3,227.40	$0.00	0.0%	$3,227.40
Graduate Assistant - Semester	$3,109.55	$0.00	0.0%	$3,109.55
Graduate Assistant - Credit Hour	$207.30	$0.00	0.0%	$207.30

Nonresident - Per Semester			$15,638.00	$0.00	0.0%	$15,638.00
Nonresident w/ LSAT 155 or Higher - Per Semester			$5,868.00	$0.00	0.0%	$5,868.00
Nonresident Graduate Assistant - Per Semester			$3,697.35	$0.00	0.0%	$3,697.35
Nonresident Graduate Assistant - Credit Hour			$246.49	$0.00	0.0%	$246.49
Minnesota Reciprocity (10) (11)			$10,039.00	$0.00	0.0%	$10,039.00
Minnesota Reciprocity (10) (11)			$669.25	$0.00	0.0%	$669.25

Medical School

Resident & INMED Program - Annual	$32,105.00	$0.00	0.0%	$32,105.00
Nonresident - Annual	$76,935.00	$0.00	0.0%	$76,935.00
Minnesota Reciprocity (10) (11)	$41,492.00	$0.00	0.0%	$41,492.00

Veterinary Medicine 2+2 Program

Resident (New) - Per Semester (MN and SD residents)	$9,439.00	$0.00	0.0%	$9,439.00
Non-Resident (New) - Per Semester (all non SD or MN residents)	$18,150.00	$0.00	0.0%	$18,150.00

FY25 Mandatory Fees [1]

General Activity Fee - Credit Hour	BHSU	$38.25	$0.00	0.0%	$38.25
	DSU	$40.65	$0.00	0.0%	$40.65
	NSU	$40.95	$0.00	0.0%	$40.95
	SDSM&T	$49.60	$0.00	0.0%	$49.60
	SDSU	$50.85	$0.00	0.0%	$50.85
	USD	$55.30	$0.00	0.0%	$55.30
Computer Lease Fee - Semester	DSU	$398.75	$10.25	2.6%	$409.00
	SDSM&T	$431.25	$0.00	0.0%	$431.25

Notes: *All rates are effective at the end of the 2024 spring term.*

SD National Guard members may be eligible for a benefit of free in-state resident tuition after federal tuition benefits are applied, but the benefits in total may not exceed 100% of the tuition cost. The graduate benefit is limited to 32 credit hours.

(1)   *The mandatory fees are added to the on-campus tuition cost for a total cost per credit hour. Special discipline fees may also apply to certain courses and are in addition to on-campus tuition and mandatory fees.*

(2)   *States participating in the Western Undergraduate Exchange program: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming. The SDSM&T rate is available only to new freshman and first-time transfers starting the summer of 2016.*

(3)   *The South Dakota Advantage Program, starting summer 2019, is for new and transfer students from Colorado, Illinois, Iowa, Montana, Nebraska, North Dakota and Wyoming. Effective summer 2024, this has been extended to Kansas, Missouri and Minnesota.*

(4)   *Starting summer 2015, participation in the program is limited to new freshmen or first-time transfers attending the same university from which one of their parents or legal guardian received a degree. Eligibility criteria apply and differ between institutions.*

(5)   *The Western Regional Graduate Program (WRGP) allows master's, graduate certificate, and Ph.D. students who are residents of the WICHE member states to enroll in high-quality programs at 60 public institutions outside of their home state and pay resident tuition. For a list of South Dakota's programs offered through WRGP, please visit this site: https://www.wiche.edu/wrgp*

(6)   *Allied Health includes Nursing, Dental Hygiene, Occupational Therapy, Physician Assistant Studies, Physical Therapy, HSC Paramedic Specialization, and MS Human Biology*

(7)   *These rates are the total per credit hour cost. No additional fees will be assessed.*

Offered to qualified public high school students participating in dual credit courses taken in person or at the University Centers. $96.67 of the rate is provided by the SD Department of Education and applied toward the student's account.

(9)   *USDSF and BHRC center tuition rates for USD and BHSU sections only. Mandatory delivery fees are added to the Center tuition costs. Discipline fees may also apply to certain courses and are in addition to on-campus tuition and mandatory fees.*

(10)   *Minnesota students enrolled in SDBOR institutions during the 2023-2024 academic year will continue to receive the equivalent of the Minnesota Reciprocity rate. First time Minnesota students in 2024 will receive the Dakota Advantage rate.*

(11)

The South Dakota Advantage graduate tuition program excludes certain USD and SDSU professional graduate programs that have unique/higher non-resident tuition rates and to which class caps exists. USD's MD, Law, Occupational Therapy, Physical Therapy and Physician Assistant programs and SDSU's Pharmacy and Veterinary Science programs are excluded from the SD Advantage graduate tuition program. New Minnesota students entering these programs will receive the equivalent of the Minnesota reciprocity rate.

(12)   *Effective Summer 2023, Children of Alumni rates are expanded to graduate students that are the child of an alumni and received an*

undergraduate degree from a South Dakota Board of Regents institution.

(13)   Effective Summer 2023, Dakota Advantage rates are expanded to graduate students that received an undergraduate degree from a South Dakota Board of Regents institution.

Programs Proposed for Inclusion in the Wester Regional Graduate Program (WRGP) through the Western Interstate Commission for Higher Education (WICHE)

BLACK HILLS STATE UNIVERSITY
- Integrative Genomics (Master's)
- Special Education (Master's)
- Applied Management (Master's)
- Reading Education (Master's)
- Curriculum and Instruction (Master's)
- Strategic Leadership (Master's)
- Sustainability (Master's)

DAKOTA STATE UNIVERSITY
- Analytics (Master's)
- Computer Science (Master's) including specialization in Artificial Intelligence
- Cyber Defense (Master's)
- Educational Technology (Master's)
- Health Informatics/Information Management (Master's)
- Information Systems (Master's), including specialization in Analytics*
- General Management (Master's)
- Computer Science (with SDSU) (Doctorate)
- Cyber Defense (Doctorate)
- Cyber Operations (Doctorate)
- Information Systems (Doctorate)

NORTHERN STATE UNIVERSITY
- Accounting Analytics (Master's)
- Counseling - Clinical Mental Health (Master's)
- Counseling – Forensic Counseling (Master's)
- Counseling – School Counseling (Master's)
- Educational Studies – Individualized Interdisciplinary Studies (Master's)
- Educational Studies – Secondary Education (Master's)
- Instructional Design in E-Learning (Master's)
- Sport Performance and Leadership (Master's)

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
- Atmospheric and Environmental Sciences (Master's and Doctorate)
- Biomedical Engineering (Master's and Doctorate)
- Chemical & Biological Engineering (Doctorate)
- Chemical Engineering (Master's)
- Civil/Environmental Engineering (Master's and Doctorate)
- Computer Science/Engineering (Master's)
- Construction/Engineering Management (Master's)

- Data Science and Engineering (Doctorate)
- Electrical Engineering (Master's and Doctorate)
- Engineering Management (Master's)
- Geology/Geological Engineering (Master's)
- Green/Sustainable Chemistry (Master's)
- Geology/Geological Engineering/Mining Engineering (Doctorate)
- Industrial Engineering (Master's)
- Materials Engineering and Science (Master's and Doctorate)
- Mechanical Engineering (Master's and Doctorate)
- Mining Engineering & Management (Master's)
- Nanoscience & Nanoengineering (Master's and Doctorate)
- Paleontology (Master's)
- Physics (Master's and Doctorate)

SOUTH DAKOTA STATE UNIVERSITY
- Advanced Graduate Mathematics (Certificate)
- Agricultural and Biosystems Engineering (Master's)
- Agricultural, Biosystems and Mechanical Engineering (Doctoral)
- Animal Science (Master's and Doctorate)
- Architecture (Master's)
- Athletic Training (Master's)
- Biochemistry (Doctorate)
- Biological Sciences (Master's) including specializations in Biology, Dairy Science, Food Science, Microbiology, and Natural Resource Management
- Biological Sciences (Doctorate) including specializations in Agricultural and Biosystems Engineering, Biology, Dairy Science, Food Science, Microbiology, Molecular Biology, Natural Resource Management, Plant Molecular Biology, Plant Science, Veterinary Microbiology, Veterinary Pathobiology
- Chemistry (Doctorate)
- Chemistry Education Specialization (Master's)
- Civil Engineering (Master's and Doctorate)
- Communication and Media Studies (Master's)
- Computational Science and Statistics (Doctorate) including specializations in Data Science, Mathematics, and Statistics
- Computer Science (Master's)
- Computer Science, with DSU (Doctorate)
- Counseling and Human Resource Development (Master's) including specializations in Administration of Student Affairs, Clinical Mental Health Counseling, College Counseling, Marriage and Family Counseling, Rehabilitation and Mental Health, and School Counseling
- Economics (Master's)
- Electrical Engineering (Master's and Doctorate)
- Geography (Master's) including specialization in Geographic Information Sciences
- Geospatial Science and Engineering (Doctorate) including specializations

in Geography and Remote Sensing
- Human Biology (Master's)
- Interdisciplinary Studies (Master's)
- Mathematics (Master's) including specialization in Statistics
- Mechanical Engineering (Master's)
- Nursing (Doctorate)
- Nutrition and Exercise Sciences (Master's) with specializations in Exercise Science and Nutritional Sciences
- Nutrition and Exercise Sciences (Doctorate)
- Operations Management (Master's)
- Pharmaceutical Sciences (Doctorate)
- Plant Science (Master's and Doctorate)
- Sport and Recreation Administration (Master's)
- Statistics (Master's)
- Wildlife and Fisheries Sciences (Master's) with specializations in Fisheries Sciences and Wildlife Sciences
- Wildlife and Fisheries Sciences (Doctorate)

UNIVERSITY OF SOUTH DAKOTA
- Accounting (Master's) including specializations in Accounting Analytics, Business Management, Finance, and Leadership
- Addiction Counseling and Prevention (Certificate)
- Addiction Counseling and Prevention (Master's), including specialization option in Co-Occurring*
- Administration (Master's), including specialization options in Addiction Studies, Criminal Justice, Health Services, Human Resource Management, Interdisciplinary Studies, Long Term Care Administration, Nonprofit Management* and Organizational Leadership
- Advanced Graduate Mathematics (Certificate)
- Art (Master's) including specialization options in Design, Painting, Photography, Printmaking, and Sculpture
- Artificial Intelligence (Certificate)
- Arts in Health (Certificate)
- Audiology (Doctorate)
- Basic Biomedical Sciences (Master's)
- Basic Biomedical Sciences (Doctorate) with specialization options in Cancer Biology, Cardiovascular Biology, Infectious Diseases, Molecular Biology & Genetics, Neuroscience, and Physiology & Pharmacology
- Biological Sciences (Doctorate), including specialization in Conservation Biology, Integrative Biology*, and Neuroscience*
- Biology (Master's), including specialization in Neuroscience, and Conservation and Biodiversity*
- Biomedical Engineering (Master's) including specialization in Medical Product Development and Manufacturing*

- Biomedical Engineering (Doctorate)
- Business Administration (Master's) with specialization options in Artificial Intelligence for Business Analytics*, Business Analytics, Business Leadership, Finance, Health Services Administration, Marketing, Operations & Supply Chain Management, and Sustainability*
- Business Analytics (Master's)
- Chemistry (Master's)
- Communication (Master's)
- Computer Science (Master's) including specialization options in Artificial Intelligence* and Informatics*
- Counseling and Psychology in Education (Master's) with specializations in Clinical Mental Health, Human Development and Educational Psych, and School Counseling
- Counseling and Psychology in Education (Specialist) with specializations in Counselor Education, Human Development and Education Psychology, and School Counseling
- Counseling and Psychology in Education (Doctorate) with specializations in Counselor Education, Human Development & Education Psychology, and School Psychology
- Curriculum and Instruction (Doctorate)
- Data Science and Engineering (Doctorate)*
- Disaster in Mental Health (Graduate Certificate)
- Educational Leadership (Doctorate) with specializations in Adult and Higher Education, and PK-12 Educational Leadership*
- Elementary Education (Master's), including specializations in Culturally & Linguistically Diverse Learners, Early Childhood Education, Reading Specialist/Literacy Coach, and Science, Technology & Math
- English (Master's), including specializations in Creative Writing and Literature
- English (Doctorate), including specializations in Literary Studies: Creative, and Literary Studies: Critical
- Executive Master of Public Administration (Master's)
- Geospatial Analysis (Certificate)
- Graduate Mathematics (Certificate)
- History (Master's)
- Kinesiology & Sport Management (Master's) including specializations in Sport Management* and Exercise Science*
- Leadership in Public Management (Certificate)
- Materials Chemistry (Doctorate)
- Mathematics (Master's)
- Mental Health Counseling (Certificate)
- Museum and Archive Studies (Certificate)
- Nonprofit Management (Certificate)
- Nursing Practice (Master's and Doctorate)
- Physics (Master's and Doctorate)

- Psychology with Clinical Specialization (Master's and Doctorate)
- Psychology with Clinical Disaster Specialization (Doctorate)
- Psychology Human Factors (Master's and Doctorate)
- Public Administration (Master's)
- Secondary Education (Master's), including specialization in Culturally & Linguistically Diverse Learners, Reading Specialist/Literacy Coach*, and Science, Technology & Math
- Secondary Education with Initial Certification (Master's)
- Social Work (Master's)
- Special Education (Master's) including specializations in Advanced Specialist in Disabilities, Early Childhood Special Education, and Multicategorical Special Education
- Speech Language Pathology (Master's)
- Sustainability (Master's and Doctorate)
- Techniques in Public Policy (Certificate)
- Technology Education/Training (Master's)
- Theatre (Master's) including specializations in Design/Theatre Technology and Directing

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
FY25 Off-Campus Tuition Rates

CONTROLLING STATUTE, RULE, OR POLICY
SDCL § 13-53-6 – Tuition Rates and Fees
BOR Policy 5.5 – Tuition and Fees: General Procedures
BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition
BOR Policy 5.5.3 – Tuition and Fees: Special Course Types

BACKGROUND / DISCUSSION
Off-Campus Tuition
All courses delivered off campus, including electronically delivered courses, are offered at the Board approved off-campus tuition rates. Remedial courses, though offered on campus, are also charged the off-campus tuition rate. The off-campus tuition rate includes a HEFF component of 11.5%. All off-campus tuition rates are charged per credit hour. The increase per credit hour is commensurate with the on-campus tuition rates and will remain flat for FY25. This is due to an increase in base funding added by the legislature in FY25 to cover the 4% recommended Salary Policy increase. A complete listing of off-campus tuition rates for FY25 can be found in Attachment I.

Technical Colleges
The Board of Regents has established tuition rates for students that take general education courses at technical colleges. The technical college rates are set equal to the highest tuition and mandatory fee cost at our comprehensive universities.

Great Plains Interactive Distance Education Alliance (IDEA)
The Great Plains Interactive Distance Education Alliance (IDEA) is a consortium of 11 predominantly land grant institutions across the Great Plains. The mission of the alliance is to promote distance education master's degrees in the human sciences. The IDEA tuition rates are determined by the GPIDEA consortium, to which SDSU belongs. There was a slight increase for FY25 of 1.1% for the undergraduate courses and 1.7% for graduate courses.

(Continued)
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DRAFT MOTION 20240403_7-B:
I move to approve the FY25 Off-Campus Tuition Rates as presented in Attachment I.

Externally Supported Tuition
The externally supported tuition rate, as authorized by BOR Policy 5.5.3, Special Course Types, is currently set at $40.00 per credit hour. The Externally Supported Tuition Rate will remain at $40.00 for FY25 to compete with other non-regental providers.

Dual Credit Courses
The Governor's initiative to increase the number of qualified public high school students participating in dual credit courses offered in person or at the university centers and technical institutes continues to assist students with the cost of tuition while still attending high school. The FY25 Dual Credit Rate will increase to $152.54 per credit hour. The students will pay $50.85 per credit hour and the state will provide $101.70.

Courses at University Centers
Courses at University Centers are charged the on-campus tuition rates with the passage of HB 1024 in the 2022 legislative session.

IMPACT AND RECOMMENDATIONS
Except for the Dual Credit Course rate, the off-campus tuition rates will be held flat commensurate with the on-campus tuition, due to additional general funds being allocated to the cover salary policy recommendation of 4% and the increase in health insurance.

