BOARD OF REGENTS MINUTES OF THE MEETING May 13-15, 2024

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ADJOURN

BOARD OF REGENTS MINUTES OF THE MEETING May 13-15, 2024

The South Dakota Board of Regents met on May 13-15, 2024, at the State Game Lodge in Custer, South Dakota at 10:00 a.m. Mountain Time with the following members present:

ROLL CALL:

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

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

MONDAY, MAY 13, 2024

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

<u>1-B Approval of the Agenda</u>

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

<u>1-C Declaration of Conflicts</u>

There were no declared conflicts.

1-D Approval of the Minutes – Meeting on April 3-4, 2024

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, to approve the minutes of the Board of Regents meeting on April 3-4, 2024. Motion passed.

<u>1-E Motion to Dissolve into Executive Session</u>

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

That it recess at the conclusion of the day and reconvene in Executive Session at 9:00 a.m. on Tuesday, May 14, to continue discussing the earlier referenced matters, and that it rise from Executive Session at 5:00 p.m. to resume the regular order of business, and that the Board report its deliberations while in executive session and take any action it deems prudent as a result thereof in public session on Wednesday, May 15. Motion passed.

TUESDAY, MAY 14, 2024

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

WENDESDAY, MAY 15, 2024

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

<u>4-A Report and Actions of Executive Session</u>

The Board of Regents dissolved into executive session at 10:15 a.m. on Monday, May 13, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before recessing at the conclusion of the day.

The Board reconvened in Executive Session at 9:00 a.m. on Tuesday, May 14, to continue discussing the earlier referenced matters before rising from Executive Session at 5:00 p.m. to resume the regular order of business.

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

IT WAS MOVED by Regent Morrison, seconded by Regent 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.

4-B Resolution of Recognition – President Rankin

IT WAS MOVED by Regent Partridge, seconded by Regent Roberts, to recognize South Dakota School of Mines and Technology President Jim Rankin for his service to South Dakota's system of public higher education. Motion passed.

A copy of the Resolution of Recognition can be found on pages $\underline{23}$ to $\underline{24}$ of the official minutes.

4-C Reports on Individual Regent Activities

Regent Rave noted that he had attended the SDSU Graduation ceremony, like other regents who have been designated as institutional ceremonial representatives. He also attended the DSU-ARL groundbreaking ceremony in Sioux Falls, as well as the DSU AI event.

Regent Partridge attended the BHSU graduation ceremony. He also spent time with Duane Chapel at the Research Park in Brookings as part of the research council.

Regent Morrison attended the SDSMT graduation ceremony. It was the 189th commencement ceremony and President Rankin's last event. He was very appreciative to be there. Regent Morrison noted that he was also in attendance at the DSU-ARL groundbreaking ceremony in Sioux Falls.

Regent Roberts did not attend a graduation as she was not a ceremonial representative this year; however, she did participate in SDSMT's accreditation meeting with the Higher Learning Commission (HLC) team as part of the institution's accreditation process.

Regent Brown attended the USD graduation ceremony.

Regent Frederick attended the NSU graduation ceremony where he also ran across former Regent Harvey Jewett and was able to speak with him while there. He encouraged others to attend any of the honorary receptions/ceremonies ahead of time to speak with students. It was a wonderful experience speaking with those bright students. He also attended the DSU-ARL groundbreaking ceremony in Sioux Falls.

Regent Dittman attended the DSU graduation ceremony. She also attended the DSU-ARL groundbreaking in Sioux Falls, as well as the SDSMT accreditation meeting with the Higher Learning Commission (HLC) team. She also was part of the Athletic Committee Meeting.

Regent Locher – no report.

Regent Rasmussen - no report.

4-D Report of the Executive Director

Nathan Lukkes, Executive Director and CEO, thanked all of the regents for their participation at the recent campus events, especially the graduation ceremonies as those are a very important part of the lives of our students.

4-E Campus Project / Initiative Updates

Leadership from each of the six institutions (BHSU, DSU, NSU, SDSMT, SDSU, and USD) as well as the two special schools (SDSBVI and SDSD) provided an update to the board highlighting recent activities on their respective campus and any projects/initiatives they have been working on.

<u>4-F System Civics Initiative</u>

BHSU President Steve Elliott provided an overview of the current activity regarding the system civics initiative.

A copy of the System Civics Initiative can be found on page 25 of the official minutes.

4-G Public Comment Period

No report.

CONSENT AGENDA

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

Academic and Student Affairs – Consent

5-A Graduation Lists

Approve the Spring 2024 graduation lists for BHSU, DSU, NSU, SDSMT, SDSU, USD, and SDSBVI contingent upon the students' completion of all degree requirements.

A copy of the Graduation Lists can be found on pages $\underline{26}$ to $\underline{84}$ of the official minutes.

5-B Academic Calendars – SDSBVI & SDSD

Approve the proposed academic calendars for the South Dakota School for the Blind and Visually Impaired and the South Dakota Services for the Deaf, as presented.

A copy of the Academic Calendars – SDSBVI & SDSD can be found on pages $\underline{85}$ to $\underline{92}$ of the official minutes.

5-C(1) New Program Request – DSU – Minor in Strength and Conditioning

Authorize DSU to offer a minor in Strength and Conditioning, as presented.

A copy of the New Program Request – DSU – Minor in Strength and Conditioning can be found on pages <u>93</u> to <u>101</u> of the official minutes.

5-C(2) New Program Request – NSU – Minor in Musical Theatre

Authorize NSU to offer a minor in Musical Theatre, as presented.

A copy of the New Program Request – NSU – Minor in Musical Theatre can be found on pages <u>102</u> to <u>109</u> of the official minutes.

5-C(3) New Program Request – NSU – Minor in Sports Media

Authorize NSU to offer a minor in Sports Media, as presented.

A copy of the New Program Request – NSU – Minor in Sports Media can be found on pages <u>110</u> to <u>118</u> of the official minutes.

5-C(4) New Program Request – NSU – Minor in Sports Psychology

Authorize NSU to offer a minor in Sports Psychology, as presented.

A copy of the New Program Request – NSU – Minor in Sports Psychology can be found on pages 119 to 128 of the official minutes.

5-C(5) New Program Request – SDSMT – Minor in Construction Engineering

Authorize SDSMT to offer a minor in Construction Engineering, as presented.

A copy of the New Program Request – SDSMT – Minor in Construction Engineering can be found on pages $\underline{129}$ to $\underline{137}$ of the official minutes.

<u>5-C(6) New Program Request – SDSMT – Minors in Critical Minerals – Exploration &</u> <u>Development and Critical Minerals – Processing & Extraction</u>

Authorize SDSMT to offer minors in Critical Minerals – Exploration & Development and Critical Minerals – Processing & Extraction, as presented.

A copy of the New Program Request – SDSMT – Minors in Critical Minerals – Exploration & Development and Critical Minerals – Processing & Extraction can be found on pages <u>138</u> to <u>154</u> of the official minutes.