ATTACHMENTS
Attachment I – Proposed FY25 Off-Campus Tuition Rates

South Dakota Board of Regents
Proposed FY25 Off-Campus Tuition

		Current Rate	$ Increase	% Increase	FY25 Rate
Undergraduate		$354.75	$0.00	0.0%	$354.75
Undergraduate Teacher Cert/State Empl/Counselor Internet	BHSU, DSU, NSU	$227.85	$0.00	0.0%	$227.85
	SDSM&T	$224.45	$0.00	0.0%	$224.45
	SDSU, USD	$225.20	$0.00	0.0%	$225.20
Undergraduate Guard STA	BHSU, DSU, NSU	$0.00	$0.00	0.0%	$0.00
	SDSM&T	$0.00	$0.00	0.0%	$0.00
	SDSU, USD	$0.00	$0.00	0.0%	$0.00
Undergraduate Qualified Veteran	BHSU, DSU, NSU	$100.90	$0.00	0.0%	$100.90
	SDSM&T	$94.20	$0.00	0.0%	$94.20
	SDSU, USD	$95.65	$0.00	0.0%	$95.65
UG Active Duty Military Personnel		$250.00	$0.00	0.0%	$250.00
UG Spouse & Dependent of Active Military at EAFB & Int	BHSU	$250.00	$0.00	0.0%	$250.00
UG Spouse & Dependent of Active Military at EAFB & Int	DSU,NSU,SDSM&T SDSU, USD	$354.75	$0.00	0.0%	$354.75
UG DOD Civilians EAFB/Internet/Remote	BHSU	$250.00	$0.00	0.0%	$250.00
UG DOD Civilians EAFB/Internet/Remote	DSU,NSU,SDSM&T SDSU, USD	$354.75	$0.00	0.0%	$354.75
Graduate		$470.45	$0.00	0.0%	$470.45
Graduate Teacher Cert/State Empl/Counselor Internet	BHSU, DSU, NSU	$303.85	$0.00	0.0%	$303.85
	SDSM&T	$301.00	$0.00	0.0%	$301.00
	SDSU, USD	$300.35	$0.00	0.0%	$300.35
Graduate Assistant Internet	BHSU, NSU	$313.80	$0.00	0.0%	$313.80
	USD	$310.60	$0.00	0.0%	$310.60
	SDSU, DSU, SDSM&	$0.00	$0.00	0.0%	$0.00
Graduate Active Duty Military Personnel	BHSU	$300.00	$0.00	0.0%	$300.00
Graduate Active Duty Military Personnel	DSU,NSU,SDSM&T SDSU, USD	$470.45	$0.00	0.0%	$470.45
GR Spouse & Dependent of Active Military at EAFB & Int	BHSU	$300.00	$0.00	0.0%	$300.00
GR Spouse & Dependent of Active Military at EAFB & Int	DSU,NSU,SDSM&T SDSU, USD	$470.45	$0.00	0.0%	$470.45
GR DOD Civilians EAFB/Internet/Remote	BHSU	$300.00	$0.00	0.0%	$300.00
GR DOD Civilians EAFB/Internet/Remote	DSU,NSU,SDSM&T SDSU, USD	$470.45	$0.00	0.0%	$470.45
Technical Institute - Resident Undergraduate		$294.60	$0.00	0.0%	$294.60
Technical Institute Qualified Veteran (Lower Div)	BHSU, DSU, NSU	$40.75	$0.00	0.0%	$40.75
	SDSM&T	$34.10	$0.00	0.0%	$34.10
	SDSU, USD	$35.50	$0.00	0.0%	$35.50
Technical Institute - Nonresident Undergraduate		$397.35	$0.00	0.0%	$397.35
Great Plains IDEA (Undergraduate) (2)		$435.00	$5.00	1.1%	$440.00
Great Plains IDEA (Graduate) (2)		$600.00	$10.00	1.7%	$610.00
Externally-Supported		$40.00	$0.00	0.0%	$40.00
Dual Credit Courses[1]		$145.00	$7.54	5.2%	$152.54

(1) *Offered to qualified public high school students participating in dual credit courses taken in person or at the University Centers. $101.70 of the rate is provided by the SD Department of Education and applied towards the student's account.*

(2) *Great Plains IDEA rates for Summer 2024 will remain at $435 per credit hour for Undergraduate and $600 per credit hour for Graduate. New rates will begin in Fall of 2024.*

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SUBJECT
    FY25 System, Discipline, Delivery, and Vehicle Registration Fees

CONTROLLING STATUTE, RULE, OR POLICY
    SDCL § 13-53-6 – Tuition Rates and Fees
    BOR Policy 5.5 – Tuition and Fees: General Procedures
    BOR Policy 5.5.4 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION
    Outside of tuition and mandatory fees, students will be assessed specific fees for services
    and may pay additional fees for higher cost disciplines. Specific services could include
    processing applications, testing for credit, assessment fees, late fees, parking fees or similar
    services. Discipline fees are used to support high-cost disciplines in the areas of salaries
    and/or operating expenses.

    The fees for service are summarized below into the following categories: 1) System Fees,
    2) Discipline Fees, 3) Delivery Fees, and 4) Vehicle Registration Fees. A justification is
    included for any new fee or fee being increased above inflation.

    System Fees
    Application Fee
    The universities retain the revenues from the application fee to support work in the
    admissions offices. The undergraduate application fee is $20.00, and the graduate
    application fee is $35.00. These rates will not increase in FY24.

    Transcript Fee
    The universities retain the transcript fee revenue to support the work in providing
    transcripts. The transcript fee was restructured in FY16 when the system purchased
    software for processing electronic transcripts and created an e-Transcript Center. The
    current fee is $9.00 per transcript. This fee will not increase in FY25.

(Continued)
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DRAFT MOTION 20240403 -7-C:
    I move to approve the FY25 System, Discipline, Delivery, and Vehicle Registration Fees,
    as presented in Attachment I.

Challenge by Exam
The Challenge by Exam, formerly known as Exam for Credit, covers the costs of the College Level Examination Program (CLEP) exams. The cost is $91.00 per exam. This fee will not increase in FY25.

International Student Fee
The International Student Fee helps to offset the costs of any international student orientation programs, the on-going compliance support related to the Student and Exchange Visitor Information System (SEVIS), and the continuing compliance required of U.S. universities from the time an international student enrolls until the time he/she either graduates, finishes post-graduation training, or terminates his/her academic program and returns home. The cost is $150.00 per semester. This fee will not increase in FY25.

Testing Fees
Testing costs are to be covered with tuition revenues unless the Board has approved a specific fee. Re-test fees have been approved for COMPASS at $20.00 per exam. This fee will not increase in FY25.

USD contracts with HESI to administer the nursing assessment test for the Associate of Science and Bachelor of Science nursing candidates. The testing costs are paid directly to HESI by the student. There will be no increase to this fee in FY25 and it will remain at $198.00. SDSU contracts with Assessments Technology Institute at a cost of $214.00 per student. Since these are electronic assessments, SDSU purchases the student codes ensuring the students receive the correct assessment each time. This fee will remain $214.00 in FY25.

Discipline Fees
South Dakota has traditionally assessed discipline fees to support incremental costs of instructional equipment and other operating costs, including salary enhancement, for the benefit of students enrolled in higher cost disciplines. Courses assessing the discipline fees must be approved by the Board.

Special Discipline Fees will remain flat in FY25, due to the additional general fund allocation from the legislature to meet the salary policy increase. The only changes this year are the removal of the USD BSN Clinical Nursing Fee and modifications to the SDSU/USD Master of Public Health fee. The name of the SDSU/USD Master of Public Health fee will be changed to Graduate Public Health Delivery Fee and will be transitioned to a per credit hour charge on the course prefix of PUBH vs student major of MPH. This will simplify the billing process, treat the fee consistently with others, and avoid future complexity and confusion for students and administration.

Vehicle Registration
Vehicle Registration fees are assessed to all students and faculty that choose to park on the university properties. The fees are used to pay for acquiring, maintaining, and improving

appropriate parking facilities and for associated administration costs. We are proposing no inflationary increase for Vehicle Registration Fees in FY25.

IMPACT AND RECOMMENDATIONS

The Legislature funded a 4% salary policy increase for state employees and a slight increase in employer-paid healthcare benefit. System fees and Special Discipline and Delivery fees are projected to be flat. Vehicle Registration fees will also not increase in FY25.

ATTACHMENTS

Attachment I – Proposed Fee Schedule for FY25

South Dakota Board of Regents
Proposed FY25 System, Discipline, Delivery and Vehicle Registration Fees

	FY24 Rate	$ Increase	% Increase	FY25 Rate
System Fees				
Application Fee - Undergraduate	$20.00	$0.00	0.0%	$20.00
Application Fee - Graduate	$35.00	$0.00	0.0%	$35.00
Transcript	$9.00	$0.00	0.0%	$9.00
Challenge by Exam - Course	$91.00	$0.00	0.0%	$91.00
International Student Fee - Fall & Spring	$150.00	$0.00	0.0%	$150.00
Testing Fees				
COMPASS, Technology Re-test	$20.00	$0.00	0.0%	$20.00
BSN Clinical Nursing Fee - Annual	$36.50	-$36.50	-100.0%	$0.00
SDSU Nursing Assessment - - Semester	$53.50	$0.00	0.0%	$53.50
USD Nursing Assessment (BSN)	$198.00	$0.00	0.0%	$198.00
Discipline Fees - Credit Hour *(Unless Stated Otherwise)*				
Black Hills State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$21.20	$0.00	0.0%	$21.20
Chemistry	$21.20	$0.00	0.0%	$21.20
Geology/Nanoscience/Paleontology	$21.20	$0.00	0.0%	$21.20
Physics	$21.20	$0.00	0.0%	$21.20
Computer Science	$47.70	$0.00	0.0%	$47.70
Mathematics/Statistics	$15.90	$0.00	0.0%	$15.90
Health and Wellness	$16.30	$0.00	0.0%	$16.30
Exercise Science (New)				$21.10
Fine Arts	$15.90	$0.00	0.0%	$15.90
Business				
Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
Dakota State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$21.20	$0.00	0.0%	$21.20
Chemistry	$21.20	$0.00	0.0%	$21.20
Physics	$21.20	$0.00	0.0%	$21.20
Computer Science	$70.55	$0.00	0.0%	$70.55
Mathematics/Statistics	$15.90	$0.00	0.0%	$15.90
Fine Arts	$15.90	$0.00	0.0%	$15.90
Business				
Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
Northern State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$21.20	$0.00	0.0%	$21.20
Chemistry	$21.20	$0.00	0.0%	$21.20
Physics	$21.20	$0.00	0.0%	$21.20
Computer Science	$47.70	$0.00	0.0%	$47.70
Mathematics/Statistics	$15.90	$0.00	0.0%	$15.90
Counselor Education	$26.35	$0.00	0.0%	$26.35

Fine Arts	$15.90	$0.00	0.0%	$15.90
Business				
Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
E-Learning	$21.20	$0.00	0.0%	$21.20
NSU Exchange Program Fee - Per Credit Hour	$116.90	$0.00	0.0%	$116.90

Discipline Fees - Credit Hour *(Unless Stated Otherwise)* Continued

South Dakota School of Mines & Technology

Science/Technology/Engineering/Math				
Atmospheric & Environmental Science	$84.80	$0.00	0.0%	$84.80
Biology/Microbiology/Anatomy	$42.35	$0.00	0.0%	$42.35
Chemistry	$84.80	$0.00	0.0%	$84.80
Geology/Nanoscience/Paleontology	$84.80	$0.00	0.0%	$84.80
Physics	$84.80	$0.00	0.0%	$84.80
Other Sciences	$21.20	$0.00	0.0%	$21.20
Computer Science	$70.55	$0.00	0.0%	$70.55
Engineering	$84.80	$0.00	0.0%	$84.80
Mathematics/Statistics	$42.35	$0.00	0.0%	$42.35
Fine Arts	$15.90	$0.00	0.0%	$15.90

South Dakota State University

Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$42.35	$0.00	0.0%	$42.35
Chemistry	$51.50	$0.00	0.0%	$51.50
Physics	$84.80	$0.00	0.0%	$84.80
Other Sciences	$21.20	$0.00	0.0%	$21.20
Computer Science	$70.55	$0.00	0.0%	$70.55
Engineering	$84.80	$0.00	0.0%	$84.80
Mathematics/Statistics	$42.35	$0.00	0.0%	$42.35
Allied Health				
Undergraduate	$103.50	$0.00	0.0%	$103.50
Graduate	$227.60	$0.00	0.0%	$227.60
Counselor HR Development	$26.35	$0.00	0.0%	$26.35
Health and Wellness	$21.30	$0.00	0.0%	$21.30
Fine Arts	$26.35	$0.00	0.0%	$26.35
Business				
Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
Architecture	$467.25	$0.00	0.0%	$467.25
Animal Science	$64.55	$0.00	0.0%	$64.55
Aviation Education	$42.10	$0.00	0.0%	$42.10
Dairy Science/Food Science	$82.45	$0.00	0.0%	$82.45
Medical Laboratory Science - On-Campus	$133.40	$0.00	0.0%	$133.40
Medical Laboratory Science - Off-Campus	$139.36	$0.00	0.0%	$139.36
Dietetics Internship - Per Credit hour	$530.00	$0.00	0.0%	$530.00
Nutrition	$29.70	$0.00	0.0%	$29.70
Respiratory Care	$53.00	$0.00	0.0%	$53.00
Interior Design /Landscape Design	$29.70	$0.00	0.0%	$29.70
Pharmacy per credit hour	$209.45	$0.00	0.0%	$209.45

PharmD per credit hour	$251.35	$0.00	0.0%	$251.35
Pharmacy - Semester	$4,245.20	$0.00	0.0%	$4,245.20
Range Science	$47.00	$0.00	0.0%	$47.00
Veterinary Science	$64.55	$0.00	0.0%	$64.55
Veterinary Medicine 2+2 (new in FY21) Resident	$5,540.00	$0.00	0.0%	$5,540.00
Veterinary Medicine 2+2 (new in FY21) Non-Resident	$9,789.00	$0.00	0.0%	$9,789.00

Discipline Fees - Credit Hour *(Unless Stated Otherwise)* Continued

University of South Dakota

Science/Technology/Engineering/Math

Biology/Microbiology/Anatomy	$42.35	$0.00	0.0%	$42.35
Biochemistry/Biomedical Engineering/Physiology/Sustainability	$42.35	$0.00	0.0%	$42.35
Chemistry	$51.50	$0.00	0.0%	$51.50
Physics	$84.80	$0.00	0.0%	$84.80
Other Sciences	$21.20	$0.00	0.0%	$21.20
Computer Science	$70.55	$0.00	0.0%	$70.55
Mathematics/Statistics	$42.35	$0.00	0.0%	$42.35

Allied Health

Undergraduate	$103.50	$0.00	0.0%	$103.50
Graduate	$103.50	$0.00	0.0%	$103.50
Counselor Education/ Counselor HR Development	$26.35	$0.00	0.0%	$26.35
Health and Wellness	$21.30	$0.00	0.0%	$21.30
Fine Arts	$26.35	$0.00	0.0%	$26.35

Business

Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
NSCI Neurosciences	$43.20	$0.00	0.0%	$43.20
Communication Disorders -Graduate	$103.50	$0.00	0.0%	$103.50
Psychology (Graduate)	$26.35	$0.00	0.0%	$26.35
CRNA Program Fee	$3,500.00	$0.00	0.0%	$3,500.00
Law - Per Semester	$1,644.00	$0.00	0.0%	$1,644.00
Medical Laboratory Science - Per Semester	$1,618.65	$0.00	0.0%	$1,618.65

Delivery Fees

South Dakota State University, University of South Dakota

SDSU/USD Nursing - Credit Hour	$46.05	$0.00	0.0%	$46.05
USD Allied Health Off-Campus - Credit Hour	$46.05	$0.00	0.0%	$46.05
USD School of Medicine Off-Campus - Credit Hour	$46.05	$0.00	0.0%	$46.05
USD Masters of Social Work - Credit Hour	$46.05	$0.00	0.0%	$46.05
SDSU/USD Graduate Public Health - Credit Hour	$145.40	$0.00	0.0%	$145.40
USD pMBA (Sioux Falls) - Credit Hour	$386.05	$0.00	0.0%	$386.05

University of South Dakota - Sioux Falls

All credit hours	$46.05	$0.00	0.0%	$46.05

Black Hills - Rapid City

All credit hours	$31.85	$0.00	0.0%	$31.85

Dakota State University

Non-Resident Online Computer Science, Cyber Operations, & Network and Security Administration	$110.15	$0.00	0.0%	$110.15

South Dakota School of Mines & Technology

Non-Resident Online Masters in Engineering	$178.85	$0.00	0.0%	$178.85

Professional Education Majors

Black Hills State University, Dakota State University, Northern State University,
  South Dakota State University, University of South Dakota

Soph/Junior Field Experience - Semester	$176.00	$0.00	0.0%	$176.00
Senior Field Experience - Semester	$352.00	$0.00	0.0%	$352.00
Master's Level Internship - One Time	$176.00	$0.00	0.0%	$176.00

University of South Dakota

Specialist Level Intern - One Time	$357.00	$0.00	0.0%	$357.00
Doctoral Level Intern - One Time	$535.00	$0.00	0.0%	$535.00

Vehicle Registration Fees

Black Hills State University

Automobile - Annual	$97.00	$0.00	0.0%	$97.00
Automobile - Annual - University Center	$35.00	$0.00	0.0%	$35.00
Motorcycle - Annual	$35.00	$0.00	0.0%	$35.00

Dakota State University

Automobile - Annual	$76.00	$0.00	0.0%	$76.00
Restricted Annual	$153.00	$0.00	0.0%	$153.00

Northern State University

Automobile - Annual - Restricted	$81.00	$0.00	0.0%	$81.00
Automobile - Annual - Unrestricted - Residents of Steele, Great Plains West, Wolves Memorial Suites, Briscoe	$81.00	$0.00	0.0%	$81.00
Automobile - Annual - Unrestricted - Faculty, Staff, Commuters and Residents of McArthur-Welsh, Kramer, Great Plains East	$135.00	$0.00	0.0%	$135.00

South Dakota School of Mines and Technology

Resident Remote - Annual	$127.00	$0.00	0.0%	$127.00
Automobile/Motorcycle - Annual Secondary Vehicle	$19.00	$0.00	0.0%	$19.00
Motorcycle - Annual Primary Vehicle	$39.00	$0.00	0.0%	$39.00
Commuter - Annual	$127.00	$0.00	0.0%	$127.00
Resident Reserved, Rocker Square & Placer Lots - Annual	$185.00	$0.00	0.0%	$185.00

South Dakota State University

Resident/Commuter - Academic Year	$161.00	$0.00	0.0%	$161.00
Resident/Commuter - Summer	$36.00	$0.00	0.0%	$36.00
Resident - 12 Month	$197.00	$0.00	0.0%	$197.00
Reserved - Academic Year	$297.00	$0.00	0.0%	$297.00
Economy Commuter - Academic Year	$50.00	$0.00	0.0%	$50.00
Motorcycle - Annual	$36.00	$0.00	0.0%	$36.00
Economy Commuter - Free Parking May 15-August 14				

University of South Dakota

Automobile - Annual	$170.00	$0.00	0.0%	$170.00
Automobile - Annual - University Center	$34.00	$0.00	0.0%	$34.00

Budget and Finance

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SUBJECT
    FY25 Housing and Food Service Rates

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 5.5.4 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION
    Residence Hall Rates
    The residence hall rates are charged on a per semester basis to fund their ongoing operations as well as major repairs, renovations, and debt service. The proposed increase for FY25 is 5.0% which will provide the funds necessary to cover a salary policy of 4.0%, and a slight increase in health insurance per benefit eligible employee, increases to building insurance, and inflation on maintenance and repair funding. Attachment I provides the recommended rates for FY25.