5-D(1) New Certificate Request – BHSU – Tourism & Hospitality (Undergraduate)

Authorize BHSU to offer an undergraduate certificate in Tourism & Hospitality, as presented.

A copy of the New Certificate Request – BHSU – Tourism & Hospitality (Undergraduate) can be found on pages 155 to 162 of the official minutes.

5-D(2) New Certificate Request – DSU – Quantum Computing (Graduate)

Authorize DSU to offer a graduate certificate in Quantum Computing, as presented.

A copy of the New Certificate Request – DSU – Quantum Computing (Graduate) can be found on pages <u>163</u> to <u>169</u> of the official minutes.

5-D(3) New Certificate Request – SDSU – Athletic Academic Advising (Graduate)

Authorize BHSU to offer an undergraduate certificate in Tourism & Hospitality, as presented.

A copy of the New Certificate Request – SDSU – Athletic Academic Advising (Graduate) can be found on pages <u>170</u> to <u>179</u> of the official minutes.

<u>5-E(1) New Specialization Request – DSU – Security Management & Technical Specializations</u> <u>– MS in Cyber Defense</u>

Authorize DSU to offer a Security Management & Compliance specialization and a Technical specialization within the MS in Cyber Defense program, as presented.

A copy of the New Specialization Request - DSU - Security Management & Technical Specializations - MS in Cyber Defense can be found on pages <u>180</u> to <u>188</u> of the official minutes.

<u>5-E(2) New Specialization Request – DSU – Data Privacy Specialization, Managerial Specialization, and Technical Specialization – PhD in Cyber Defense</u>

Authorize DSU to offer a Data Privacy specialization, a Managerial specialization, and a technical specialization within the PhD in Cyber Defense program, as presented.

A copy of the New Specialization Request - DSU - Data Privacy Specialization, Managerial Specialization, and Technical Specialization - PhD in Cyber Defense can be found on pages <u>189</u> to <u>199</u> of the official minutes.

<u>5-E(3) New Specialization Request – SDSMT – Molecular Biology Specialization and</u> Environmental Biological Sciences Specialization – BS in Biology

Authorize SDSMT to offer a Molecular Biology specialization and an Environmental Biological Sciences specialization within the BS in Biology program, as presented.

A copy of the New Specialization Request – SDSMT – Molecular Biology Specialization and Environmental Biological Sciences Specialization – BS in Biology can be found on pages 200 to 210 of the official minutes.

<u>5-E(4) New Specialization Request – USD – Specialization in Executive Public Administration</u> <u>– MPA in Public Administration</u>

Authorize USD to offer a specialization in Executive Public Administration within the MPA in Public Administration program, as presented.

A copy of the New Specialization Request – USD – Specialization in Executive Public Administration – MPA in Public Administration can be found on pages 211 to 214 of the official minutes.

5-F(1) New Site Request – SDSU – AS in Agricultural Science (Capital City Campus)

Approve SDSU's new site proposal to offer the AS in Agricultural Sciences at Capital City Campus, as presented.

A copy of the New Site Request – SDSU – AS in Agricultural Science (Capital City Campus) can be found on pages $\underline{215}$ to $\underline{220}$ of the official minutes.

5-F(2) New Site Request – SDSU – BSN in Nursing (Online)

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

A copy of the New Site Request – SDSU – BSN in Nursing (Online) can be found on pages $\underline{221}$ to $\underline{222}$ of the official minutes.

5-G Substantive Program Modifications Requiring Board Approval – SDSMT & SDSU

Approve the substantive program modifications from DSU, SDSMT, & SDSU, as presented.

A copy of the Substantive Program Modifications Requiring Board Approval – SDSMT & SDSU can be found on pages $\underline{223}$ to $\underline{266}$ of the official minutes.

5-H Inactive Status and Program Termination Requests - BHSU, SDSMT, SDSU, & USD

Approve the program termination requests from BHSU, SDSMT, SDSU, and USD as presented.

A copy of the Inactive Status and Program Termination Requests – BHSU, SDSMT, SDSU, & USD can be found on pages 267 to 281 of the official minutes.

5-I Revisions to Terminal Degree Table – BHSU & USD

Approve the proposed revisions to AAC Guideline 2.7.1.B(1) – Terminal Degrees Table, as provided in Attachment I.

A copy of the Revisions to Terminal Degree Table – BHSU & USD can be found on pages $\underline{282}$ to $\underline{291}$ of the official minutes.

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

Approve South Dakota School of Mines & Technology to finalize and execute the agreement on

academic cooperation between SDSMT and the Oslo Metropolitan University in substantially similar form to that set forth in Attachment I.

A copy of the Agreements on Academic Cooperation – South Dakota School of Mines & Technology can be found on pages $\underline{292}$ to $\underline{296}$ of the official minutes.

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

Approve South Dakota State University to finalize and execute the agreement on academic cooperation between SDSU and the University of Agriculture in Krakow in substantially similar form to that set forth in Attachment I.

A copy of the Agreements on Academic Cooperation – South Dakota State University can be found on pages $\underline{297}$ to $\underline{301}$ of the official minutes.

5-K Memorandum of Understanding – DSU & United States Army Cyber Center of Excellence

Approve Dakota State University to finalize and execute the MOU between DSU and the United States Army Cyber Center of Excellence in substantially similar form to that set forth in Attachment I.

A copy of the Memorandum of Understanding – DSU & United States Army Cyber Center of Excellence can be found on pages 302 to 328 of the official minutes.

5-L Memorandum of Understanding – DSU & Concordia College

Approve Dakota State University to finalize and execute the MOU between DSU and Concordia College in substantially similar form to that set forth in Attachment I.

A copy of the Memorandum of Understanding – DSU & Concordia College can be found on pages 329 to 332 of the official minutes.

5-M Dual Credit In-District Delivery MOU – SDSU & Brookings High School

Approve the Memorandum of Understanding between the Board of Regents and the Brookings School District for in-district delivery of High School Dual Credit courses, as presented in Attachment I.

A copy of the Dual Credit In-District Delivery MOU - SDSU & Brookings High School can be found on pages <u>333</u> to <u>335</u> of the official minutes.

<u>5-N Revised BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirements Policy</u> (Formerly 2:29) (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirements, as presented.

A copy of the Revised BOR Policy 2.6.1 - Academic Program Student Credit Hour RequirementsPolicy (Formerly 2:29) (Second Reading) can be found on pages <u>336</u> to <u>341</u> of the official minutes.

Budget and Finance – Consent

5-O 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 <u>342</u> of the official minutes.

5-P FY25 General Fund M&R Allocation and Projects

Approve the FY25 General Fund M&R projects as presented in Attachment I.

A copy of the FY25 General Fund M&R Allocation and Projects can be found on pages <u>343</u> to <u>347</u> of the official minutes.

5-Q FY25 Fee M&R Projects

Approve the FY25 Maintenance and Repair Fee projects as presented in Attachment I.

A copy of the FY25 Fee M&R Projects can be found on pages <u>348</u> to <u>351</u> of the official minutes.

5-R FY25 Deferred HEFF M&R Projects

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

A copy of the FY25 Deferred HEFF M&R Projects can be found on pages <u>352</u> to <u>356</u> of the official minutes.

5-S Caldwell Gregory Laundry Management Contract Approval

Approve the Master Special Laundry Service and Maintenance Agreement for South Dakota Board of Regents Universities and the SDSU addendum in substantially similar form as presented in Attachment I.

A copy of the Caldwell Gregory Laundry Management Contract Approval can be found on pages $\underline{357}$ to $\underline{369}$ of the official minutes.

Routine Informational Items – No Board Action Necessary

<u>5-T Interim Actions of the Executive Director</u>

A copy of the Interim Actions of the Executive Director can be found on pages $\underline{370}$ to $\underline{371}$ of the official minutes.

<u>5-U Intent to Plan Requests</u>

A copy of the Intent to Plan Requests can be found on page <u>372</u> of the official minutes.

<u>5-V Building Committee Report</u>

A copy of the Building Committee Report can be found on page <u>373</u> of the official minutes.

<u>5-W Capital Projects List</u>

A copy of the Capital Projects List can be found on pages <u>374</u> to <u>378</u> of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

<u>6-A(1) New Certificate Request – BHSU, NSU, SDSU, & USD – Basic French Language</u> <u>Proficiency (Undergraduate)</u>

Dr. Pamela Carriveau, System Associate VP for Academic Programming, stated that BHSU, NSU, SDSU, and USD request authorization to offer an undergraduate certificate in Basic French Language Proficiency. The proposed certificate was the result of a collaborative workgroup comprised of foreign languages faculty from these universities. The certificate may be completed at any participating university. The proposed certificate aims to mark students' achievements in acquiring French language at the basic level. The academic field in this certificate is elementary and intermedial language study, with a focus on developing all modes of language production: speaking, listening, writing, and reading in an everyday context.

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, 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 Certificate Request – BHSU, NSU, SDSU, & USD – Basic French Language Proficiency (Undergraduate) can be found on pages <u>379</u> to <u>385</u> of the official minutes.

<u>6-A(2) New Certificate Request – BHSU, NSU, SDSU, & USD – Basic German Language</u> <u>Proficiency (Undergraduate)</u>

Dr. Pamela Carriveau, System Associate VP for Academic Programming, stated that BHSU, NSU, SDSU, and USD request authorization to offer an undergraduate certificate in Basic German Language Proficiency. The proposed certificate was the result of a collaborative workgroup comprised of foreign languages faculty from these universities. The certificate may be completed at any participating university. The proposed certificate aims to mark students' achievements in acquiring German language at the basic level. The academic field in this certificate is elementary and intermedial language study, with a focus on developing all modes of language production: speaking, listening, writing, and reading in an everyday context.

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, 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 Certificate Request – BHSU, NSU, SDSU, & USD – Basic German Language Proficiency (Undergraduate) can be found on pages <u>386</u> to <u>393</u> of the official minutes.

BUDGET AND FINANCE

7-A SDSU Larson Commons Renovations – Revised Work Request

Heather Forney, System VP of Finance and Administration, joined by Barry Mielke, SDSU Associate VP for Facilities and Services, and Michaela Willis, SDSU VP of or Student Affairs & Enrollment Management, stated that South Dakota State University requests approval of a revised work request for the Larson Commons Renovations project. The preliminary facility statement and original work request were approved at the October 5-6, 2022, meeting. In July of 2023 the building committee selected EAPC Inc. as the design consultant for the project, and in March 2024, the building committee selected Clark Drew Construction as the Construction Manager for the project.

When approved in October of 2022, the estimated project cost was \$9,500,000 to be funded with \$8,190,000 from Sodexo and the remainder to be funded through existing university M&R cash. This revised project cost will require an additional \$8,000,000 beyond that which will be funded by bonding within the next twelve months. The proposed project is consistent with plans for major renovations intended for SDSU's older residence halls and dining service facilities. The project is identified in Phase I of the Residential Life and Dining Services master plan, which was approved by the Board of Regents at the October 2008 meeting. The recommendations in this statement are also consistent with the updated 2025 SDSU Campus Master Plan. The renovation of Larson Commons will ensure that the dining experience provided for students, faculty, staff, and visitors remains at a high level.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner, to approve SDSU's revised work request for Larson Commons renovations to increase the project total from \$9,500,000 to \$18,413,000 utilizing private funds, available auxiliary fund cash, and future bonding. Motion passed.

A copy of the SDSU Larson Commons Renovations – Revised Work Request can be found on pages 394 to 401 of the official minutes.

7-B SDSU McFadden Biostress Facility Program Plan and Facility Design Plan

Heather Forney, System VP of Finance and Administration, joined by Barry Mielke, SDSU Associate VP for Facilities and Services, stated that South Dakota State University (SDSU) requests approval of this Facility Program Plan for McFadden Biostress Lab Exhaust Upgrades. The Preliminary Facility Statement was approved by the Board of Regents at the March 2023 meeting. A building committee was selected and granted approval for the continuation of West Plains Engineering (WPE) design services through the remainder of the project. WPE was selected through a competitive selection process under statutory requirements. The project will be competitively bid on in May of 2024 following the State of South Dakota procurement laws.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner, to approve the combined Facility Program Plan and the Facility Design Plan for the SDSU McFadden Biostress Lab exhaust upgrades to be funded with a combination of general fund and HEFF M&R. Motion passed.

A copy of the SDSU McFadden Biostress Facility Program Plan and Facility Design Plan can be found on pages 402 to 412 of the official minutes.

7-C Revisions to BOR Policy 4.1.1 (Formerly 4:1) (Second Reading)

Kayla Bastian, System Chief Human Resources Officer, stated that 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.

Following the first reading, campuses were asked for data on the average time that contracts took to be signed in FY24. The average was less than 24 hours, with approximately 3-5% of contracts being signed after 10 days. Kayla noted that if for any reason a faculty member is unable to complete it within the ten days, those can be addressed on a one-off basis.

IT WAS MOVED by Regent Partridge, seconded by Regent Lochner, to approve the second and final 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) (Second Reading) can be found on pages 413 to 417 of the official minutes.

7-D DSU-ARL Construction Plat Resolution

Holly Farris, System General Counsel, stated that The property subject to the requested plat is the construction site of the new Dakota State University-Applied Research Lab (DSU-ARL). The Board approved the DSU-ARL preliminary facility statement at its January 27, 2022, meeting and the facility program plan at its December 7-8, 2022, meeting. The property underlying the construction was transferred to DSU by Sanford, which transfer was approved by the Board at its October 2022 meeting and by the legislature in 2022 pursuant to SB130. Sanford retains ownership of adjacent parcels in the area. The plat will denote the separation of the property to correctly reflect the ownership and portions of land retained by Sanford and land transferred to DSU, as well as the nature of the platted property.

IT WAS MOVED by Regent Frederick, seconded by Regent Brown, to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the plat in substantially similar form as stated therein. Motion passed.