    NSU: A new rate for single occupancy in McArthur-Welsh Hall is being added for both semester and weekly summer options. For $2,805 per semester or $175 per week in the summer, a student may utilize an air-conditioned room in McArthur-Welsh Hall. The premium for air conditioning is $53 per semester or $38 per week per room.

    Food Service Plans
    Food service rates are charged on a per semester basis to cover the costs of administering the food service plans on the university campus through contracted food service providers. There are numerous food service plans available to students.

    In FY06, the Board approved the guidelines of applying the "Meals Away from Home" CPI, used by the food service industry, when determining the rate increase for food service plans. While the FY24 CPI is 8.9%, the system food service vendor, Sodexo, proposed a lower contract increase of 5.15%. In addition, NSU has modified their plan offerings for FY25.

    First-year students are required to carry specific plans. The institutions have identified the minimum level meal plan that all freshmen living on campus must purchase their first semester.

(Continued)
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DRAFT MOTION 20240403_7-D:
    I move approval of the FY25 Housing and Food Service Plan rates as presented in Attachments I & II.

	FY24 Required Plans		FY25 Required Plans	
BHSU	Yellow Jacket	$1,815.00	Yellow Jacket	$1,897.00
DSU	Dakota 145	$1,671.00	Dakota 145	$1,757.00
NSU	Wolf Weekly	$1,951.00	All Access or	$2,268.00
			Block 185	$2,205.00
SDSMT	Hardrocker 160	$1,823.00	Hardrocker 160	$1,914.00
SDSU	50 Block	$1,660.00	50 Block	$1,745.00
USD	Yote Pack 70	$1,999.00	Yote Pack 70	$2,097.00

Attachment II provides the recommended food service plan rates for FY25.

IMPACT AND RECOMMENDATIONS

The proposed housing rates for FY25 allow the universities to address the inflationary increase on operating expenses, the 2% maintenance and repair requirement, and funding adjustments to salary policy and employee healthcare costs.

The meal plan rates reflect the second year of the new contract with Sodexo for food operations and any related institutional administrative costs.

When including the tuition and mandatory fee rates, the total weighted average cost increase is $556. The impact to students within the system will range from an increase of $350 to $724 per year.

Proposed FY25 Resident Undergraduate Total Cost Increase				
	FY24 Total Cost	**FY25 Total Cost**	**$ Increase**	**% Increase**
BHSU	$16,103.00	$16,453.00	$350.00	2.2%
DSU	$17,494.50	$17,913.00	$418.50	2.4%
NSU	$16,870.00	$17,584.00	$714.00	4.2%
SDSMT	$17,963.00	$18,353.00	$390.00	2.2%
SDSU	$16,944.50	$17,668.50	$724.00	4.3%
USD	$18,088.00	$18,516.00	$428.00	2.4%
System Average Cost	**$17,993.66**	**$18,550.07**	**$556.41**	**3.1%**

ATTACHMENTS

Attachment I – FY25 Proposed Housing Rates
Attachment II – FY25 Proposed Food Service Rates

FY25 Proposed Housing Rates

	FY24 Rate	$ Incr	% Incr	FY25 Rate
BHSU				
Traditional Halls				
Single (Heidepriem, Thomas, Humbert)	$2,564.00	$128.00	4.99%	$2,692.00
Single (Wenona Cook Small)	$1,972.00	$99.00	5.02%	$2,071.00
Single (Wenona Cook Large)	$2,464.00	$123.00	4.99%	$2,587.00
Single (Bordeaux Hall)	$3,972.00	$199.00	5.01%	$4,171.00
Double as a Single (Bordeaux Hall)	$4,009.00	$200.00	4.99%	$4,209.00
Double Occupancy (Heidepriem, Thomas, Humbert)	$1,963.00	$98.00	4.99%	$2,061.00
Double Occupancy (Bordeaux Hall)	$2,805.00	$140.00	4.99%	$2,945.00
Double Occupancy (Wenona Cook)	$1,855.00	$93.00	5.01%	$1,948.00
Double Room - Single Occupancy Wenona Cook)	$2,760.00	$138.00	5.00%	$2,898.00
Double Room - Single Occupancy (Heidepriem, Thomas, Humbert)	$2,870.00	$144.00	5.02%	$3,014.00
Yellow Jacket Apartments				
Apartment - Single Occupancy	$3,329.00	$166.00	4.99%	$3,495.00
Apartment - Double Occupancy	$2,543.00	$127.00	4.99%	$2,670.00
Apartment- Suite Double - Single Occupancy	$3,733.00	$187.00	5.01%	$3,920.00
Family 2BD/Month	$848.00	$42.00	4.95%	$890.00
Summer				
Summer Double Occupancy- Week	$127.00	$6.00	4.72%	$133.00
Summer Single Occupancy - Week	$189.00	$9.00	4.76%	$198.00
DSU				
Traditional Halls				
Single Occupancy (Emry, Higbie, Richardson, and Zimmermann, Girton House and Van Eps)	$2,830.00	$142.00	5.02%	$2,972.00
Double Occupancy (Emry, Higbie, Richardson, and Zimmermann, Girton House and Van Eps)	$2,260.00	$113.00	5.00%	$2,373.00
Triple Occupancy (Emry, Higbie, Richardson, and Zimmermann, Girton House and Van Eps)	$1,875.00	$94.00	5.01%	$1,969.00
University Apartments				
University Apartments Single Occupancy (8Plex, The 2-1-2)	$3,090.00	$155.00	5.02%	$3,245.00
University Apartments Double Occupancy (8Plex, The 2-1-2)	$2,735.00	$137.00	5.01%	$2,872.00
Summer				
Summer Double Occupancy- Week	$99.00	$5.00	5.05%	$104.00
Summer Single Occupancy - Week	$122.00	$6.00	4.92%	$128.00
Courtyard				
Courtyard Single Occupancy	$2,953.00	$148.00	5.01%	$3,101.00
Courtyard Double Occupancy	$2,384.00	$119.00	4.99%	$2,503.00
Courtyard Single Suite Occupancy	$2,997.00	$150.00	5.01%	$3,147.00
Courtyard Double Suite Occupancy	$2,657.00	$133.00	5.01%	$2,790.00
Residence Village Suite	$3,065.00	$153.00	4.99%	$3,218.00
Residence Village Apartment	$3,284.00	$164.00	4.99%	$3,448.00
NSU				
Traditional Halls				
Single Occupancy - McArthur-Welsh Hall	$2,621.00	$131.00	5.00%	$2,752.00
Single Occupancy - McArthur-Welsh Hall - air conditioned **NEW**				$2,805.00
Double Occupancy - McArthur-Welsh Hall	$2,062.00	$103.00	5.00%	$2,165.00
Suites				
Wolves Memorial 2 Person Suite	$3,339.00	$167.00	5.00%	$3,506.00
Wolves Memorial 2 Person Suite - Single Occupancy	$3,834.00	$192.00	5.01%	$4,026.00
Wolves Memorial 4 Person Suite	$3,227.00	$161.00	4.99%	$3,388.00
Wolves Memorial 4 Person Suite - Single Occupancy	$3,722.00	$186.00	5.00%	$3,908.00
Wolves Memorial 4 Person Semi-Suite	$2,887.00	$144.00	4.99%	$3,031.00
Wolves Memorial 4 Person Semi-Suite - Single Occupancy	$3,380.00	$169.00	5.00%	$3,549.00
Great Plains East - Double Occupancy	$2,559.00	$128.00	5.00%	$2,687.00
Great Plains East - Singles	$3,113.00	$156.00	5.01%	$3,269.00
Great Plains West - 4 Bedroom Suite	$3,281.00	$164.00	5.00%	$3,445.00
Great Plains West - 4 Person Suite	$3,113.00	$156.00	5.01%	$3,269.00
Great Plains West - 2 Person Semi-Suite	$3,225.00	$161.00	4.99%	$3,386.00
Great Plains West - 4 Person Semi-Suite	$2,864.00	$143.00	4.99%	$3,007.00
Kramer Hall and Steele Hall - Single Occupancy	$3,448.00	$172.00	4.99%	$3,620.00

FY25 Proposed Housing Rates

	FY24 Rate	$ Incr	% Incr	FY25 Rate
Kramer Hall and Steele Hall - Double Occupancy	$2,770.00	$139.00	5.02%	$2,909.00
Kramer Hall and Steele Hall - Semi Suite - Double Occupancy	$2,636.00	$132.00	5.01%	$2,768.00
Summer				
Summer Double Occupancy- Week	$117.00	$6.00	5.13%	$123.00
Summer Single Occupancy - Week	$130.00	$7.00	5.38%	$137.00
Summer Single Occupancy - Week - McArthur Welsh Hall - air conditioned NEW				$175.00
Summer Double Occupancy - Suite - Week	$158.00	$8.00	5.06%	$166.00
Summer Single Occupancy - Suite - Week	$178.00	$9.00	5.06%	$187.00
SDSM&T				
Traditional Halls				
Single	$2,480.00	$124.00	5.00%	$2,604.00
Double Occupancy	$2,075.00	$104.00	5.01%	$2,179.00
Triple Occupancy	$2,075.00	$104.00	5.01%	$2,179.00
Quad	$2,322.00	$116.00	5.00%	$2,438.00
Deluxe/Study Quad	$2,492.00	$125.00	5.02%	$2,617.00
Graduate/Upper-class & Double-as-Single - Single Occupancy	$2,929.00	$146.00	4.98%	$3,075.00
Rocker Square Apartments				
Rocker Square II Apartment Single - Semester	$3,496.00	$175.00	5.01%	$3,671.00
Rocker Square I Apartment - Semester	$3,625.00	$181.00	4.99%	$3,806.00
Placer Hall				
Placer Hall Single	$3,078.00	$154.00	5.00%	$3,232.00
Placer Hall Double	$2,678.00	$134.00	5.00%	$2,812.00
Summer				
Apartment Style - Week	$220.00	$11.00	5.00%	$231.00
Suite Style - Week	$175.00	$9.00	5.14%	$184.00
Traditional Style - Week	$140.00	$7.00	5.00%	$147.00
SDSU				
Traditional Halls				
Single - Tier One (Hansen, Waneta)	$2,824.00	$141.00	4.99%	$2,965.00
Single - Tier One (Brown)	$3,249.00	$162.00	4.99%	$3,411.00
Single - Tier Two (Binnewies, Pierson, Young)	$2,885.00	$144.00	4.99%	$3,029.00
Single - Tier Three (Mathews)	$3,086.00	$154.00	4.99%	$3,240.00
Single - Tier Four (Caldwell, Jackrabbit Village [Spencer, Thorne, Abbott])	$3,812.00	$191.00	5.01%	$4,003.00
Single - Tier Five (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schultz])	$3,776.00	$189.00	5.01%	$3,965.00
Designed Single - Tier Four (Jackrabbit Village)	$3,283.00	$164.00	5.00%	$3,447.00
Double (Hansen, Waneta)	$1,963.00	$98.00	4.99%	$2,061.00
Double (Brown)	$2,530.00	$127.00	5.02%	$2,657.00
Double (Binnewies, Pierson, Young)	$2,163.00	$108.00	4.99%	$2,271.00
Double (Mathews)	$2,311.00	$116.00	5.02%	$2,427.00
Double (Caldwell, Jackrabbit Village [Spencer, Thorne, Abbott])	$3,050.00	$153.00	5.02%	$3,203.00
Double (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schultz])	$3,197.00	$160.00	5.00%	$3,357.00
Triple (Ben Reifel)	$2,629.00	$131.00	4.98%	$2,760.00
University Apartments				
Meadows North & Meadows South	$3,049.00	$152.00	5.05%	$3,203.00
Skylight/Huggins 2&3Bedrooms/Month	$484.00	$24.00	4.96%	$508.00
Skylight 1.5 Bedroom	$640.00	$32.00	5.00%	$672.00
Garden Square 2 Bedroom/Month	$495.00	$25.00	5.05%	$520.00
Garden Square 3 Bedroom/Month	$536.00	$27.00	5.04%	$563.00
Southeast 1 Bedroom/Month	$953.00	$48.00	3.67%	$988.00
Southeast 2 Bedroom/Month	$735.00	$37.00	3.67%	$762.00
Southeast 3 Bedroom/Month	$647.00	$32.00	3.55%	$670.00
Southeast 4 Bedroom/Month	$593.00	$30.00	3.71%	$615.00
Southeast Town House/Month	$742.00	$37.00	-8.36%	$680.00
Thornbers Studios/Month - 1303 7th St.	$381.00	$19.00	4.99%	$400.00
Thornbers Studios/Month - 1311 7th St.	$411.00	$21.00	5.11%	$432.00
Thornbers Studios/Month - 710 13th Ave.	$218.00	$11.00	5.05%	$229.00
Sundal Studio/Month	$411.00	$21.00	5.11%	$432.00
Sundal 1 Bedroom/Month	$484.00	$24.00	4.96%	$508.00
Sundal 2 Bedroom/Month	$693.00	$35.00	5.05%	$728.00
Summer				

FY25 Proposed Housing Rates

	FY24 Rate	$ Incr	% Incr	FY25 Rate
Summer Double Occupancy- Week	$83.00	$4.00	4.82%	$87.00
Summer Single Occupancy - Week	$109.00	$5.00	4.59%	$114.00
Summer Apartment - Week	$161.00	$8.00	4.97%	$169.00
USD				
Traditional Halls				
Single Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,835.00	$142.00	5.01%	$2,977.00
Double Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,329.00	$116.00	4.98%	$2,445.00
Triple Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$1,998.00	$100.00	5.01%	$2,098.00
Double Room - Single Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$3,028.00	$151.00	4.99%	$3,179.00
Triple Room - Double Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,598.00	$130.00	5.00%	$2,728.00
University Apartments				
McFadden Apartment 2BD	$4,159.00	$208.00	5.00%	$4,367.00
McFadden Apartment 4BD	$3,444.00	$172.00	4.99%	$3,616.00
Coyote Village Apartment 2BD	$4,315.00	$216.00	5.01%	$4,531.00
Coyote Village Apartment 4BD	$3,574.00	$179.00	5.01%	$3,753.00
Suites				
Single Suite 2BD - (Coyote Village Super Suite)	$4,052.00	$203.00	5.01%	$4,255.00
Single Suite 4BD (Coyote Village Super Suite)	$3,376.00	$169.00	5.01%	$3,545.00
Summer				
Summer Double Occupancy- Week	$122.00	$6.00	4.92%	$128.00
Summer Single Occupancy - Week	$150.00	$8.00	5.33%	$158.00
Summer - Single (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$1,430.00	$72.00	5.03%	$1,502.00
Summer - Coyote Village Super Suite 2BD	$811.00	$41.00	5.06%	$852.00
Summer - Coyote Village Super Suite 4BD	$676.00	$34.00	5.03%	$710.00
Summer - Coyote Village Apartment 2BD	$863.00	$43.00	4.98%	$906.00
Summer - Coyote Village Apartment 4BD	$714.00	$36.00	5.04%	$750.00