A copy of the DSU-ARL Construction Plat Resolution can be found on pages $\underline{418}$ to $\underline{422}$ of the official minutes.

ADJOURNMENT

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

The meeting adjourned at 11:05 a.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on <u>Monday, May 13th, 2024</u>, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session, on May 15th 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-C. Approve the FY25 salary policy recommendations as outlined in Attachment I.
- 2-D. Approve the appointment of Eric Kline as chief enrollment management officer at Northern State University.
- 2-E. Approve FY25 contract renewals, and or salary enhancements, as discussed, and authorize Board staff to effectuate the necessary contract terms.
- 2-F(1). Approve the employment contract for SDSU Athletic Director, Justin Sell.
- 2-*F*(2). Approve the employment contract for BHSU men's basketball coach, Ryan Thompson.
- 2-*F*(3). Approve the employment contract for USD women's basketball coach, Carrie Eighmey.
- 2-G. Approve the evaluation letters for President Rankin and President Dunn, as presented.
- 2-H. Approve the promotion and tenure requests as presented in Attachment II.
- 2-I. Award two (2) years of prior service credit toward tenure and two (2) years of prior service credit toward promotion for Dr. George Mader (USD).
- 2-J. Approve the request to grant tenure as a Professor to Dr. Lori Hendrickx (NSU).
- 2-K. Approve the leave request for Daniel Mourlam (USD), Louisa Roberts (USD), Zoli Filotas (USD), Anthony Krus (USD), Lisa Newland (USD), Constantin Gabriel Picioroaga (USD), Molly Rozum (USD), and Carole South-Winter (USD), as presented.
- 2-L. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.
- 2-M. Authorize the Executive Director to approve and ratify the 2024-2027 special schools collective bargaining agreement, with revisions from the current collective bargaining agreement in substantially similar form and consistent with the tentative agreements as presented.

- 2-N(1). Approve the request from South Dakota State University to rename the SDSU Wintrode Student Success Center Building to the Thompson Center, subject to the stated edit regarding duration as approved by the Executive Director.
- 2-N(2). Approve the request from South Dakota State University to name the McCrory Garden cottage in recognition of Sandra "Sance" Renli, subject to the stated edit regarding duration as approved by the Executive Director.
- 2-O. Grant Northern State University the authority to finalize and execute the Lease Agreement Amendment between Northern State University and the Northern State University Foundation.
- *2-Q* Approve the requested athletic conference change for DSU.

Black Hills State University

NFE

						Total						Outside
	First			Current	FY25	Percent	Total			Inst		of Pool
Last Name	Name	Department	Title	Base	Salary	Increase	Increase	Market	Perf.	Priorities	Prom.	Adj.
			Asst AD for									
			Student-Athlete									
			Success/Senior									
		Intercollegiate	Women's									
Carmichael	Kristin	Athletics	Administrator	\$68,200.00	\$79,257.00	16.21	\$11,057.00					
			Executive									
		Office of the	Administrative									
Easton	Jacqueline	President	Assistant	\$55,001.00	\$62,079.00	12.87	\$7,078.00					

Faculty

tside	Pool	Adj.			
O	of	۔ ۱			
		Pron			
	Inst	Priorities			
		Perf.			
		Market			
	Total	Increase			\$11,656.00
Total	Percent	Increase			14.57
	FY 25	Salary			\$91,656.00
	Current	Base			\$80,000.00
		Title	Professor	Management	and MBA Coord
		Department		School of	Business
	First	Name			Adam
		Last Name			Bailey

Dakota State University

Faculty

Outside	of Pool	Adj.							
		Prom.							
	Inst	Priorities							
		Perf.							
		Market							
	Total	Increase		\$17,013.00		\$15,104.00			\$11,938.00
Total	Percent	Increase		16.05		14.24			14.37
		FY25 Salary		\$123,033.00		\$121,167.00			\$95,017.00
	Current	Base		\$106,020.00		\$106,063.00			\$83,079.00
		Title		Assistant Professor		Assistant Professor			Assistant Professor
		Department	Beacom	College	Beacom	College	Business &	Information	Systems
	First	Name		Andrew		Shawn			Andrew
	Last	Name		Kramer		Zwach			Behrens
			I		l		I		

Northern State University

NFE

						Total						Outside
Last	First	Depart		Current	FY 25	Percent	Total			Inst		of Pool
Name	Name	ment	Title	Base	Salary	Increase	Increase	Market	Perf.	Priorities	Prom.	Adj.
			2nd Asst									
			Women's BB						_			
Lees	Joshua	Athletics	Coach	\$21,081.00	\$23,700.00	12.42	\$2,619.00		_			
			2nd Asst Men's									
Wright	TrayVonn	Athletics	BB Coach	\$21,081.00	\$23,700.00	12.42	\$2,619.00		_			

South Dakota State University

NFE

Outside of Pool Adj.								
Prom.								
Inst Priorities								
Perf.								
Market								
Total Increase	\$5,802.00	\$5,285.00	\$6,883.00	\$7,451.00	\$4,587.00	\$6,193.00	\$29,921.0 0	\$7,520.00
Total Percent Increase	9.73	10.22	6.97	9.92	9.88	9.99	23.18	9.61
FY25 Salary	\$65,411.00	\$56,985.00	\$75,903.00	\$82,586.00	\$51,000.00	\$68,193.00	\$159,000.0 0	\$85,769.00
Current Base	\$59,609.00	\$51,700.00	\$69,020.00	\$75,135.00	\$46,413.00	\$62,000.00	\$129,079.0 0	\$78,249.00
Title	Extension Field Specialist I-4H Volunteer Development	Program Manager-4H Livestock	Extension Field Specialist II- Livestock Business Management	Extension Field Specialist II- Community Vitality	Extension Associate- Family & Community Health	Extension Field Specialist II - Master Gardener	Deputy Athletic Director	Director of Student Union Operations and Event Services
Departmen t	4H Programs	4H Programs	Agriculture Program- Ext	Community Developme nt Programs- Ext	Food & Families Programs- Ext	Food & Families Programs- Ext	Intercollegi ate Athletics	Student Union & Activities
First Name	Jenae	Samara	Heather	Peggy	Alica	Prairey	Slade	Mark
Last Name	Hansen- Gross	Nordmann	Gessner	Schlechter	Muldrow	Walkling	Larscheid	Venhuizen

		Animal	Animal						
		Resource	Resource						
Zubke	Amanda	Wing	Manager	\$59,587.00	\$65,309.00	9.60	\$5,722.00		
		Assistant							
		Volleyball							
Chacon	Courtney	Coach	Athletics	\$50,000.00	\$55,000.00	10.00	\$5,000		

Faculty

Outside of Pool Adj.		
Prom.		
lnst Priorities		
Perf.		
Market		
Total Increase	\$884.4	\$6,962
Total Percent Increas e	11.79	9.28
FY 25 Salary	\$8,384.40	\$81962.00
Current Base	\$7,500.00	\$75,000.00
Title	Associate Librarian/Head of Public Services	Instructor
Department	Library	Undergraduate Nursing
First Name	Kip	Abby
Last Name	Thorson	Westpahl

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NFE

Total	Percent Total Inst Outside of	/ Increase Increase Market Perf. Priorities Prom. PoolAdj.					
	JULTENT	Base FY25 Salary Increase II					
	0	Title	Associate	Dean,	SSOM	Yankton	
		Department			Dean of the	Med School -	
	First	Name					
	Last	Name					

FACULTY

Outside of	Pool Adj.			
	Prom.			
Inst	Priorities			
	Pert.			
	Market			
Total	Increase			\$17,701.95
Total Percent	Increase			13.27
	FYZ5 Salary			\$151,107.42
Current	base			\$133,405.47
· · · ·	IITLE	Chair,	Biology,	Professor
	Department			Biology
First	Name			Jacob
Last	Name			Kerby

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

BLACK HILLS STATE UNIVERSITY

Promotion: William Cockrell Sprague Victoria "Rosie" Alissa Call Chanho Cho Sydney Haugland Alex Lang Sangbong Lee Abigail Domagall Colin Garnett Daniel May Denice Turner Tenure: Alissa Call Chanho Cho Sydney Haugland Alex Lang Sangbong Lee

DAKOTA STATE UNIVERSITY

Promotion: Bill Bendix Patti Brooks Haley Larson Scott Morstad Michael Roach Daniel Seman Cody Welu Rich Wicklein Jun Liu Rob Girtz

NORTHERN STATE UNIVERSITY

Promotion: Amy Dolan Eric Pulis Christopher Stanichar Kristi Bockorny Cheryl Wold Timothy Woods Tenure: Bill Bendix Patti Brooks Haley Larson Scott Morstad Michael Roach Daniel Seman Cody Welu Rich Wicklein Rob Girtz

Tenure: Amy Dolan Eric Pulis Christopher Stanichar

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

- Promotion: Jeffrey Winter Shannon Thornburg Daniel Rederth Katrina Walker (Donovan) Matthew Whitehead Sarah Keenan David Martinez Caicedo Kayla Pritchard Kenneth Benjamin Lori Groven Bharat Jasthi Purushotham Tukkaraja
- Tenure: Sarah Keenan David Martinez Caicedo

SOUTH DAKOTA STATE UNIVERSITY

Promotion: Abdallah Badahdah Rocky Dailey Mary Isaacson Parashu Kharel Tyler Miller Lora Perkins Andrew Robinette Lin Wei David Wiltse Tenure: Jason Clark Darci Fink Peter Kovacs Sarah Mollman Hossein Moradi Rekabdarkolaee Zachary Smith Erin Lavender Stott Elizabeth Tofte Kwanghee Won

UNIVERSITY OF SOUTH DAKOTA

Promotion: Teresa Chasing Hawk Jessica Schneider **Duncan Barlow** Janet Davison Sarah Thimsen Anthony Krus Leah McCormack Thomas Mrozla **Timothy Ricker** Louisa Roberts Joel Sander KC Santosh Jeff Wesner **Tyler** Custis Chet Barney Amber Hansen Sonja Kraus Chaya Gordon-Bland **Gregory Brazeal** Tyler Moore Lasandra Wilson Katie Pudwill (Williams) Jose Pietri Edward Bagu Joseph Fanciullo Maria Barber Indra Chandrasekar Christine Hockett Paola Vermeer Kurt Griffin Patrick Ronan Kameswaran Surendran

Tenure: Anthony Krus Leah McCormack Thomas Mrozla Timothy Ricker Louisa Roberts Tyler Custis Amber Hansen Sonja Kraus Jose Pietri

DENY THE FOLLOWING TENURE, PROMOTION AND/OR RENEWAL REQUESTS FOR THE FOLLOWING FACULTY MEMBERS:					
DAKOTA STAT	TE UNIVERSITY				
Promotion:	DSU 11				
SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY					
Promotion:	SDSMT 9 SDSMT 14 SDSMT 15	Tenure:	SDSMT 9		
SOUTH DAKO	ΓΑ STATE UNIVERSITY				
Promotion:	SDSU 20	Tenure:	SDSU 10		
UNIVERSITY C	OF SOUTH DAKOTA				
Promotion:	USD 11 USD 17 USD 35	Tenure:	USD 11		

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SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 4 – B DATE: May 13-15, 2024

SUBJECT

Resolution of Recognition

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Jim Rankin served the people of the state of South Dakota for six dedicated years and leaves a legacy of achievement and impact at South Dakota School of Mines and Technology, solidifying its position as a premier engineering institution nationwide.

IMPACT AND RECOMMENDATION

The South Dakota Board of Regents wishes to recognize South Dakota School of Mines and Technology President Jim Rankin for his outstanding service to the higher education system in South Dakota.

ATTACHMENTS

Attachment I - Resolution of Recognition - Jim Rankin

DRAFT MOTION 20240513_4-B:

I move to recognize South Dakota School of Mines and Technology President Jim Rankin for his service to South Dakota's system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Jim Rankin served the people of the state of South Dakota for six dedicated years and leaves a legacy of achievement and impact at South Dakota Mines, solidifying its position as a premier engineering institution nationwide, before his retirement from the South Dakota Board of Regents; and

WHEREAS, President Rankin's career spanned from Iowa State University, the University of Arkansas, Ohio University, St. Cloud State University, and as an engineer at Rockwell-Collins, before returning to his alma mater as the nineteenth president of South Dakota Mines; and

WHEREAS, during his time at the university, Rankin spearheaded initiatives that have not only increased student retention and graduation rates, but also enhanced the overall student experience, expanded research opportunities, and led with an eye on the future through planning and philanthropy; and

WHEREAS, President Rankin acquired funding to construct the state-of-the-art Nucor Mineral Industries Building, completed the renovation of the Devereaux Library, purchased the former Ascent Innovation building, therefore expanding research space; and

WHEREAS, as president, Rankin played a pivotal role in securing transformative gifts that will create lasting impacts on the university, including the largest individual donation and the largest corporate gift to the university, thereby fortifying South Dakota Mine's financial foundation; and

NOW, THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize South Dakota Mines President Jim Rankin for his service; and

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

Adopted this 15th day of May 2024.

SOUTH DAKOTA BOARD OF REGENTS

Tim Rave, President

Jeffrey D. Partridge, Vice President

Douglas Morrison, Secretary

Special Resolution Number 01-2024

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 4 – F DATE: May 13-15, 2024

SUBJECT

System Civics Initiative

CONTROLLING STATUTE, RULE, OR POLICY

SDBOR Strategic Plan

BACKGROUND / DISCUSSION

Higher education itself is one of the most effective ways to prepare citizens for civic literacy and engagement. Research has long established a direct connection between college attendance and voting, demonstrating that higher education increases an individual's interest and engagement in politics through social and political capital accumulation (Ahearn, Brand, and Zhou 2022). Designing and offering intentional programming around civic knowledge and engagement at the postsecondary level adds measurable value. Research establishes a clear connection between civic education and degree completion, employer-valued skill development, and student motivation to solve public problems (Schneider 2022).