FY25 Proposed Food Service Rates

	FY24 Rate	FY24 Facility Fee	FY24 Total	$ Increase	% Increase	FY25 Plan Rate
BHSU						
Yellow Jacket	$1,585.50	$229.50	$1,815.00	$82.00	4.52%	$1,897.00
Swarm 180	$1,802.50	$229.50	$2,032.00	$93.00	4.58%	$2,125.00
Suite Deal	$863.15	$118.85	$982.00	$44.00	4.48%	$1,026.00
20 Block	$188.00	$0.00	$188.00	$10.00	5.32%	$198.00
40 Block	$331.00	$0.00	$331.00	$17.00	5.14%	$348.00
DSU						
Big Blue	$2,054.00	$0.00	$2,054.00	$106.00	5.16%	$2,160.00
Trojan Basic	$1,451.00	$0.00	$1,451.00	$75.00	5.17%	$1,526.00
Dakota 225	$1,966.00	$0.00	$1,966.00	$101.00	5.14%	$2,067.00
Dakota 145	$1,671.00	$0.00	$1,671.00	$86.00	5.15%	$1,757.00
Trojan Upper Class	$1,065.00	$0.00	$1,065.00	$55.00	5.16%	$1,120.00
Little Blue - Apartment	$382.00	$0.00	$382.00	$20.00	5.24%	$402.00
Resident Assistant Plan	$1,671.00	$0.00	$1,671.00	$86.00	5.15%	$1,757.00
Apartment Managers	$1,065.00	$0.00	$1,065.00	$55.00	5.16%	$1,120.00
Resident Director Plan	$1,606.00	$0.00	$1,606.00	$83.00	5.17%	$1,689.00
NSU - Old Plans						
Wolf Pack 300	$2,257.00	$0.00	$2,257.00			
Wolf Pack 100	$2,097.00	$0.00	$2,097.00			
Wolf Weekly	$1,951.00	$0.00	$1,951.00			
Wolf Maroon	$988.00	$0.00	$988.00			
Wolf All Flex	$1,599.00	$0.00	$1,599.00			
Commuter Gold	$435.00	$0.00	$435.00			
NSU New Plans						
All Access						$2,268.00
Block 185						$2,205.00
Block 160						$2,051.00
Jr/Sr All Flex						$600.00
All DCB						$1,681.00
Faculty/Staff						$210.00
SDSM&T						
Gold Rush	$2,003.00	$55.00	$2,058.00	$103.00	5.00%	$2,161.00
Hardrocker 160	$1,774.00	$49.00	$1,823.00	$91.00	4.99%	$1,914.00
Hardrocker 125	$1,774.00	$49.00	$1,823.00	$91.00	4.99%	$1,914.00
Hardrocker 75	$1,024.00	$28.00	$1,052.00	$53.00	5.04%	$1,105.00
Hardrocker Flex	$1,125.00	$33.00	$1,158.00	$58.00	5.01%	$1,216.00
Rocker Square Flex	$531.00	$15.00	$546.00	$27.00	4.95%	$573.00
50/50	$471.00	$13.00	$484.00	$24.00	4.96%	$508.00
25/25	$243.00	$7.00	$250.00	$13.00	5.20%	$263.00
SDSU						
Premier	$2,127.00	$0.00	$2,127.00	$110.00	5.17%	$2,237.00
100 Block	$1,660.00	$0.00	$1,660.00	$85.00	5.12%	$1,745.00
50 Block	$1,660.00	$0.00	$1,660.00	$85.00	5.12%	$1,745.00
Silver Flex	$1,660.00	$0.00	$1,660.00	$85.00	5.12%	$1,745.00
Bronze Flex	$1,427.00	$0.00	$1,427.00	$73.00	5.12%	$1,500.00
West Flex	$830.00	$0.00	$830.00	$43.00	5.18%	$873.00
USD						
Yote Pack 55	$1,668.75	$101.25	$1,770.00	$86.00	4.86%	$1,856.00
Yote Pack 70	$1,897.75	$101.25	$1,999.00	$98.00	4.90%	$2,097.00
Yote Pack 120	$1,803.75	$101.25	$1,905.00	$93.00	4.88%	$1,998.00
Coyote 10	$1,668.75	$101.25	$1,770.00	$86.00	4.86%	$1,856.00
Coyote 17	$2,099.75	$101.25	$2,201.00	$108.00	4.91%	$2,309.00
Paw Pleaser (Flex A)	$1,668.75	$101.25	$1,770.00	$86.00	4.86%	$1,856.00
Paw Pride (Flex B)	$923.00	$56.00	$979.00	$48.00	4.90%	$1,027.00
Paw Print (Flex C)	$462.70	$28.30	$491.00	$24.00	4.89%	$515.00

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
FY25 Graduate Assistant Stipends

CONTROLLING STATUTE, RULE, OR POLICY
SDCL § 13-53-6 – Tuition Rates and Fees
BOR Policy 5.5 – Tuition and Fees: General Procedures
BOR Policy 5.22 – Graduate Assistants and Fellows

BACKGROUND / DISCUSSION
Graduate Assistant Stipends

The Board of Regents annually establishes a minimum stipend to be paid to graduate assistants. Graduate assistants are expected to work a full semester to receive the full semester compensation. Graduate assistants are expected to work the full four-week summer session to receive the full four-week session compensation. The minimum compensation may be prorated accordingly if the graduate student does not work the full semester or four-week session.

DSU, SDSMT, and SDSU currently waive tuition for their graduate assistants and fellows as compensation for their work; therefore, the salary minimum does not apply to DSU, SDSMT, or SDSU.

IMPACT AND RECOMMENDATIONS
The Board has traditionally increased the minimum amount of the graduate assistant stipends by the rate of increase in resident graduate tuition. The increase is rounded to the nearest dollar. Since there was no increase in tuition for FY24, there will be no addition to the stipend amount.

(Continued)

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DRAFT MOTION 20240403_7-E:
I move approval of the BHSU and NSU FY25 minimum graduate assistant stipends in the amount of $3,921 per semester and $980 per four-week session; and USD FY25 minimum graduate assistant stipends in the amount of $4,067 per semester and $1,016 per four-week session.

Black Hills State University (BHSU) and Northern State University (NSU)

Graduate Assistant Stipends	FY24 Rate	$ Increase	% Increase	FY25 Rate
Per Semester	$3,921	$0	0.0%	$3,921
Per 4-Week Session	$980	$0	0.0%	$980

University of South Dakota (USD)

Graduate Assistant Stipends	FY24 Rate	$ Increase	% Increase	FY25 Rate
Per Semester	$4,067	$0	0.0%	$4,067
Per 4-Week Session	$1,016	$0	0.0%	$1,016

ATTACHMENTS
None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
FY25 Special Schools Nonresident Tuition

CONTROLLING STATUTE, RULE, OR POLICY
SDCL § 13-53-6 – Tuition Rates and Fees
BOR Policy 5.5 – Tuition and Fees: General Procedures

BACKGROUND / DISCUSSION
Nonresident Tuition
The South Dakota School for the Blind and Visually Impaired (SDSBVI) annually reviews its instructional and residential costs to determine an appropriate tuition rate for nonresident students who may attend the school. SDSBVI does not currently have any nonresident students in attendance.

The current tuition rate at SDSBVI is $39,844 for instructional costs and $16,104 for residential care. An inflationary increase is applied to cover salary policy, CPI on operating expenses, and adjustments to health benefit cost per benefit-eligible employee. The Bureau of Finance and Management (BFM) calculated the annual Consumer Price Index (CPI) for the last fiscal year at 2.60%.

IMPACT AND RECOMMENDATIONS
Staff recommends that the inflationary increase be applied to the FY24 rates to set the FY25 rates.

Special Schools Tuition and Residential Rates

	FY24 Rate	$ Increase	% Increase	Proposed FY25 Rate
Instructional	$39,844	$1,036	2.60%	$40,880
Residence	$16,104	$419	2.60%	$16,523
Total	**$55,948**	**$1,455**		**$57,403**

ATTACHMENTS
None

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DRAFT MOTION 20240403_7-F:
I move to approve the FY25 nonresident instructional tuition rate to be $40,880 and the residence cost to be set at $16,523 for the South Dakota School for the Blind and Visually Impaired.

Budget and Finance

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SUBJECT
> **FY25 General Bill Summary**

CONTROLLING STATUTE, RULE, OR POLICY
> SDCL § 4-7-13 – Legislative adoption of financial plan for each year.
> BOR Policy 5.19 – System Funding

BACKGROUND / DISCUSSION
> The 2024 legislative session concluded with the passage of the FY25 General Bill HB1259. The Board of Regents received a general fund base increase of $6,265,281 (2.1%). This $6M increase does not include the 4% salary policy or health insurance increase funding ($69 per benefit eligible FTE) for generally-funded employees as those amounts are appropriated to statewide pools that are allocated by the Bureau of Finance and Management (BFM) after session concludes.

IMPACT AND RECOMMENDATIONS
> A summary of the general fund base changes are as follows:

- An addition of $5,735,607 to freeze FY25 tuition and cover the 4% salary policy package and health insurance increase for tuition-funded employees.
- An increase to general fund M&R base funding of $2,077,874 bringing the base general fund amount for M&R to $22,722,748.
- An allocation of $926,406 to BHSU to address the funding gap.
- A transfer of $2,592,003 from the campuses to the Department of Military for their administration of the National Guard tuition assistance benefit.
- An addition of $25,000 for expansion of the reduced tuition benefits for school counselors (a policy change approved under SB1).
- An increase in generally funded utilities of $75,062, based on projected utility rates and usage for FY25.
- A decrease of $3,452 for lease payment adjustments.
- A $20,787 increase to the Postsecondary Scholarship based on endowment proceeds.

(Continued)

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INFORMATIONAL ITEM

The FY25 budget also had an additional $10,000,000 and 6.0 FTE in federal funds expenditure authority and $6,330,000 and 4.0 FTE in other funds expenditure authority. These changes resulted in a 10% increase in federal funds spending authority, an increase of 1.2% in other funds authority, and a system increase of 15.0 FTE across all fund sources.

The federal fund expenditure authority increase was for SDSU's Climate Smart Commodities Initiative grant, while the other fund expenditure authority adjustments included additional authority for SDSU, AES, BHSU, and DSU due to inflation on operational costs, increased sales and service activities and costs, and growth in enrollment.

Attachment I shows the changes from the FY24 to the FY25 General Fund Base by Campus and Attachment II shows the BOR's original request and the final legislative action.

ATTACHMENTS
Attachment I – General Fund Base Changes from FY24 to FY25 By Campus
Attachment II – SDBOR's Original Request and Final Legislative Action

FY25 SDBOR GENERAL FUND BASE CHANGES

INSTITUTION	FY24 GENERAL FUND BASE	TUITION FREEZE	M&R FUNDING	BHSU BASE FUNDING GAP	TRANSFER NG TUITION ASST TO DEPT OF MILITARY	TUITION BENEFIT FOR SCHOOL COUNSELORS	UTILITIES ADJUSTMENTS	LEASE PAYMENTS	POST-SECONDARY SCHOLARSHIP	FY25 GENERAL FUND BASE
BOR	$44,558,939		$2,077,874			$25,000		($3,452)	$20,787	$46,679,148
BHSU	$15,110,977	$461,686		$926,406	($419,605)		($13,622)			$16,065,842
DSU	$14,750,169	$564,339			($156,589)		$57,029			$15,214,948
NSU	$16,701,644	$335,357			($112,112)		$20,789			$16,945,678
NSU E-LEARNING	$4,015,049									$4,015,049
SDSMT	$24,362,377	$623,943			($345,209)		($12,690)			$24,628,421
SDSU	$68,673,298	$1,948,452			($904,610)		($188,492)			$69,528,648
EXT	$10,494,885									$10,494,885
AES	$15,135,689									$15,135,689
USD	$50,091,735	$1,345,931			($575,412)		$220,532			$51,082,786
LAW	$2,494,927	$93,723			($13,113)					$2,575,537
MED	$30,099,839	$362,176			($65,353)					$30,396,662
SDSD	$3,000,195						($862)			$2,999,333
SDSBVI	$3,825,463						($7,622)			$3,817,841
Total	$303,315,186	$5,735,607	$2,077,874	$926,406	($2,592,003)	$25,000	$75,062	($3,452)	$20,787	$309,580,467

$ INCREASE $6,265,281

% INCREASE 2.1%

NOTE: The FY25 Salary policy package has not been included for generally-funded employees as it is held in a pool at Bureau of Finance and Management and is distributed after session concludes.

South Dakota Board of Regents
FY25 Board of Regents Request and Legislatively Appropriated

	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	$5,735,607	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	$926,406	5.0
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
System - Tuition Benefit for School Counselors	$0	0.0	$25,000	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
Post-Secondary Scholarship Adjustment	$0	0.0	$20,787	0.0
FY25 Requested and Appropriated	$12,511,005	8.0	$6,265,281	5.0
FY25 Total Base Funding Appropriated	$315,826,191	5,082.4	$309,580,467	5,079.4
Increase without Salary Policy	4.0%	0.4%	2.1%	0.3%
One-Time General Fund Requests				
System - Support for HEFF-Bonded Debt Retirement	$10,778,927	0.0	$16,834,604**	0.0
Center for Quantum Information Science Technology	$6,034,444	5.0	$3,034,444*	5.0
System - Utilities Adjustments	($482,933)	0.0	($266,486)**	0.0
SDSU - Startup Costs for Bioproducts Research Center	$0	0.0	$1,000,000**	0.0
System - South Dakota Opportunity Scholarship			($400,000)**	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 Legislature approved a FY24 Emergency Special Appropriations for this one-time funding request.
** The Legislature included these items in the FY24 General Bill Amendment (SB52).

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
   FY24 General Bill Amendments

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL § 4-7-13 – Legislative adoption of financial plan for each year.
   BOR Policy 5.19 – System Funding

BACKGROUND / DISCUSSION
   Amendments to the FY24 general bill are found in SB52, which has been approved by the Legislature and sent to the Governor for signature. The portion of the bill relating to the Board of Regents (BOR) is provided in the table below. Any changes in the bill are considered one-time and are not base budget adjustments.

IMPACT AND RECOMMENDATIONS
   With revised on-going revenues increased by 4.1% for FY24, the Legislature was able to grant a number of one-time general fund appropriations within SB52. The BOR received $16,834,604 in additional general funds to support HEFF bonded debt retirement and thereby free up funds for deferred M&R projects. SDSU received an additional $1,000,000 for startup costs for the bioproducts research center. The System saw an overall reduction of $266,486 in utility dollars based on revised utility projections and the South Dakota Opportunity Scholarship appropriation decreased by $400,000 to align with actual FY24 utilization.

   The System also received a total of $12,750,000 in one-time federal authority and $16,760,769 in one-time other fund authority in order to ensure the requesting institutions had sufficient expenditure authority available through the remainder of FY24.

(Continued)
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INFORMATIONAL ITEM

FY24 GENERAL BILL AMENDMENT (SB52)

INSTITUTION	DESCRIPTION	G	F	O	TOTAL	FTE
BOR	SUPPORT FOR HEFF BONDED DEBT RETIREMENT	16,834,604			16,834,604	
BOR	SD OPPORTUNITY SCHOLARSHIP	(400,000)			(400,000)	
USD	UTILITIES ADJUSTMENTS	201,968			201,968	
USD	AUTHORITY ADJUSTMENTS			2,000,000	2,000,000	
SDSU	STARTUP COSTS FOR BIOPRODUCTS RESEARCH CENTER	1,000,000			1,000,000	
SDSU	UTILITIES ADJUSTMENTS	(254,030)			(254,030)	
SDSU	AUTHORITY ADJUSTMENTS			8,000,000	8,000,000	
EXT	AUTHORITY ADJUSTMENTS		750,000		750,000	
AES	AUTHORITY ADJUSTMENTS		12,000,000	5,130,000	17,130,000	8
SDSMT	UTILITIES ADJUSTMENTS	(92,482)			(92,482)	
NSU	UTILITIES ADJUSTMENTS	(83,536)			(83,536)	
BHSU	UTILITIES ADJUSTMENTS	(3,474)			(3,474)	
BHSU	AUTHORITY ADJUSTMENTS			1,060,769	1,060,769	
DSU	UTILITIES ADJUSTMENTS	(27,532)			(27,532)	
DSU	AUTHORITY ADJUSTMENTS			450,000	450,000	
SDSD	UTILITIES ADJUSTMENTS	732			732	
SDSD	AUTHORITY ADJUSTMENTS			120,000	120,000	
SDSBVI	UTILITIES ADJUSTMENTS	(8,132)			(8,132)	
TOTAL		**17,168,118**	**12,750,000**	**16,760,769**	**46,678,887**	**8**

ATTACHMENTS
None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
FY24 Special Appropriations

CONTROLLING STATUTE, RULE, OR POLICY
SDCL § 4-7-13 – Legislative adoption of financial plan for each year
BOR Policy 5.19 – System Funding

BACKGROUND / DISCUSSION
The Board of Regents received support for one special appropriation during the 2024 legislative session—the Center for Quantum Information Science and Technology (C-QIST). The adoption of increased FY24 revenues and continued financial growth and stability allowed the Legislature and Governor to allocate $3,034,444 in general funds to support exploratory and discovery activities related to the various emergent quantum capabilities and applications, early research initiatives, and new academic programs.

IMPACT AND RECOMMENDATIONS
These funds will be split between DSU and SDSMT to support their work on the C-QIST.

SPECIAL APPROPRIATIONS BILLS IN 2024 SESSION						
BILL	**INSTITUTION**	**DESCRIPTION**	**GENERAL**	**FEDERAL**	**OTHER**	**TOTAL**
SB45	DSU & SDSMT	CENTER FOR QUANTUM INFORMATION SCIENCE AND TECHNOLOGY (C-QIST)	3,034,444			
TOTAL			**$3,034,444**	**$0**	**$0**	**$3,034,444**

ATTACHMENTS
None

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INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

****

SUBJECT
NSU Gerber Hall Renovation Facility Program Plan (FPP) and 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 (NSU) requests approval of this combined Facility Program Plan (FPP) and Facility Design Plan (FDP) for the renovation of Gerber Hall. The Board approved NSU's Preliminary Facility Statement for this project in May of 2023.

IMPACT AND RECOMMENDATIONS
Gerber Hall is home to Millicent Atkins School of Education. Departments within the School of Education are Teacher Education, Sports Sciences, Psychology, and Counselor Education. Offices and counseling lab space occupy the lower level of the two-story building. The upper level includes four classrooms, a conference room, and additional faculty offices. The existing elevator serves all three levels, but gaining access to the elevator is difficult.