During the 2024 legislative session, an additional \$926,406 in general funds for base funding was allocated to Black Hills State University (BHSU). In a letter of intent regarding the Center for Civic Engagement, the Joint Committee on Appropriations (JCA) instructed the South Dakota Board of Regents to use a portion of these funds to create the BHSU Center for Civic Engagement. The letter instructs BHSU to use the center to:

- 1. Develop and provide curricula and programs;
- 2. Sponsor and host civic-focused events;
- 3. Provide experiential learning opportunities;
- 4. Provide civic programming;
- 5. Provide other resources in support of the center.

President Elliott, Provost Kilpinen, and Dr. Carriveau have been meeting weekly to discuss how best to coordinate the efforts of the BHSU center and the system initiative.

IMPACT AND RECOMMENDATION

This item provides an initial update on the status of the initiative.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – A DATE: May 13-15, 2024

SUBJECT

Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.6.2 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

BACKGROUND / DISCUSSION

Board of Regents Policy 2.6.2 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation specifies that the Board "approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university," following each academic term. Once submitted on behalf of the institution, the President certifies that all candidates have successfully completed degree or program requirements as approved by the Board and that no degree requirements were waived for any individual student.

IMPACT AND RECOMMENDATION

Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, the University of South Dakota, and South Dakota School for the Blind and Visually Impaired request approval of the graduation lists for Spring 2024.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – Black Hills State University

Attachment II – Dakota State University

Attachment III – Northern State University

Attachment IV – South Dakota School of Mines and Technology

Attachment V – South Dakota State University

Attachment VI – University of South Dakota

Attachment VII - South Dakota School for the Blind and Visually Impaired

DRAFT MOTION 20240413_5-A:

I move to approve the Spring 2024 graduation lists for BHSU, DSU, NSU, SDSMT, SDSU, USD, and SDSBVI contingent upon the students' completion of all degree requirements.

ASSOCIATE OF ARTS

Brant, Emmalyn	Kreitzinger, Jacob	Robb, Jacob
Davis, Christina	Lewis, Anna	
Ereth, Percival	Neuschwander, Hanah	

ASSOCIATE OF SCIENCE

Bishop, Kasaundra	Hatch, Jeremy	Norris, Taylor
Braun, Lexey	Johnle, Meadow	Olsen, Noah
Bullinger, Sara	Jones, Kami	Reich, Abigail
Burgess, Adrianna	Keegan, Dru	Stanton, Jameiha
DeWitt, Andrew	Lake, Olivia	Sumner, Avery
Eggers, Crystyl	Lindeen, Dawson	Trogstad, Talon
Fasching, Paige	McMahon, Sawyer	

BACHELOR OF FINE ARTS

Franke, Dayton	Peterson, Vincent	Tsosie, Clinton
Heizelman, Destinee	Robinson, Sydney	Tuschen, Shayla
Menzel, Jade	Schumacker, Hope	Williams, Sienna

BACHELOR OF GENERAL STUDIES

Ahanonu, Joshua	Smith, Sarah	Stribbling, Calvin
Dooley, Wyatt	Sparvell, Amanda	Valandra-Shoon, Sarah
Morris, Mollie	Sticklestad, Alison	

BACHELOR OF SCIENCE

Avila, Shelby	Bonnette, Mellisa	Clarke, Kendra
Axdahl, Tierra	Bork, Maya	Clements, Rhett
Backhaus, Clayton	Breitweser, Holly	Coppe, Joshua
Baker, Callista	Brink, Blayne	Cournoyer, Raven
Barnewolt, Jake	Burghduff, Dane	Crow, Alexis
Bass, Jordyn	Clapp, Ashley	Cummings, Elyssa
Benedict, Sloan	Clark, Gabriel	Danielson, Brenden

Dann, Wesley Dauwen, Morgan Davis, Claysen DeBeaumont, Avalon Deitz, Haven Deutscher, Seth Donnelly, Riley Egemo, Daniel Eisenbeis, Katelyn England, Molly Ewing, Kara Fenner, Sheridan Fleischman, Lincoln Flick, Raine Forgey, Desiree Garcia, Jacey Garcia, Jacqueline Gilbert, Madison Gillette, Brady Goodrich, Dana Gutierrez, Blake Haar, Catherine Hammerbeck, Morgan Hammond, Kylie Holland, Brent Hunter, Kaylyn Jarvi, Troy Jones, Catriona Jumetilco, Neil Justin Kehr, Harlee Kenton, Lillian Knabel, Paige Koehler, Nicolas Larcher, Rachel

Lee, Kayla Lloyd, Kamilyn Logan, Daniel Londaridze, Luka Longbrake, Katrina Marchant, Hope Marowf, Benjamin Martell, Hunter Mattson, Kimberly McCleary, Jessica McCloskey, Kayla McGraw, Shane McKean, Emma Mertes, Charlize Mitchell, Kendra Morris, Mason Nehl, Reyna Nellen, Shelby Nelson, Gabriel Nunes, Samantha Ogan, Ethan Oliver, Megan Paulson, Darbie Perkins, Anthony Peterson, Jayme Peterson, Maggie Plucker, Morgan Pollman, Makayla Pruitt, Alexus Punt, Jacob Ragsdale, Matthew Ramirez, Fey Robbins, Bailee Robinson, Hunter

Rodriguez, Destynie Rodriguez, Isabella Roshau, Caydon Schneller, Bridget Schroeder, Amanda Scott, Michael Selland, Celsey Shaffer, Enrica Siewert, Jake Sipp, Taralyn Staton, Riley Staton, William Steele, Jennifer Stetler, Morgan Struble, Hannah Tesch, Sadie Theobald, Sydney Tiger, Sapphire Tompkins, Braxton Tracy, Mikayla Tremblay, Trey Tribble, Dana Tudor, Brianna Vega III, Victor Verhulst, Karli Wenning, Emily Wetz, Madison Wijayanto, Muhammad Wood, Morgan Woodworth, Makaela Wooters, Jaycee Worischeck, Kalel

BACHELOR OF SCIENCE IN EDUCATION

Beck, Reyna	Bjork, Nicholas	Case, Dylon
Bedford, Allie	Bradsky, Sydney	Cherveny, Alexis
Bertsch, Shelby	Breidenbach, Jade	Clark, Lindsey
Bestgen, Tyana	Brown, Timothy	Clay, Nathaniel

Comes, Olivia DeRuyter, Jonathan Deyo, Paige Donovan, Maximillian Doyen, Dawson Falk, Sage Fasso, Joseph Ghulam-Kim, Andrea Halvorson, Bradley Herman, Abigail Hill, Hanna Johner, Danielle Johnson, Kirsten Laird, Emery Larson, Bethany Mauler, Tiara Mayer, Abigail McKibbin, Mitchell Moen, Samantha Moser, Mikah Nichols, MaryClaire Olson, Sarah Olson, Trent Ramola, Macenzie Riehl, Cambria Rowe, Isabella Schlater, Thomas Schwartz, Kristy Shupick, Danica Smith, Berkley Sperl, Laykin Steichen, Brianne Thurlow, Shelby Weller, Jason

MASTER OF ARTS IN TEACHING

Hoffman, Kaylee

MASTER OF BUSINESS ADMINISTRATION

Krsnak, Michael

Mittelstedter, Troy

MASTER OF EDUCATION

Olson, Andrea

Spada, Ashley

MASTER OF SCIENCE

Ager, KasandraJurado Scott, StephanieMoore, EllieCapley, AlessiaKannegieter, DesireeNix, EmilyColes, HollyKowand, MadisonRussell, MichaelCoyle, KorbynLarson-Sudenga, GrahamSegovia, AndresGrapevine, HannahLyles, KristinStratton, Brendan

CERTIFICATES

Barnewolt, Jake Breitweser, Holly Chappell, Amy Clarke, Kendra Crow, Alexis DeWitt, Andrew Donnelly, Riley Egemo, Daniel Fasching, Paige Franke, Dayton Hammerbeck, Morgan Jarvi, Troy

Kenton, Lillian Martell, Hunter Mitchell, Kendra Nehl, Reyna Nellen, Shelby Nichols, Mary Peterson, Maggie Phillips, Seth Pollman, Makayla Reich, Abigail Schneller, Bridget Selland, Celsey Sipp, Taralyn Staton, Riley Steele, Jennifer Vega, Victor Wenning, Emily

ATTACHMENT II 6

Dakota State University Spring and Summer Graduates, Class of 2024

ASSOCIATE OF ARTS

Joshua kenneth Marks	Joshua	Kenneth	Marks
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Prince Robertson

Levi A Speers

ASSOCIATE OF SCIENCE

Marcus D Allen	Lahna Lin Matucha	Melissa J. Phillips
Kyle Mathew Worth Anderson	Temila A Mayomi	Deonte Dawayne Randle
Beylee Shay Bezdichek	Jared Dane Mead	Alex Michael Spencer
Nathaniel Garrett Cherry	Devin J Miles	Sydney Rae Stelzer
Amber Eloisa Flores	Keegan Daniel Miller	Richard Alan Strom
Damian Giraldo Diaz	Deron Reid Parker	Savannah Emily Walsdorf
Adin Francis Jungers		Erik Robert Wold

BACHELOR OF BUSINESS ADMINISTRATION

Chase James Arend	Josiah Ruben Fawcett	Devin J Miles
Uzoma Isaiah Dibiamaka	Curtis Rodney Flint	Randall Charles Pratt
Blake D Duran	Lucy Luanne Fods	Trey Michael Ramstad
Kyle Falconer	Daniel Jerome Green	Aiden Anthony Rocha
Jack Henry Falnes	John Devon Kirchner	Ethan Allan Slaathaug

BACHELOR OF GENERAL STUDIES

Esther Noel Engelmann	Xotchil Belen Lopez	Eriana Emo Vaatausili Pula
Japjit Singh Gill	Ryan Riece McDaniel	Deonte Dawayne Randle
Ronnie Lee Latting	Cody Lyle Moore	Treshawn Marquis Roberts
Jessica Lea Leighton	Walker Douglas Olivier	

ATTACHMENT II 7

BACHELOR OF SCIENCE

	Brian Scott Callies
Tanner Wayne Adler	Michael Brandon Co
Darrell Kenneth Artz	Spencer Dean Collin
Nathan Daniel Aufderhar	Spencer Dean coning
Cameron Dane Ausmann	Amy Louise Collins
Abigail Helen Annette Baker	Connor D Cook
Evan Ray Becker	Andrew J Cotton
Gorardo David Boltran	Laina Ann Culberson
	Patrick Michael Dally
Mandi Nabeel Benalshaikh	Brandon Noah Danie
James Kyle Bermingham	Matthew Danielson
James Birgholtz	loshua Dardis
Josue Ndofusu Bizazu	Alovandor Christian
Turner Micheal Bowar	
Benjamin S Bowman	Jeffrey C DuFour
Joseph Benjamin Boyd	Terra Diane Duda
Denyce Gabrielle Reyes Bravo	Carissa L Durko
Hattie Rose Breck	Daniel Joseph Eager
Tulor Kon Prockmueller	Ethan Mark Eide
	Chandler Ekholm
Philip Walter Brooks	Austin Elbert
J Dalton Brouwer	James Ryan Elliott
Joseph Michael Browning	Isaiah David Emond
John Anthony Brumels	
Tomas Gabriel Bulk	Carlos Andres Encina
Naol Jemal Bullo	Eris Englert
Robert Cage	Aaron Joseph Falk
	Joshua T Feeger

Andrew V Flora Brandon Cochran Jacquelyn Hope Folkers Dean Colling Hannah Elisabeth Fox Logan Charles Frank Johan Andrew Freudenburg **Cole Henry Froelich** n Culberson Ajmal Girowall lichael Dally Cobain Vedder Goehring Noah Daniels **Kevin Goyins** Kevin Robert Granlund Trissa Isabelle Gross r Christian DeLaigle Ezra Jonathan Hagen Chase Matthew Hall Trevor Russell Hamlyn Connor Jay Hanisch Ethan M. Hauff Joshua L Hedman Ethan Victor Hegg Bradley Bowen Heinemann Robert D. Herb Jose Manuel Hernandez dres Encinas Dylan Lee Hilger Nathan Duane His Law Gavin Holland

Brendon Douglas Huddleston	Briannah E. McDaniel	Gavin Michael Pawlovich
Haitham Mohammed Ibrahim	Joshua Loren McFarland	Adam Harrison Peak
Karin Holm Imdieke	Patrick John McTighe	Austin J Peterson
Christie Leona Schaller-Jacobs	Jose Angel Mendoza	Ethan J Price
Kade Christopher Jacobs	Yonas B Mesfine	Samuel Lawrence Putnam
Brianna Delores Jonas	Autumn Marie Meyer	Oleksandra Rachynska
Ashley Annmarie Joseph	Beau Alexander Miller	Evan J Rasmussen
Jason J Kaiser	Keegan Daniel Miller	Caleb William Roberts
Brian David Kangley	Caitlin Mae Mohr	Jake Samuel Roemeling
Karston Wolf Kellar	Amanda Grace Morgan	Tyler Robert Roman
Gunnar Harry Kjellsen	David James Musilek	Isaac Daniel Rosdail
Lin Khend Ko	Gage David Nagy	Yael Santoyo-Limon
Marshall Tayler Langley	Kincade Charles Naus	Gage Schacher
lan Larson	Dalton Connor Nelson	Adam M. Schave
Joseph Todd Larson	Renae Moira Nemec	Elizabeth G Schmidt
Lucas Rae Leiting	Shannon L Newell	Grace Lynne Schofield
Kalman Lengyel	Gabriel Phulom O'Neill	Ann Elizabeth Scripture
Adam Ray Levin	Emmitt Mason Odney	Lucas Shacter
Dakota Lee List	Roger Oliete Tejedor	Jacob T Shawd
Miles Paul Livermont	Tyler Paul Orcutt	Jace M Slattery
Mason Patrick Lloyd	Marisa Anne Osterloo	Alissa Bailey Slenes
Minh Quang Lu	Colton Ostgaard	Alexandra Grace Smith
Thomas Maguire	Saddie Ruth Palmquist	Scott Smith
Lahna Lin Matucha	Deron Reid Parker	Zachary Michael Smith
Christofer Charles McClelland	Jason G. Parry	Isaac Donald Sperlich
ATTACHMENT II 9