Approximately 17,500 total square feet will be renovated, at a cost of approximately $5,000,000. During the 2023 legislative session, $2.5 million in state general funds were appropriated for this project, with an additional $2.5 million in match to be funded with $750,480 from HEFF M&R and state general fund M&R of $1,749,520.

(Continued)

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DRAFT MOTION 20240403_7-J:
I move to approve the combined Facility Program Plan and Facility Design Plan for NSU's Gerber Hall renovation to be funded with a combination of general fund and HEFF M&R.

The GMP will be established in April. Faculty and staff will move to temporary offices on campus at the conclusion of the spring semester. Construction will begin in late May 2024 and will be completed in March/April of 2025.

The project budget is as follows:

Project Costs	
Construction Costs	$4,037,751
Soft Costs	
Professional Services	$380,875
Furniture, Fixtures & Equipment	380,000
Owner Contingency	201,374
Total Soft Costs	$962,249
Total Project Costs	**$5,000,000**

Additional details of the combined Facility Program Plan and Facility Design Plan can be reviewed in Attachment I.

ATTACHMENTS

Attachment I – NSU Gerber Hall Combined FPP and FDP

Northern State University
Gerber Hall Renovation
Facility Program Plan and Facility Design Plan

Northern State University requests approval of this combined Facility Program Plan and Facility Design Plan for the renovation of Gerber Hall. The Preliminary Facility Plan was approved by the Board of Regents in May of 2023. The project cost is $5 million. During the 2023 Legislative Session, $2.5 million in state general funds was appropriated for the project. The remaining $2.5 million match will be funded with $750,480 from HEFF, and state general fund M&R of $1,749,520.

The architectural design narrative and drawings included in this Facility Design Plan were provided by CO-OP Architecture along with mechanical and electrical design details provided by Sichmeller Engineering and IMEG. Huff Construction is the Construction Manager for the project.

A. Architectural, Mechanical, and Electrical Design

Gerber Hall is home to the Millicent Atkins School of Education. Departments within the School of Education are Teacher Education, Sports Sciences, Psychology, and Counselor Education. Offices and counseling lab space occupy the lower level of the garden-level, two story building. The upper level includes four classrooms, a conference room and additional faculty offices. Restrooms are located on each floor. The existing elevator serves all three levels but gaining access to the elevator is difficult.

The Gerber Hall Renovation project will redefine its interior space. This 17,500 square foot project is designed to transition from a compartmentalized environment to an open, welcoming space that invites natural light deep into the center of the building. NSU hopes to foster an accessible, interconnected, and vibrant educational setting that supports the needs of students, staff, and visitors.

A driving design priority is accessibility. A new elevator will ensure that entry to Gerber Hall is accessible to everyone, while updated restrooms will enhance ease of access. Improved wayfinding throughout the building will create an intuitive and navigable space for all users.

Another key objective is to create a visible and functional connection between the west and east portions of the historic building. This will not only unify the space but also encourage a sense of community and interaction among the building's occupants.

Recognizing the importance of social and academic interaction, the Gerber Renovation Project introduces lounge spaces that are conducive to study, collaboration, and relaxation. These areas will be balanced throughout the building to maximize use, providing comfortable and inviting environments for students and staff to connect and collaborate, or to instead study in private.

The renovation utilizes materials and finishes that will enhance the functionality and aesthetics of the space. Frosted vinyl will be applied to the glazing of classrooms and offices, allowing natural light to enter the core of the building while ensuring privacy. Finishes throughout the building will feature a blend of white oak and Formica solid surfaces, chosen for durability and appearance. Sherwin Williams paints will be used throughout, creating a welcoming environment that aligns with NSU's marketing strategies. The restrooms will be finished with high-quality ceramic and porcelain tiling, finishes chosen again for durability and aesthetics. To tie into existing spaces and enhance the acoustical comfort within the building, acoustical ceiling solutions from Armstrong and Acoufelt will be implemented.

This project aligns with the evolving needs of the university, while also giving respect to one of the school's founding disciplines. With a focus on accessibility and connectivity, Gerber Hall will be an environment that supports excellence in education, fosters collaboration, and welcomes all who enter.

HVAC SYSTEM:

The existing air handling system (updated in the year 2000) consists of multiple air handling units for each building area to accommodate their various locations, and their HVAC requirements unique to that area of the building. Pending building layout changes, as much of the existing HVAC system will be reused as possible with modifications as necessary to accommodate floor plan changes and new controls to improve comfort.

Each of the three existing Air Handling Units (AHU's) provides 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 utilize hot water heat during the heating season or chilled water cooling during the cooling season, and 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 a separate return fan section with VFD providing full relief through a stationary relief louver. Existing air handlers to remain with new DDC temperature controls and VFD's.

The mechanical penthouse is located on the west end/attic level with two air handlers, and a third is located east end/second floor. Existing mechanical rooms to remain.

Individual Zone Control
Each individual zone has a VAV box located above accessible ceilings or within mechanical rooms. If a zone calls for cooling the VAV box damper opens up 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 up 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 & utilizes the VAV reheat coil to prevent overcooling. Existing VAV's will be utilized where possible, but where floor plan changes require, changes to VAV's will be required (adding/removing as necessary, twinning, etc.).

Supplemental cabinet unit heaters are utilized to offset infiltration in high traffic locations with exterior doors, and at all vestibules. These would be maintained as part of the remodel or reused as possible with modifications as necessary to accommodate floor plan changes and new controls to improve comfort.

Supplemental baseboard radiation heat serves perimeter areas where necessary. The locations and sizes of baseboard radiation would be adjusted based on the proposed remodel floorplan.

A ductless split system will be added to serve the new IT room to provide year-round cooling for the IT equipment. Heat will be rejected to the second-floor air handler room to mitigate roof ice issues with rejecting heat to the attic in the winter.

Hydronic Heating Water Heating System
The hydronic piping consists of an insulated, two-pipe hydronic hot water loop that uses circulating pumps to circulate heating water to the AHU, VAV's, CUH's, and finned tube radiation where applies. Heat is injected to the hot water heating loops as needed by using the existing steam to hot water heat exchangers located in the first-floor mechanical room. One existing heat exchanger serves existing reheat coils on VAV's, one existing heat exchanger serves heating coils on existing air handlers and existing supplemental heat.

Existing heating pumps show damage from age and hydronic leaks and will be replaced.

All heating system temperature control valves will be updated to new DDC temperature control valves, installation by the hydronics contractor.

The Heating Water Glycol Solution has been assessed and is recommended to be disposed of and replaced. The VAV Reheat Water Glycol Solution has been assessed and is in need of corrections to be made acceptable for continued use.

Hydronic Chilled Water System
The chilled water system is served by an air-cooled chiller installed in a mechanical yard on the south side of the building. The chilled water circulating pump, air separator, and expansion tank on the chilled water loop are located in the attic mechanical room located on the west end. Piping revisions required due to floor plan changes will be rerouted as necessary.

The existing chilled pump shows damage from age and hydronic leaks and will be replaced.

Existing air handlers and chilled water system temperature control valves will be updated to new DDC temperature control valves.

The Chilled Water Glycol Solution has been assessed to be sufficient for continued use.

Ventilation Systems
Continuous exhaust is provided in code required areas such as storage rooms and restrooms. Existing separate exhaust fans provide exhaust for the restroom groups and associated janitorial/storage areas and will not be replaced. Exhaust ductwork will be updated where required for the floor plan changes. Fans will continue to be controlled by the BAS system.

Temperature Control System
The temperature controls are in need of updating and 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. The existing system can only be accessed with Windows^{TM} 7 based computers and has become difficult to maintain. The new system would also replace the control valves for the heating/chilled hydronics equipment, replacing VFD's for the fans and pumps, updating all thermostats throughout, and updating all sensors and actuators on all three existing air handlers to improve comfort and serviceability.

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.

PLUMBING SYSTEM:

The plumbing systems consists of the following:

Sanitary Sewer Service
The facility will continue to use the existing 4" sanitary sewer service installed in 2000.

Domestic Water Service and Dedicated Fire Sprinkler Water Services
The existing domestic water service, riser, and meter fit are installed in a first-floor mechanical room were installed in 2000. The fire sprinkler service is installed in the same room with a fire sprinkler riser and zone valves. These water services will remain as-is.

Plumbing Fixtures
Existing fixtures will be replaced.

Wall hung photo-eye operated flush valve toilets and wall mount urinals will be provided. Manual lever operated faucets will be utilized for lavatories. Wall mount manual soap dispensers would be by others.

Cooling Condensate Drainage
Existing condensate drain piping from the Air Handling Units will remain as is. Condensate from IT ductless split will drain to a new floor sink.

FIRE SPRINKLER SYSTEM:

The complete fire sprinkler system will be maintained meeting NFPA, local codes, & the Fire Marshal's requirements. The fire sprinkler system is fed from a dedicated fire sprinkler service installed in the water service room. The attic is protected by a "dry" system that has issues with pipe corrosion and leaking. The wet system will be reworked and extended as necessary to accommodate floor plan changes.

By Add Alternate: The attic dry system will be replaced as required to replace the existing damaged piping.

ELECTRICAL:

LED luminaries will be used throughout the building. Fixtures will be chosen based on photometric analysis for the space to address optical performance, quantity, and efficacy of fixtures. Where applicable, lighting controls will be installed to achieve automatic shut-off using timeclock-controlled fixtures, vacancy sensors and occupancy sensors. Manual override switches will be installed in each room. Emergency egress lighting will be installed in main corridors and

open areas. Exit signs will be LED and emergency battery-powered luminaries will be installed in mechanical and electrical rooms.

The existing fire alarm system is obsolete and will be replaced with an addressable fire alarm panel. 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.

B. Impact to existing campus-wide heating, cooling, and electrical systems

Gerber Hall is currently served by the central heating plant and the campus electrical loop. The renovation will have no impact on these systems.

C. Impact to M&R and Operational Costs

The annual maintenance and repair costs will be funded from the annual HEFF allocation.

Operational support for the building will remain consistent with current costs as the same amount of space will be utilities. However, updated DDC temperature controls for heating and cooling systems will decrease utility consumption and reduce utility costs.

D. Project Budget

Project Costs	
Construction Costs	$4,037,751
Soft Costs	
Professional Services	$380,875
Furniture, Fixtures & Equipment	380,000
Owner Contingency	201,374
Total Soft Costs	$962,249
Total Project Costs	**$5,000,000**

E. Timeline

The Guaranteed Maximum Price (GMP) will be established in April. Faculty and staff will move to temporary offices on campus at the conclusion of the spring semester. Construction will begin in late May 2024 and be completed in March/April of 2025.

F. Illustrative Floor Plans – attached

First Floor

Second Floor
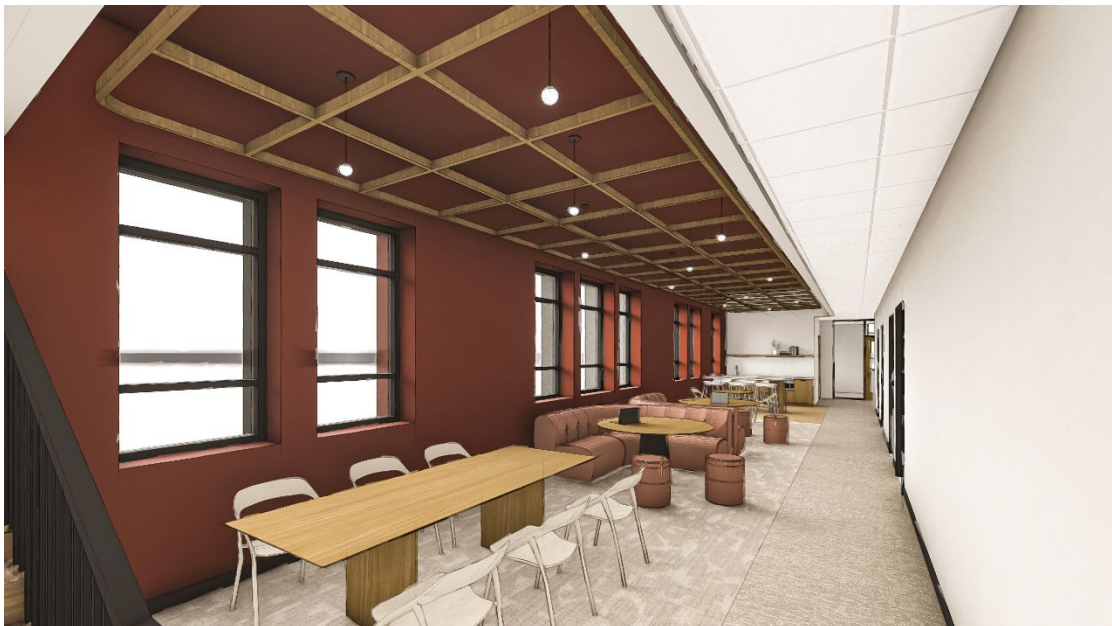
SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
    USD Churchill-Haines Laboratory Renovation 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
    The University of South Dakota requests approval of this Preliminary Facility Statement for
    planning renovations to the Churchill-Haines Laboratory building on the Main Campus in
    Vermillion.

    The University of South Dakota's Churchill-Haines Laboratory building is a 74,273 square
    foot facility that was completed in 1977. This building houses the Departments of Biology
    and Chemistry including research laboratories. Although structurally sound, the building's
    interior spaces need modernization.

IMPACT AND RECOMMENDATIONS
    Renovation of Churchill-Haines Laboratory has been identified as a priority in the USD's
    master plan as well as included on USD's annual capital project priority submission to the
    BOR and state for more than a decade.

    The proposed project will address critical building deficiencies and issues. These would
    include, but not limited to, a complete renovation of the entire building including labs (not

(Continued)

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DRAFT MOTION 20240403_7-K:
    I move to approve USD's Preliminary Facility Statement for the planning of renovations
    to the Churchill-Haines Laboratories utilizing a combination of FY25 HEFF allocations
    and campus maintenance and repair funds. A building committee representative should be
    appointed to oversee this project.

previously renovated), classrooms, offices, corridors, conference rooms, restrooms, greenhouses, animal research, etc.

FUNDING

The Churchill-Haines Laboratory Renovation will be paid with $9,019,304 in additional FY25 HEFF allocations plus $1,380,696 in campus maintenance and repairs.

ATTACHMENTS

Attachment I – USD Churchill-Haines Laboratory Renovation Preliminary Facility Statement (PFS)

PRELIMINARY FACILITY STATEMENT

Churchill-Haines Laboratory Renovation

THE UNIVERSITY OF SOUTH DAKOTA

USD requests approval of this Preliminary Facility Statement to develop preliminary plans to renovate the Churchill-Haines Laboratory building on the main campus in Vermillion, SD. USD requests that a building committee be appointed, and authorization be granted to engage consultants to undertake the analysis and planning needed for this project.

A. **General Programmatic needs to be addressed:**
    The University of South Dakota's Churchill-Haines Laboratory building is a 74,273 square foot facility that was completed in 1977. This building houses the Departments of Biology and Chemistry including research laboratories.

    The building and spaces support everything from freshman chemistry courses to sophisticated research programs funded by the South Dakota Research and Commercialization Council, the National Science Foundation, and the US Department of Energy. Although structurally sound, the building's interior spaces need modernization.

    The proposed project will address critical building deficiencies and issues. These would include, but not limited to, a complete renovation of the entire building including labs (not previously renovated), classrooms, offices, corridors, conference rooms, restrooms, greenhouses, animal research, etc. The proposed project would include new finishes, new doors & hardware, new casework and countertops, new acoustical ceilings, paint throughout, new toilet partitions and toilet accessories, new plumbing fixtures, piping, etc., new HVAC systems, new electrical service, outlets, switches, fire alarm, and LED lighting, upgrades to the two (2) Greenhouses, and new, larger generator, upgrades to audio/visual equipment and IT items, as well as upgraded FF&E items.

B. **Analysis of the student body or constituents to be served:**
    The constituents served by this facility will be the entire USD Campus Community consisting of students, faculty, and staff. The focus of this project is to provide an improved indoor learning environment for all of campus.

C. **Additional Services To be Offered:**
    This facility houses chemistry and biology labs that are utilized by all students as well as centrally scheduled classrooms utilized by campus. During the 2023-24 academic year, 5,022 students attended courses in Churchill-Haines classrooms, and 1,179 of these students used the Churchill-Haines lab spaces.

D. **Compliance with Master Plan:**
    Renovation of Churchill-Haines Laboratory has been identified as a priority in the USD's master plan as well as included on USD's annual capital project priority submission to the BOR and state for more than a decade.

E. **Analysis of needs assessment based on the Facilities Utilization Report:**
    Not Applicable

F. Location:
The Churchill-Haines Laboratory is located on the USD Vermillion campus, directly north of Arthur M. Pardee Laboratory and east of Akeley Lawrence Science Center.

G. Relocation of old space, if any:
Not Applicable

H. Proposed funding source/sources:
Funding for this project includes $9,019,304 additional FY25 HEFF allocation plus $1,380,696 in campus M&R.

I.   Budget for development of a Facility Program Plan:
The budget for development of a Facility Program Plan is $100,000.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
> **Revisions to BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition, BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition, and BOR Policy 5.5.5 – Interstate Tuition Agreements (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: Distance Education Tuition
> BOR Policy 5.5.5 – Interstate Tuition Agreements

BACKGROUND / DISCUSSION
> These policies have been updated to include changes to tuition and fee charges authorized by both the Board and the Legislature including the expansion of Dakota Advantage to Kansas, Missouri, and Minnesota, reduced tuition for state employees for courses taken online, and the expanded tuition benefits school counselors. Attachments I, II, and III show the proposed changes.

IMPACT AND RECOMMENDATIONS
> By making these changes, the BOR Policy manual will reflect changes made by the Board and the Legislature to reduced tuition programs.

ATTACHMENTS
> Attachment I – BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition
> Attachment II – BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition
> Attachment III – BOR Policy 5.5.5 – Interstate Tuition Agreements

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DRAFT MOTION 20240403_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 – Tuition and Fees: On-Campus Tuition, BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition, and BOR Policy 5.5.5 – Interstate Tuition Agreements, as presented in Attachments I, II, and III respectively.

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~~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 guardianguardians 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.

3.7. 3.7.1. Effective Summer 2023, Children of Alumni rates are expanded to graduate students that are the child of an alumni and received a degree from a South Dakota Board of Regents institution. The Children of Alumni graduate rate does not include USD's MD, Law, Occupational Therapy, Physical Therapy, or Physician Assistant programs or SDSU's Pharmacy or Veterinary Science programs.

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 DakotaNorth Dakota, and Wyoming shall be assessed the resident on-campus tuition rate—. Starting Summer 2024, this rate is extended to residents of Kansas, Missouri, and Minnesota. This reduced tuition rate is available only at the undergraduate level.to graduate students from a Dakota Advantage state that also received a degree from a South Dakota Board of Regents institution. USD's MD, Law, Occupational Therapy, Physical Therapy, Physician Assistant programs, and SDSU's Pharmacy and Veterinary Science programs are excluded from the Dakota Advantage graduate tuition program.

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 assessassessed 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~~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~~the 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~~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~~Elementary, Secondary, and HeadStart Teachers, School Counselors, and Vocational Instructors (SDCL §13-55-24): Certain elementary, ~~and~~ secondary, and HeadStart school teachers, school counselors, 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, counselors, 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~~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, counselor, 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, counselor, 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~~permits Minnesota residents ~~hall~~to be charged the rate established in the tuition reciprocity agreement between the South Dakota Board of Regents and the Minnesota Higher Education Coordinating Board~~.~~. The reciprocity agreement was not renewed beginning in Summer 2024, rather new and transfer students from Minnesota will receive the Dakota Advantage rate. Minnesota students enrolled in South Dakota Board of Regents institutions during the 2023-2024 academic year will continue to receive the equivalent of the Minnesota Reciprocity rate for the duration of their degree program. (See Policy 5.5.5 – Interstate Tuition Agreements.)

4.10.1. Graduate students from Minnesota enrolling in Summer of 2024 that did not have a degree from a South Dakota Board of Regents institution will receive the equivalent of the Minnesota Reciprocity rate for the duration of their degree program.

4.10.4.10.2.   USD's MD, Law, Occupational Therapy, Physical Therapy, and Physician Assistant programs, and SDSU's Pharmacy and Veterinary Science programs are excluded from the Dakota Advantage graduate tuition program, however they are eligible to receive the equivalent of the Minnesota Reciprocity rate.

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); BOR December 2023; BOR April 2024.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: Distance Education Tuition

NUMBER: 5.5.2

A. PURPOSE

To establish the tuition structure for 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.

3. **Distance Education Tuition:** The per credit hour charge that is assessed to students taking courses delivered through distance learning for the support of instruction and administrative costs.

4. **Remedial Courses:** Courses delivered 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. **Distance Education Tuition**

   All courses offered 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 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 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 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 distance education tuition rate. No fees are to be charged in addition to this rate.

2. Tuition Allocations

2.1. All 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 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 distance education tuition applies to all 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 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 distance education credit hours taken by on-campus students.

3. 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 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 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, 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.

    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, and HeadStart Teachers, School Counselors, or Vocational Instructor (SDCL §13-55-24): Certain elementary, and secondary, and HeadStart school teachers, school counselors, and vocational instructors pursuing any undergraduate or graduate 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, counselors, 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, counselor, 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, counselor, 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); BOR December 2023; BOR April 2024.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Interstate Tuition Agreements

NUMBER: 5.5.5

A. PURPOSE

To establish agreements or contracts between the Board of Regents and states either individually or on a regional basis, to provide means by which South Dakota residents may be assisted to carry on or to complete fields of study. (SDCL §13-49-20)

B. DEFINITIONS

1. **WICHE**: The Western Interstate Commission on Higher Education (WICHE) is a nonprofit organization established through an interstate compact adopted by 15 states (Washington, Oregon, California, Idaho, Montana, Nevada, Arizona, Utah, Wyoming, South Dakota, North Dakota, Colorado, New Mexico, Alaska, Hawaii). South Dakota joined the WICHE in 1988 as an affiliate state. States work through WICHE to provide high quality, cost effective higher education programs that meet the needs of the states and their citizens.

C. POLICY

1. **WICHE Western Undergraduate Exchange (WUE) Program**

   1.1. The WICHE Western Undergraduate Exchange (WUE) is a program through which students in participating states may enroll in designated two-year and four-year institutions and programs in other participating states at 150 percent of the resident tuition rate.

   1.2. Each state determines which of its institutions and programs shall be available to students from other WUE states at the special rate.

   1.3. Each participating institution determines eligibility for admission and WUE tuition status.

2. **WICHE Western Regional Graduate Program (WRGP) Programs**

   2.1. Residents of participating WICHE WRGP states are eligible to enroll at resident rates of tuition in programs determined by individual institutions. There is no requirement that students meet financial aid criteria. An institution may limit the number of WRGP seats awarded to new students.

   2.2. WRGP Programs are nominated by their institutions and approved by WICHE. Institutional programs participating in the WRGP agree to provide some level of preferential admission consideration to qualified applicants who are residents of

WICHE member states. Programs may limit the number of WRGP discounted seats awarded to new students.

3. Reciprocal Attendance Agreements Between South Dakota and Minnesota Boards

SDCL §13-53-6.2 permits the Board of Regents to execute a tuition reciprocity agreement between the South Dakota Board of Regents and Minnesota Higher Education Coordinating Board. ~~Copies of the current agreement are on file in the Board Office.~~ The reciprocity agreement was not renewed beginning in Summer 2024.

4. South Dakota Dental Students

SDCL §13-49-20.1 authorizes the Board of Regents to negotiate and enter into contractual agreements with public or private colleges and universities offering the study of dentistry for the purpose of reserving spaces each year for dental students from South Dakota.

5. South Dakota Optometric Students

SDCL §13-49-20.2 authorizes the Board of Regents to negotiate and enter into contractual agreements with public or private colleges and universities offering the study of optometry for the purpose of reserving spaces each year for optometric students from South Dakota.

5.1. Such contractual agreements may include a provision that the Board of Regents pay a specific reservation fee for each student that is accepted for admittance, and sponsored by the Board of Regents, to the study of optometry.

5.2. The Board of Regents may pay a minimum reservation fee each year of the contract as a guarantee sum in the event that fewer than the stipulated number of students from South Dakota are accepted into the study of optometry.

FORMS / APPENDICES:

None

SOURCE:

BOR October 1988; BOR May 1988; BOR July 1988; BOR March 1991; BOR August 1992; BOR October 2004; BOR March 2018; October 2023 (Clerical); BOR April 2024.

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SOUTH DAKOTA BOARD OF REGENTS

<u>Budget and Finance</u>

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AGENDA ITEM: 7 – M
DATE: April 3-4, 2024

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SUBJECT
> **Revisions to BOR Policies 1.6.4 (Minors on Campus); 3.8.1 (Recognition and Funding of Student Organizations); 6.13 (Facilities Use by Private Parties); and 6.13.1 (Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests) (First Reading)**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 1.6.4 – Minors on Campus
> BOR Policy 3.8.1 – Recognition and Funding of Student Organizations
> BOR Policy 6.13 – Facilities Use by Private Parties
> BOR Policy 6.13.1 – Use of Institutional Facilities and Grounds for Expressive Activity
>   by Student Organizations, Students, Employees, and their Guests
> HB 1178, SD Leg 2024

BACKGROUND / DISCUSSION
> In recent legislative sessions, there have been multiple bills attempting to regulate performances that may occur or be supported on college campuses. This conversation culminated during the 2024 legislative session with the introduction and passage of HB 1178. The law, which becomes effective July 1, 2024, reads:

> "That a NEW SECTION be added to chapter 13-53:

>> The Board of Regents and any institution under its control may not:

>>> (1) Authorize the use of any state-owned facility or property to develop, implement, facilitate, host, or promote any obscene live conduct; or
>>> (2) Expend any public moneys in support of obscene live conduct.

>> For purposes of this section, the term "obscene live conduct" has the meaning given in § 22-24-27."

<div align="right">(Continued)</div>

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DRAFT MOTION 20240403_7-M:
> I move to approve the first reading of the proposed revisions to BOR Policies 1.6.4 (Minors on Campus); 3.8.1 (Recognition and Funding of Student Organizations); 6.13 (Facilities Use by Private Parties); and 6.13.1 (Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests), as presented.

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Board staff is not aware of any existing issues or occurrences in which obscene live conduct has taken place on institutional premises, and therefore there are no existing operations that require significant overhaul. However, HB 1178 provides the opportunity to clarify that such conduct is prohibited on campus for all individuals—students, employees, guests, and third parties.

As noted in committee testimony by the bill's legislative sponsors, HB 1178 does not have the intent or purpose to prohibit drag shows from occurring on BOR property. Rather, the purpose is to act in concert with existing Board policies, such as the Minors on Campus policy, to ensure that obscene live conduct, which is not protected under the First Amendment, does not occur on campuses controlled by the Board of Regents.

IMPACT AND RECOMMENDATIONS

As noted above, these policy revisions will not change existing day-to-day operations within the system or on campuses. Rather, they will work in tandem with HB 1178 to clarify requirements and ensure public notification that obscene live conduct may not occur in BOR facilities or with public resources. Accordingly, Board policies on facilities use, funding of student organizations, and minors on campus have been revised to reflect this prohibition.

This is the first of two readings of the proposed revisions. Board staff recommends approval.

ATTACHMENTS

Attachment I – BOR Policy 1.6.4 (Minors on Campus)
Attachment II – BOR Policy 3.8.1 (Recognition and Funding of Student Organizations)
Attachment III – BOR Policy 6.13 (Facilities Use by Private Parties)
Attachment IV – BOR Policy 6.13.1 (Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Minors on Campus

NUMBER: 1.6.4

A. PURPOSE

To take affirmative steps to safeguard and protect the well-being of minors visiting campus, attending university-sponsored events and programs, or participating in external organization programs and activities that utilize campus facilities.

B. DEFINITIONS

1. **Authorized Adult:** An individual age eighteen (18) and older, paid or unpaid, who interacts directly with, supervises, chaperones, or otherwise oversees Non-Student Minors participating in a Program.

2. **External Organization:** Any individual or group not acting on behalf of the institution, or any individual or group acting independently of the institution, which includes recognized student organizations.

3. **Externally Sponsored:** Under the direct control of an External Organization.

4. **Minor:** An individual under the age of eighteen (18).

5. **Non-Student Minor:** A Minor who is not enrolled or accepted for enrollment at the university. The term includes students who are dually enrolled in university programs while also enrolled in secondary school.

6. **One-On-One Contact:** Personal, unsupervised interaction between an Authorized Adult and a Non-Student Minor without at least one other Authorized Adult, parent, or legal guardian being present.

7. **Program:** Any non-credit activity, event, or program that is University Sponsored, regardless of its location, or any activity, event, or program that is Externally Sponsored and uses University Facilities, but shall exclude the following exempt Programs:

   7.1. Research protocols involving Minors as human subjects, which are subject to the requirements specified by the relevant Institutional Review Board;

   7.2. University Sponsored or Externally Sponsored athletic competitions which are open to the general public in full group or assembly format;

   7.3. Recreational, exercise, or wellness programs or activities conducted in a facility open to membership or use by non-university affiliated persons by means of written agreement with an External Organization; and

7.4. Lawful private events or other lawful private usage of University Facilities by an External Organization in accordance with applicable university policy and through a written agreement with the university, which are not open to, whether by paid admission or otherwise, the general public, student body, or campus community. This exemption does not include Youth Programs, or otherwise exempt lawful private events or other lawful private usage of University Facilities from compliance with the provisions of Section C.2 below.

8. **Program Leader:** The Authorized Adult designated by the program sponsor that is responsible for the operation and management of the Program.

9. **University Facilities:** Buildings, structures, facilities, rooms, landscaping, and grounds owned or controlled by the university, but excluding municipal streets or sidewalks or public highways or rights of way that abut a campus.

10. **University Sponsored:** Under the direct control of university employees acting within the scope of their employment.

11. **Youth Program:** Any Program that is designed to serve or is targeted towards Non-Student Minors, at which parents or guardians are not expected to remain with, and be responsible for, their Non-Student Minor.

C. **POLICY**

1. **Non-Student Minors on Campus**

1.1. Non-Student Minors are generally permitted in University Facilities only as invitees, participants, or visitors, and must be under the supervision of an Authorized Adult, parent or legal guardian, or other chaperone permitted to be in a University Facility by virtue of their status as a student, employee, or volunteer of the university. Non-Student Minors, and their supervising Authorized Adult, parent or legal guardian, or chaperone, who fail to comply with BOR and/or university policies while in University Facilities may be immediately removed from University Facilities.

1.2. All Non-Student Minors participating in Programs on campus are generally permitted supervised use of the University Facilities identified for the Program. The University reserves the right to restrict anyone, including Non-Student Minors, from certain areas or facilities or from using specified equipment.

2. **Programs Open to Minors**

2.1. Prohibited Conduct

2.1.1. No Program involving the presence of Minors may include:

2.1.1.1. Specific sexual activities, as defined by SDCL § 11-12-1(15), or any material or other media containing specific sexual activities;

2.1.1.2. Obscene live conduct, as defined by SDCL § 22-24-27; or

2.1.1.3. Any material, performance, description, or representation, in whatever form, meeting the definition of harmful to minors in SDCL §22-24-27(4); or

2.1.1.3.2.1.1.4. Conduct otherwise prohibited in institutional facilities by SDBOR 6.13.1, Section B.6.

2.2. Content Descriptors

2.2.1. Content descriptors shall be used, as appropriate, for Programs which are open to Minors to provide parents or legal guardians with information about the content of the Program. Programs which may include nudity, sexual situations, violence, and/or other explicit content shall include the appropriate descriptor(s) (e.g., "may contain explicit content") on any promotional material for the Program published, electronically or in print, on a university platform.

3. Program Administration

3.1. Authorized Adults participating in Programs involving the presence of Non-Student Minors may not:

3.1.1. Have One-On-One Contact with Non-Student Minors, unless the nature of the specific Program activity requires the same (e.g., private lessons, tutoring, interviews, etc.), in which case the One-On-One Contact must take place in a location that is observable and interruptible;

3.1.2. Have any direct electronic communication, including social media, with Non-Student Minors without an education or programmatic purpose for the communication and without another Authorized Adult, or the Non-Student Minors parent or guardian, being included in the communication;

3.1.3. Enter a Non-Student Minor's private room, bathroom facility, changing area, shower area or similar private area occupied by a Non-Student Minor without another Authorized Adult in attendance;

3.1.4. Take pictures of Non-Student Minors except as part of official pictures of the Program and only when the parent or legal guardian has signed the appropriate waiver;

3.1.5. Haze, bully, or otherwise engage in abusive conduct of any kind toward, or in the presence of, a Non-Student Minor;

3.1.6. Use alcohol or illegal drugs while supervising, or in the presence of, a Non-Student Minor;

3.1.7. Strike, hit, administer corporal punishment to, or touch in an inappropriate or illegal manner, or manner that a person could reasonably interpret as inappropriate, any Non-Student Minor or allow the same between Non-Student Minors; or

3.1.8. Use or allow any obscene or sexually suggestive comments or sexual innuendo to, or in the presence of, a Non-Student Minor.

3.2. All Programs, Authorized Adults, and any other individual(s) participating in a Program, must comply with the provisions of this policy, any applicable BOR or

university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations.

3.3.   Program Leader

3.3.1.   A Program Leader must be appointed for each Youth Program.

3.3.2.   The Program Leader is responsible for:

3.3.2.1.   Training all employees and volunteers in, and adhering to, this policy and any other applicable policies, procedures, laws, or regulations applicable to the Youth Program;

3.3.2.2.   Certifying background checks have been conducted on Authorized Adults in accordance with this policy;

3.3.2.3.   Establishing a procedure for notification of parents or legal guardians of all participants in the event of an emergency;

3.3.2.4.   Completing and retaining all required forms; and

3.3.2.5.   Establishing a plan for maintaining adequate supervision considering the number and age of Non-Student Minors participating in the Youth Program.

3.4.   Supervision

3.4.1.   Youth Programs must be supervised by two (2) or more Authorized Adults at all times.

3.4.2.   Separate sleeping rooms are required for Authorized Adults and Non-Student Minors participating in Programs involving overnight stays, unless the Authorized Adult is a parent, guardian, or sibling of the Non-Student Minor. Signed written permission from a parent or guardian is required for a Non-Student Minor to stay overnight while participating in a Program.

3.5.   Background Checks

3.5.1.   For University Sponsored Youth Programs, background checks shall be conducted for all Authorized Adults participating in Youth Programs involving Non-Student Minors in accordance with applicable university policy.

3.5.2.   For Youth Programs sponsored by External Organizations, all Authorized Adults affiliated with the Youth Program must have been subject to, and pass, a criminal background check and a sex offender registry check within the previous twelve months, unless the Authorized Adult is a university employee and has undergone a background check in accordance with 3.5.1 above. At a minimum, the criminal background check and sex offender registry check must consist of a search conducted by a qualified background check service provider, and include a review of criminal court records of all counties of residence based on the Authorized Adult's past seven (7) years of residential addresses. After the background check process and at any time during the

Youth Program, Authorized Adults are required to notify the Program Leader of an arrest or conviction as soon as reasonably possible if the arrest or conviction could result in the Authorized Adult's disqualification from participation as such in the Youth Program. Pending charges will be reviewed in conformity with the standards contained in the university's background check policies and applicable law.

3.5.3. Authorized Adults shall cooperate with any request for a background check made pursuant to this policy.

3.5.4. No Authorized Adult may be listed on any sex offender registry. The following types of convictions will normally render an individual ineligible to work or volunteer at a Program:

3.5.4.1. Drug distribution or felony drug possession;

3.5.4.2. Sexual offenses;

3.5.4.3. Domestic violence;

3.5.4.4. Stalking

3.5.4.5. Crimes of violence involving physical injury to another person;

3.5.4.6. Child abuse, molestation, child pornography or other crimes involving child endangerment, including neglect and abandonment;

3.5.4.7. Murder;

3.5.4.8. Kidnapping; or

3.5.4.9. Any other crime involving moral turpitude, as defined in SDCL § 22-1-2(25).

3.5.5. The following Authorized Adults are exempt from the background check requirements under this policy:

3.5.5.1. Authorized Adults who engage with Non-Student Minors at Youth Programs where the Non-Student Minors are under the direct supervision, care and control of teachers, parents or other adult chaperones from the Non-Student Minor's school or organization; and

3.5.5.2. Guest presenters or participants in Youth Programs if Non-Student Minors remain under the direct supervision of Authorized Adults who have successfully completed a background check pursuant to this policy.

4. Duty to Report Inappropriate Conduct

4.1. Anyone who is not subject to a recognized legal privilege who witnesses or suspects that there may be inappropriate conduct towards or touching of Minors must immediately contact the university's designated law enforcement unit. Further, all participation in the Program by a person accused or suspected of inappropriate

conduct with a Minor must immediately cease until the allegations have been satisfactorily resolved by the university's designated law enforcement unit.

5. **External Organization Contracts**

   5.1. External Organizations that operate Programs involving Non-Student Minors must be aware of, and comply with, this policy. The specific requirements of this policy must be incorporated into any contract or subcontract with External Organizations for Programs that involve Non-Student Minors.

6. **Sanctions**

   6.1. Failure to comply with the provisions of this policy, any applicable BOR or university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations may result in suspension, discontinuance and/or cancellation of the Program and/or discipline in accordance with BOR and/or university policies.

7. **Exceptions**

   7.1. Only in rare and unusual circumstances may an exception to this policy be granted. Individuals may submit a written request for exception to the university president, or their designee, who will determine whether an exception to the policy will be granted. Any approved exception to this policy must be in writing, to include the nature of the exception and the rationale for its approval.

FORMS / APPENDICES:

None

SOURCE:

BOR May 2023; October 2023 (Clerical); BOR June 2024.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Recognition and Funding of Student Organizations

NUMBER: 3.8.1

A. PURPOSE

To establish policy regarding the recognition of student organizations on campus and the provision of funding thereto.

B. DEFINITIONS

None

C. POLICY

1. Recognition of Student Organizations

1.1. Each institution will develop and publish criteria for recognition of student organizations. These recognition criteria will require student organizations to operate under a formal set of articles that define the powers of the organization and describe how those powers may be exercised, just as articles of incorporation or constitutions define the powers of commercial, nonprofit or governmental entities and describe how these powers may be exercised. Each institution will establish rules for budgeting, custody, expenditure and audit of organization funds, and the recognition criteria will require that recognized student organizations abide by such rules. No such rules or criteria may discriminate against any student or student organization based on the content or viewpoint of their expressive activity.

Such criteria will require student organizations to operate in a nondiscriminatory manner as provided in Board Policy No. 1:18. In compliance with Board Policy No. 1:18(5) institutions will recognize two limited exceptions to the general requirement that organizations not restrict membership or participation on the basis of race, color, creed, religion, national origin, ancestry, citizenship, gender, transgender, sexual orientation, age, disability, genetic information, military service membership or veteran's status. Consistently with rights guaranteed under state and federal constitutions, Board Policy No. 1:18(5) accommodates the distinctive characteristics of intimate associations or expressive associations. In keeping with these guarantees, an institution may not prohibit an ideological, political or religious student organization from requiring its leaders or members of the organization affirm and adhere to the organization's sincerely held beliefs, comply with the organization's standards of conduct, or further the organization's mission or purpose, as defined by the organization.

1.1.1.   Intimate associations involve distinctively personal aspects of life. Factors that suggest that an organization should be treated as intimate association include: (a) the relative smallness of the organization; (b) a high degree of selectivity in choosing and maintaining members of the organization; (c) the personal nature of the organization's purpose; and (d) the exclusion of nonmembers from the central activities of the organization.

1.1.1.1.   A student organization that operates a residential facility for its membership would illustrate the kind of organization that might be classified as an intimate association, at least insofar as relates to limiting membership on the basis of gender.

1.1.2.   Expressive associations are created for specific expressive purposes, and they would be significantly inhibited in advocating their desired viewpoints if they could not restrict their membership based on race, color, creed, religion, national origin, ancestry, citizenship, gender, transgender, sexual orientation, age, disability, genetic information or military service membership or veteran's status.

1.1.2.1.   A student organization dedicated to the practice of a particular religious faith would illustrate the kind of organization that might be classified as an expressive association, at least insofar as relates to limiting membership on the basis of adherence to the tenants of that faith.

1.1.3.   Exceptions from the nondiscrimination policy will be made only to the extent necessary to accommodate the particular circumstance that warrants an exception; the overarching purpose of supporting student organization activities is to prepare students to act as citizens and leaders of a republican form of government, which by its nature permits discrimination against none.

1.1.3.1.   By way of illustration, but not limitation, a student organization operating a residential facility for its membership may be allowed to limit membership on the basis of gender, but not on the basis of religion; a student organization dedicated to the practice of a particular religious faith may be allowed to limit membership on the basis of religion, but, absent any contrary doctrine of faith, not on the basis of gender.

1.1.4.   Each institution will establish a process that student groups may follow to secure recognition as student organizations. The chief executive officer of the institution will designate an administrator who will be responsible for determining whether a group of students satisfies the criteria for recognition as a student organization. Institutions with student government organizations may request that such organizations review applications for recognition as student organizations and make recommendations to the designated administrator whether a particular group of students satisfies the institutional criteria for recognition.

1.2.   Recognized student organizations are to exist independent of, and outside of the direct control of the institution. Recognized student organizations are not agents of the institution and are not to be endorsed or directed by the institution. Recognition of, or the provision of funding to, student organization consistent with this policy should not be construed to conflict with or alter the foregoing. Recognized student

organizations are entirely responsible for the actions, activities and liabilities incurred in the name of the recognized student organization and its members acting in their capacity as members of the recognized student organization. The provisions of this section should not be construed or applied to adversely impact or diminish the role of recognized student organizations on campus, but rather to ensure recognized student organizations enjoy the necessary autonomy to protect their right to engage in expressive activity to fullest extent permitted by law, while also maintaining the applicable accountability and responsibility associated with their status.

2. **Funding of Recognized Student Organizations**

In order to reduce the economic barriers to forming and operating student organizations or to accessing means of communication, institutions may grant subsidies, pursuant to this section, from funds apportioned from the general activity fee.

Only recognized student organizations may receive disbursements from the fund to finance the organizations' general operational expenses and to subsidize cultural, social, recreational and informational activities and events sponsored by the organizations.

Funding allocated to student organizations shall be distributed in a nondiscriminatory manner in accordance with applicable state and federal authority, and consistent with the institution's interests as outlined herein; provided that

2.1. No student organization will be eligible for fee subsidies:

   2.1.1. If the funding is prohibited by Article 6, § 3 of the SD Constitution because it will be used for sectarian ceremonies or exercises;

   2.1.2. If the funding is prohibited by SDCL § 12-27-20 because it will be used for the promotion or opposition of particular candidates for public office or ballot issues in elections, or financing off-campus lobbying or political activities of non-students;

   2.1.3. If the organization operates a residential facility for its membership or otherwise generates income from commercial activities for the personal use and benefit of members or on behalf of for-profit entities; or

   2.1.4. If the organization generates income for the personal use and benefit of the sponsoring organization members or on behalf of for-profit entities.; or

   2.1.4.2.1.5. If the funding is to be used to support obscene live conduct as defined by SDCL § 22-24-27.

   This section does not prohibit a student governance body, recognized by the institution, whose leadership is popularly elected by the students, from using funding to communicate its position on behalf of all students, either through lobbying efforts before legislative bodies.

3. Procedures for Requesting Funding and Allocating Funds

   3.1. Each institution will develop and publish instructions outlining the procedure that recognized student organizations may use to request funding from the general activity fee levied pursuant to Board Policy No. 5:5:4(1)(B).

3.2. The chief executive officer of the institution will designate an administrator who will be responsible for determining how funds will be allocated. Institutions with student government organizations may request that such organizations review applications for funding and make recommendations to the designated administrator.

3.3. Each institution will develop and publish viewpoint-neutral standards and/or criteria used to guide the review of funding requests submitted by recognized student organizations. Subject to the limitations stated herein, these standards will require that decisions be made on grounds unrelated to the exercise by students through the organization of their rights to free expression, to the free exercise of religion, to the freedom of association or to the freedom to petition government. Such rights-neutral mechanisms shall be created and administered in a consistent and non-discriminatory fashion, and may include, without limitation, random selection from among student proposals or prioritization based upon frequency of funding or other objective factors unrelated to the exercise of protected rights.

4. Advisors for Recognized Student Organizations

4.1. Each recognized student organization shall have a faculty or staff advisor from the institution. The role of the advisor is to provide guidance to the recognized student organization on the applicable rules, policies and processes of the institution.

4.2. Each institution shall develop standards to guide advisors in the fulfillment of their duties, which shall include, without limitation, establishing and enforcing the necessary parameters to prohibit advisors from directing or controlling the expressive activity of recognized student organizations.

FORMS / APPENDICES:

None

SOURCE:

BOR October 1994; BOR October 1996; BOR December 2000; BOR April 2013; BOR December 2018; BOR August 2019; BOR December 2021; October 2023 (Clerical); BOR June 2024.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Facilities Use by Private Parties

NUMBER: 6.13

A. PURPOSE

To establish policy and procedures pertaining to the use of institutional facilities by private parties.

B. DEFINITIONS

1. **Affiliated Entity:** organizations, such as institutional foundations, whose legal purpose includes support of the institution and its activities, organizations that have been authorized by the institution to use it name and marks, and student organizations recognized by the institutions, as well as the State of South Dakota and its political subdivisions, and their instrumentalities.

2. **Commercial Purposes:** activities that involve the exchange of goods or services for valuable consideration and speech that relates solely to the economic interests of the speaker and audience and proposes a commercial transaction.

3. **Disrupt:** any actions that infringe institutional rules, interrupt institutionally sponsored or authorized instructional, research or service activities, or substantially interfere with the opportunity of other persons to use institutional grounds or facilities for their intended or authorized purposes.

4. **Events:** speeches, presentations, social gatherings, religious ceremonies, entertainments, youth camps or other activities that pose no substantial risk of injury to persons and property and that are generally consistent with the kinds of activity sponsored by the institution itself.

5. **Facilities and Grounds:** buildings, structures, internal streets and sidewalks, parking facilities, athletic facilities, landscaping and grounds owned or occupied by the institution but excludes municipal streets or sidewalks or public highways or rights of way that abut or traverse a campus.

6. **Private Party:** any individual or group other than the institution, its affiliated entities, or their officers, agents, faculty, or staff when acting on their behalf.

7. **Working Days:** those days when the office of the institution are open for business.

C. POLICY

1. **Institutional Facilities**

Institutional facilities and grounds embody investments by students and taxpayers to advance the educational, research, and service missions of the institution. They are not open to the public for assembly, speech, or other activities as are the public streets, sidewalks, parks, or seats of government. Institutional facilities and grounds are selected, designed, and operated to balance aesthetic and utilitarian considerations, to provide settings conducive to learning and research, and to provide venues to expose students to high and popular cultural activities. These purposes define the priorities for their use by private parties.

1.1. Casual visitors may enter institutional facilities and grounds to conduct business with the institution, to attend institution sponsored events, exhibits or programs that are open to the public, to deliver goods ordered by residents or to traverse the grounds without stopping, or for purposes incidental to personal family or social matters involving students or institutional staff.

1.2. Private parties may request permission to use facilities or grounds for private meetings or events. Such requests may be granted to the extent that institutional program schedules permit if the requested use is lawful and otherwise consistent with this policy, poses no risk of harm to persons or property, and will not disrupt the intended use of the facilities or grounds by the institution, its students, staff, or other visitors.

1.3. Permission to use facilities or grounds for private meetings or events shall be contingent upon agreement to avoid disruption of institutional uses of the facilities or grounds, interference with students or employees, or damage, fouling or littering facilities, grounds or other property. Private users shall be responsible for the cleanliness and order of any facilities or grounds that they use.

1.4. Institutional facilities and grounds are tax exempt public facilities and, as such, are not generally available for use by private parties for commercial purposes. Institutions may contract with private parties to provide goods and services on its behalf, to provide access to dedicated advertising venues or to engage in limited mission-related testing, research or economic development activities. As part of their service to the state and their host communities, institutions may designate specific venues where third parties may schedule occasional activities that may have incidental commercial purposes.

1.5. Some institutional facilities and grounds may be restricted, and private parties may only venture there if specifically invited by a person with authority to invite them. Buildings or facilities that are ordinarily open during regular business hours shall be deemed to be restricted areas if they have been locked.

2. Private Parties

Private Parties must request prior authorization to use a facility or a portion of the institutional grounds. Each institution shall develop and shall make public practices and rules to implement this policy. In particular,

2.1. Each Institution shall appoint a person or persons to receive and to administer private party requests for permission to use institutional facilities or grounds for meetings or events.

2.2. Each institution shall designate those facilities, or portions thereof, or portions of the grounds that may be used by private parties for meetings or events, and shall specify whether, when and how private parties may use application in conjunction with their meetings or events. Each institution shall differentiate between meeting rooms and classrooms that are appropriate for meetings involving up to one hundred persons and lecture halls, auditoria, outdoor areas and other places that are appropriate for larger events and gatherings. If an institution elects to permit limited activities for commercial purposes, it shall identify which facilities are available for such purposes and shall indicate what kinds of commercial purposes may be pursued in the facilities.

2.3. Each institution shall designate those days, including finals week and the week preceding it, when facilities and grounds will not be available for private meetings or events.

2.4. Each institution shall establish and publicize local rules to implement this policy. These rules shall provide, at minimum, that

2.4.1. Private parties may request permission to use institutional facilities or grounds for meetings or events that will not interfere with the use of the facilities by the institution or institutionally affiliated organizations.

2.4.2. Private parties seeking permission to use institutional facilities or grounds shall complete and submit written applications on forms developed by the institution.

2.4.3. Private parties requesting permission to use facilities or grounds for events shall submit completed forms and all necessary attachments no less than three (3) working days prior to the date on which they wish to use the facilities or grounds

2.4.4. Private parties may not reserve facilities or grounds for regularly scheduled meetings, thereby precluding institutional uses of the facility.

2.4.5. Private parties who have been granted permission to use institutional facilities shall agree to abide by all institutional regulations and shall not publicize their meetings or events in ways that suggest co-sponsorship by the institution.

2.4.6. Private parties shall agree to restore facilities and grounds to the state of cleanliness and repair in which they found them or to pay for custodial or repair services at standard university rates and for extraordinary restoration or replacement expenses at cost.

2.4.7. Private parties shall agree to avoid actions that disrupt pedestrian or vehicular traffic on campus grounds, interfere with the instructional, research, service or administrative activities of the institution or disrupt meetings or events sponsored by the institution or other private parties.

2.4.8. Private parties seeking permission to use facilities for commercial purposes or to sponsor events with planned attendance of five hundred people or more shall provide security and shall purchase event insurance in the amount of one million dollars, naming the State of South Dakota, the Board, the institution and their officers, agents and employees as named insureds.

2.4.9. Private parties may be charged fees at published rates to cover the costs institutions incur to provide private parties access to the selected facilities or grounds and to maintain and to repair such facilities; however, any such fee(s) must be based on definite and objective criteria that are not content-based.

2.4.10. Private parties may be allowed to purchase at published rates institutional services to prepare the facilities for private use, to monitor use of the facilities during meetings or events and to restore the facilities to the prior state.

2.4.11. Private parties wishing to serve, or to offer for sale, food or beverages shall make any necessary arrangements with the institutional food service provider, if applicable.

2.4.12. Private parties may not use, possess, distribute, or permit the use or possession of controlled substances or marijuana (including cannabis used or possessed for medical purposes) on institutional property. Possession of alcohol on institutional property is governed by Board Policy 4:27.

~~2.4.12.~~2.4.13.   Private parties may not develop, implement, facilitate, host, or promote any obscene live conduct, as defined by SDCL § 22-24-27, on institutional property. Institutions retain the authority to cancel or discontinue an event with immediate effect if the institution becomes aware that a private party has developed, implemented, facilitated, or hosted obscene live conduct during the event. Failure to comply with the provisions of this policy, any applicable BOR or university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations may result in suspension, discontinuance and/or cancellation of the event. Private parties found to have violated this provision may have additional scheduled events cancelled or applications for future events denied pursuant to §2.5.5, below.

2.5. Each institution shall establish procedures to implement its local rules. These procedures shall provide, at minimum, that

2.5.1. Copies of the Board and institutional rules, information about institutional facilities and grounds available for use by private parties, schedules of fees and all forms needed to apply for permission shall be published, together with contact information to enable readers to obtain clarification of the meaning or application of rules or assistance in completing applications

2.5.2. The institution shall act upon applications no later than the third (3rd) working day after receipt of a completed application.

2.5.3. Except as provided in §2.5.5, below, the institution shall grant applications for meetings or events if,

2.5.3.1. The applications, and all required attachments, have been completed; and

2.5.3.2. The meetings or events will comply with the requirements and limitations contained in this policy and the institutional policy(ies) or rule(s) that implement it;

2.5.4. If the institution denies an application for a meeting or event, it shall provide the private party with a written explanation for the denial.

2.5.5.   The institution may deny applications for meetings or events only if,

    2.5.5.1.   The private party has failed to comply with the requirements of § 2.5.3, above, or the meeting or event or the requested schedule otherwise does not meet the standards stated in that section.

        2.5.5.1.1.   If permission is denied due to a conflict with the academic calendar or with previously scheduled activities, the institution shall propose an alternative facility or place if available for the same time, or an alternative time, if available, for the same place.

    2.5.5.2.   The private party has on prior occasions made material misrepresentations regarding the nature or scope of a meeting or event previously permitted or has violated the terms of prior use agreements.

    2.5.5.3.   Any of the following grounds are present:

        2.5.5.3.1.   The application for permit contains a material falsehood or misrepresentation;

        2.5.5.3.2.   The applicant is legally incompetent to contract or to sue and be sued; or

        2.5.5.3.3.   The applicant has on prior occasions damaged institutional property and has not paid in full for such damage, or has other outstanding and unpaid debts to the institution.

    2.5.5.4.   Private parties whose prior conduct would justify denial of permission to use facilities or grounds may not avoid denial by creating new organizations, by associating themselves with other private organizations or by otherwise associating themselves with others for the purposes of avoiding denial of permission under this section.

2.5.6.   A written denial shall advise private parties of their right to appeal the denial by filing a signed, written appeal with the official designated by the institutional chief executive officer to receive such appeals. Any denial issued pursuant to this policy shall be deemed effective upon the earlier of, actual communication to the applicant, transmission of an electronic message containing the written denial to the applicant, or deposit of the written denial in the United States mail.

    2.5.6.1.   The appeal must be presented on the approved form.

    2.5.6.2.   The person receiving the appeal shall not be the same official who issued the original denial

    2.5.6.3.   The completed written appeal must be presented within five (5) working days after the denial was issued.

    2.5.6.4.   The appeal shall state specifically facts that, if proven, would demonstrate

        2.5.6.4.1.   That the denial was based upon an incorrect assessment of material fact or

        2.5.6.4.2.   That it involved a misinterpretation, misapplication or violation of the requirements of Board or institutional policy.

Mere conclusions, general allegations and speculative statements cannot establish a factual ground for the claim that Board or institutional policy has been misinterpreted, misapplied or violated.

2.5.6.5.   The institution will respond to such appeals via email within two (2) working days after their receipt by the institution. Should the institution deny the appeal, it shall provide in its response the procedure for appealing the decision to the institutional chief executive officer.

2.5.6.6.   If the private party remains dissatisfied, the private person may appeal to the institutional chief executive officer by filing a written appeal on the same approved form within five working days after the institution issued its response.

2.5.6.7.   The institutional chief executive officer shall have ten (10) working days after receipt of such an appeal to conduct such an investigation as may be warranted under the circumstances and to issue a written decision addressing the concerns raised by the private party, determining whether denial was proper under §2.5.3, and, if the appeal is denied, informing the private party of the discretionary appeal to the Executive Director of the Board of Regents.

2.5.6.8.   After exhausting institutional appeals, the private party may appeal the determination of the institutional chief executive officer by submitting a written appeal to the Executive Director of the Board of Regents within ten (10) working days from the effective date in the institutional chief executive officer decision. Such an appeal shall include the application, the denial, the appeals and decisions exchanged at the institutional level, and the required appeal form.

2.5.6.9.   The Executive Director of the Board of Regents shall have ten (10) working days after receipt of such an appeal to review the appeal and its documentation and to determine whether to attempt to mediate a resolution. Within five (5) working days thereafter, the Executive Director shall either issue a preliminary recommendation or refer the matter to a hearing examiner to determine whether the matter presents contested issues of material fact warranting a hearing or whether denial was proper under § 2.5.3, as a matter of law.

2.5.6.9.1.   If the Executive Director issues a preliminary recommendation that would deny the private party relief, the private party shall be allowed ten (10) working days from the transmission or deposit in the mails of the Executive Director's written response to provide reasons why that response should not become final. The recommendation of the Executive Director and any responses by the private party will be forwarded to the Board at the next regularly scheduled meeting.

2.5.6.9.2.   If the Executive Director appoints a hearing examiner using the contested case proceedings pursuant to SDCL ch. 1-26, the hearing

examiner shall contact the institution and the private party within ten (10) working days from the date of appointment to schedule any necessary exchanges of authorities, hearings or evidentiary hearings.

2.5.6.9.2.1. The hearing examiner will make a recommendation to the Board which will take the form of findings, conclusions and an order of disposition and will be issued within fifteen working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to the institution and to the private party. The recommendation must be based solely on the record, pertinent institutional and Board policies, this agreement and the law of the land.

2.5.6.9.3. The Board will make a final decision based upon the recommendation of the hearing examiner or the Executive Director where a matter is to be resolved as a matter of law. In addition, it may review the record pertinent to the issues and may hear testimony from individuals as it deems appropriate. Such decision will be made at the next regularly scheduled Board meeting following receipt of the recommendation, provided the recommendation is received not less than ten (10) working days prior to the Board meeting. If not received in time, the recommendation will be acted upon at the subsequent meeting. If the Board rejects or modifies the recommendation of the hearing examiner or the Executive Director, the Board will provide the institution and the private party with the reasons for rejecting or modifying the recommendation.

2.5.6.10. Appeals from the decision of the Board are governed by SDCL ch. 1-26.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2007; BOR April 2009; BOR December 2018; BOR June 2021, October 2023 (Clerical); BOR June 2024.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests

NUMBER: 6.13.1

A. PURPOSE

To promote and facilitate free expression while allowing the institution to ensure such activities do not interfere with the institution's mission and operations or with the rights of others.

B. DEFINITIONS

1. **Coercion:** The inducement of another to perform some act under circumstances which deprives them of their exercise of free will, such as force, threats, attempts to intimidate or badger a person into viewing, listening to, or accepting a copy of communication; or persistently requesting or demanding the attention of a person after that person has attempted to walk away or has clearly refused to attend to the speaker's communication.

2. **Demonstration:** Any process of showing an individual or group cause by speech, example, group action or other form of public explanation.

3. **Debate:** A discussion involving different viewpoints in which different sides of an issue are advocated or presented by differing speakers.

4. **Expressive activity:** Any lawful noncommercial verbal or written means by which one person communicates ideas to another, and includes peaceful assembly, protests, debate, demonstrations, speeches, distribution of literature, the carrying of signs, and the circulation of petitions.

5. **Guest:** Any person who enters campus for a purpose connected with the expressive activity of an institution's student organization, student, or employee acting in their non-institutional capacity, by express or implicit invitation of the student organization, student, or employee.

6. **Prohibited Conduct:** Any conduct violating state or federal law, regulation, or policy, including but not limited to coercion, obscene live conduct as defined by SDCL § 22-24-27, speech unprotected by the United States or South Dakota Constitution, unlawful conduct under state or federal law, rule, or policy, including but not limited to Board or institutional policies.

7. **Institution:** Means Black Hills State University, Black Hills State University – Rapid City, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, University Center – Sioux Falls, and University of South Dakota.

Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests   6.13.1

424

8. **Large-scale events**: Defined as (i) events that are expected to attract 50 or more people or (ii) events that request the use of amplified sound. Such events include invited speakers, marches, parades, protests, and demonstrations.

C. <u>POLICY</u>

1. Policy Statement

The South Dakota Board of Regents recognizes and supports the educational institutions as marketplaces of ideas. The primary function of the institutions is to discover and disseminate knowledge by means of research and teaching. The Board supports the right of student organizations, students, employees, and their guests to speak in public and to demonstrate for or against actions and opinions with which they agree or disagree. Freedom of expression is vital to the shared goal of the pursuit of knowledge. Such freedom comes with a responsibility to welcome and promote this freedom for all, even in disagreement or opposition. In doing so, however, students, employees, and their guests must comply with this and other Board policies, and institutional policies.

2. General Guidelines

2.1. The Board and its institutions are committed to providing an educational, research, and service environment that is conducive to the development of each individual. As a public entity, the Board and its institutions provide both formal and informal forums for the expression of ideas and opinions as long as it is done within the context of federal and state law and Board and institutional policies, and does not impede pedestrian and/or vehicular traffic, disturb or interfere with normal academic, administrative or student activities, or involve prohibited conduct.

2.2. Because institutional facilities and grounds are tax-exempt public facilities and grounds, they are not generally available for use for commercial purposes, subject to the specific exception set forth in Board Policy 3:7 and 6:13.

3. Outdoor Areas

3.1. To facilitate robust debate and the free exchange of ideas, the outdoor areas within the boundaries of the institution, unless otherwise properly restricted, constitute a designated public forum for the benefit of student organizations, students, employees, and their guests to engage in expressive activity. This use may be without prior permission from the institution so long as:

   3.1.1. The area has not been previously reserved or scheduled for a particular function;

   3.1.2. No sound amplification is used;

   3.1.3. Participants do not violate any Board or institutional policy or engage in prohibited conduct; and

   3.1.4. The General Guidelines outlined in Section C.2 are followed.

3.2. Nothing in this section 3 shall be interpreted as limiting the right of a student's free expression elsewhere on campus, in keeping with the nature of the forum designated

Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests   6.13.1

425

by the institution in which the expressive activity occurs and the implementation of Board Policy 6:13, so long as the expressive activities or related conduct do not violate any other applicable Board or institutional policy or constitute prohibited conduct.

3.3. An institution may not designate any outdoor area within its boundaries as a free speech zone or otherwise restrict the expressive activities of students, employees and their guests to particular outdoor areas within its boundaries in a manner that is inconsistent with this policy.

4. Institutional Obligations

4.1. Each institution shall designate and publicize:

4.1.1. The institutional office(s) for scheduling and coordinating large scale events;

4.1.2. The contact information for the person or office to which appeals of this or related institutional policies are submitted, who shall not be the person or office that schedules and coordinates large scale events;

4.1.3. A form, whether physical or electronic, for reserving facilities or grounds; and

4.1.4. The grounds for granting or denying a reservation in keeping with Board Policy 6:13(C)(2.5).

4.2. An institution may maintain and enforce additional lawful reasonable time, place, and manner restrictions on the use of outdoor areas within the institutional boundaries, so long as any such restrictions are clear, narrowly tailored in the service of a significant institutional interest, published, content-neutral, viewpoint-neutral, and provide alternate means of engaging in the expressive activity. Any such restrictions shall allow students and employees to spontaneously and contemporaneously assemble in outdoor areas within the boundaries of the institution, unless otherwise properly restricted, as long as their conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution.

5. Guidelines for Expressive Activity by Students and Student Organizations

5.1. A student's right of freedom of expression at the institution includes organized demonstrations or events. At the same time, the institution has long recognized that this right does not include the right to engage in conduct that disrupts the institution's operations, infringes other students' freedom in learning, interferes with the academic freedom of faculty, endangers the safety of others, or constitutes prohibited conduct.

5.2. The institution shall require any student or student organization, planning a large-scale event to contact the designated institutional office in advance of the large scale event. A representative of the designated institutional office will work with the requesting person to either meet the request or find a reasonable alternate time and location.

5.3. The institution may require the requesting party to provide a parade route, hire security, ensure egress to facilities, or take other steps to maintain the safety of the

campus; however, any such requirement(s) must be based on definite and objective criteria that are not content-based. All participants must follow all Board and institutional policies and applicable law.

5.4. Access to, and use of, facilities and grounds at institutions shall be equally available to all student organizations, regardless of the ideological, political, or religious beliefs of the organization.

6. Guidelines for Expressive Activity by Guests

6.1. Guests of student organizations, students, and employees may engage in expressive activity in outdoor areas in conformity with all applicable policies and in a manner that does not constitute prohibited conduct, or they may seek to reserve select campus facilities pursuant to Board Policy 6:13.

6.2. Hosts of guests who are planning a large-scale event must contact the designated institutional office in advance of the large scale event. A representative of the designated institutional office will work with the requesting person to either meet the request or find a reasonable alternate time and location.

6.3. By inviting the guest(s), the student organization, student, or employee, in their individual capacity, assumes responsibility for the compliance, safety, behavior, and violations of their guest(s).

7. Enforcement

7.1. Student organizations', students', and employees' guests found violating Board or institutional policies, including this policy, will be subject to immediate removal from the institutional grounds, without prior warning, by appropriate institutional agents or officials and may be subject to appropriate legal action.

7.1.7.2. Institutions retain the right to cancel or discontinue an event with immediate effect if the institution becomes aware that the event constitutes prohibited conduct. Failure to comply with the provisions of this policy, any applicable BOR or university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations may result in suspension, discontinuance and/or cancellation of the event.

7.2.7.3. Students and/or student organizations violating this policy will be subject to disciplinary action pursuant to the Student Code of Conduct.

7.3.7.4. Employees violating this policy will be subject to disciplinary action pursuant to applicable Board Policy.

8. Appeals

Individuals who believe that the institution violated this policy may obtain a review as follows:

8.1. The appeal must be presented on the approved form.

8.2. The completed written appeal must be presented within five (5) working days after the violation occurred.

8.3. The appeal shall state specifically facts that, if proven, would demonstrate:

Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests   6.13.1

427

8.3.1. That the denial was based upon an incorrect assessment of material fact or

8.3.2. That it involved a misinterpretation, misapplication or violation of the requirements of Board or institutional policy.

Mere conclusions, general allegations and speculative statements cannot establish a factual ground for the claim that Board or institutional policy has been misinterpreted, misapplied or violated.

8.4. The designated institutional office will respond to such appeals via email within two (2) working days after their receipt by the institution. Should the institutional office deny the appeal, it shall provide in its response a copy of the reservation and the procedure for appealing the decision to the institutional chief executive officer.

8.5. If the individual remains dissatisfied, they may appeal to the institutional chief executive officer by filing a written appeal on the same approved form within five (5) working days after the institution issued its response.

8.5.1. The institutional chief executive officer shall have five (5) working days after receipt of such an appeal to conduct such an investigation as may be warranted under the circumstances and to issue a written decision addressing the concerns raised by the individual, determining whether denial was proper and, if the appeal is denied, informing the individual of the discretionary appeal to the Board of Regents.

8.6. After exhausting institutional appeals, the individual may appeal the determination of the institutional chief executive officer by submitting a written appeal to the Executive Director of the Board within ten (10) working days from the effective date of the institutional chief executive officer decision. Such an appeal shall include the completed reservation form, the denial, the appeals and decisions exchanged at the institutional level, and the required appeal form.

8.6.1. The Executive Director of the Board shall have ten (10) working days after receipt of such an appeal to review the appeal and its documentation and to determine whether to attempt to mediate a resolution. Within five (5) working days thereafter, the Executive Director shall either issue a preliminary recommendation or refer the matter to a hearing examiner to determine whether the matter presents contested issues of material fact warranting a hearing or whether denial was proper as a matter of law.

8.6.2. If the Executive Director issues a preliminary recommendation that would deny the individual relief, the individual shall be allowed ten (10) working days from the transmission or deposit in the mail of the Executive Director's written response to provide reasons why that response should not become final.

8.6.3. If the Executive Director appoints a hearing examiner using the contested case proceedings pursuant to SDCL ch. 1-26, the hearing examiner shall contact the institution and the individual within ten (10) working days from the date of appointment to schedule any necessary exchanges of authorities, hearings or evidentiary hearings.

Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests   6.13.1

428

8.6.3.1. The hearing examiner will make a recommendation to the Board which will take the form of findings, conclusions and an order of disposition and will be issued within fifteen working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to the institution and to the private party. The recommendation must be based solely on the record, pertinent institutional and Board policies, this agreement and the law of the land.

8.6.4. The Board will make a final decision based upon the recommendation of the hearing examiner or the Executive Director where a matter is to be resolved as a matter of law. In addition, it may review the record pertinent to the issues and may hear testimony from individuals as it deems appropriate. Such decision will be made at the next regularly scheduled Board meeting following receipt of the recommendation, provided the recommendation is received not less than ten (10) working days prior to the Board meeting. If not received in time, the recommendation will be acted upon at the subsequent meeting. If the Board rejects or modifies the recommendation of the hearing examiner or the Executive Director, the Board will provide the institution and the private party with the reasons for rejecting or modifying the recommendation.

8.7. Appeals from the decision of the Board are governed by SDCL ch 1-26.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2019; October 2023 (Clerical); BOR June 2024.

Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests   6.13.1

429