Reece Spilde		Sascha A Walker
	Jackson Ryan Trandall	
Richard Anthony Stahl		Savannah Emily Walsdorf
	Andrew James Trask	
Tristan Stapert		Nickolas A. Weir
	Noah James Turner	
Connor Patrick Michael Starrett		Taj Weir
	Brett Carter VanOort	
Sydney Rae Stelzer		Brent Morgan Whitaker
	Jesus Cabanzo	
Ethin John Svoboda		Davis Andrew White
	Caden Michael VerMeer	
Isaak E Swartwout		Keelan Bryce Williams
Kaith Varian Swansan	Miakken Jean Vincent	Deniemin Wilson
Keith Xavier Swenson	Tuan Bham Hoang Vo	Benjamin Wilson
Sago Victoria Swoncon	Tuali Flatti Hoalig Vo	Frik Pobart Wald
Sage Victoria Swellson	Anna E Vonkeman	
Austin James Taylor	Anna i vonkennan	Grace Mae Woodraska
	Tristen Jay Wachter	
Connor Michael Taylor		Jonah Paolo Worden
· · · · · · · · · · · · · · · · · · ·	Hunter Rendon Wade	
Casey James Te Grotenhuis		Harrison Orval Yates
	Kenneth Walker	
Emmanuel Ojamo Tor		Helmi Rizqullah Putra Ady Yatim

BACHELOR OF SCIENCE IN EDUCATION

		Melisa Gayle Marso
Ryan Walter Anderson	Marcis Liam Hausman	
		Alyssa Milbauer
Josie Kathleen Bartscher	Madeline Rose Hegg	Christophor Allon Mohr
Jade Danielle Botello	Drew Keller Hento	
		BreeAna Pearse Klekas
Brooke JoAnne Brummett	Kayden Robert Hoeke	
Inda Ive Dukat		Tucker Miller Pell
Jada Lyn Dukat	Mallory Rae Hull	Rose Marie Philon
Carrington Rose Entringer	Nathan Lawrence Ingalls	Nobe mane i mop
		Madison Lynn Ruesch
Jackson Lee Fiegen	Noah Alan Jewett	
Kandy Mag Elowors	Pachal Anna Kaldarman	Rachel Ann Rust
Randy Mae Howers	Racher Anne Keiderman	Amanda Lea Sandvig
Alexus Nicole Foster	Taylor Elsie Koisti	
		Kaitlyn Michelle Slaba
Elizabeth Griffin	Jael Cassidy Lundquist	
		Grace Caltlin Steineke

ATTACHMENT II 10

Olivia Stieben		Cole James Urban	
Cole Allen Sylliaasen	Shelly A Townley	Sydnie Rae Waldner	
Tyler Tappe		Alivia Ann Wuestewald	
DOCTOR OF PHILOSOPHY			

Ahmad Ali Abusini	Kyle Ronald Korman	Austin Norby
Olufemi Adetunji Asabi	Andrew W Kramer	Anthony Guilliamo Rizi
Andrew James Behrens	Christopher Lee Kreider	Ali Y Shaheen
Akhilesh Chauhan	Thuy Thi Lam	Katherine Lee Shuck
Malik Atiba Gladden	Jonathan Lancelot	Raven Diane Sims
Rajesh Godasu	Beulah McGee	Gregory Ronald Sunderland
Kurt Jarvis	Kaushik Nagarajan Muthusamy Ragothaman	Brent A Van Aartsen
Chad Robert Johnson	nagothaman	Yu (Gary) Zhao
	Venkatadri Kanthi Narukonda	
Michael David Knupp		Shawn Gregory Zwach
	Daniel R Nash	

MASTER OF BUSINESS ADMINISTRATION

Brooke Ann Harmer	Madison Ann Polzin	Elizabeth Marie Whitesides
MASTER OF SCIENCE		
Ellish Lawren Alalanti	Vinay Reddy Barla	
Elijah James Abbott	Joshua Charles Bartholomew	Sushanth Reddy Chandupatla
Benony Kwabena Aboagyi	Joshda chanes bartholoniew	Pravallika Chillara
	Kibreab H Berhe	
Jacqueline Musoliza Agufa		Sai Mounika Chintalapudi
Sai Jahnavi Akula	Ashish Bhandari	Michael Clay Clark
	Nageswara Rao Bommineni	Wienaci ciay ciark
Bhanu Prasad Reddy Alla	-	Kiera Dean Conway
Dhani Daanah Ammaalli	Sunil Chakravarthi Boyapati	
Phani Deepak Arvapalli	Arne Roland Bubs	Max C. Davis
Jacob Matthew Banghart		Lillian Jewel Dennis
	Rohith Burugupally	

ATTACHMENT II 11

Venkata Rishmanth Yadav Dokku	Kusuma Mandyam	Alexis Hiles
Autumn Grace Driscoll	Venkata Lakshman Matta	Dinkar Sharma
Hannah L Droge	Cameron Jade Maynard	Evan S Slominski
Darrin James Dutcher	Lisa Marie McKee	Garret Robert Spindler
Alexis Lee Fredin	Sohail Mohammad Abdul	Tyler Joseph Sternod
Sharath Kumar Gajjarapu	Ryan Christopher Morganti	Abdullah Tanveer
Rajinikanth Reddy Gunda	Taylor Douglas Myers	Jessica Nicole Tarr
Nicholas Daniel Handberg	Monica Mysore Chandrashekar	Tyler Martin Thomas
Kaedin Christopher Hogan	Janessa Marie Palmieri	Vidya Vadapalli
Jacob Lawrence Hooper	Brandon Scott Parrott	London Kory Van Sickle
Micah Lee Impecoven	Ahron Luke Perumandla	Satish Sai Vanka
Aditya Jagatha	Hunter James Podolan	Bhanu Manideep Vejendla
Akash Reddy Kante	Pavan Kumar Ponnala	Man Wang
Mitchell Scott Kenyon	Dion Charles Reynolds	Chelsea Patricia Weiss
Austen Allen King	Zachary Brian Rohrbach	Matthew David Weseloh
Michael J King	Rajvamsi Rudru	Mitchell Terrence Whiley
Bolutife Kolawole	Morgan MaKay Saathoff	Danielle Antione Whitaker Jr.
Christopher David Kolsrud	Tyler Robert Salmen	Hakeem Rahniady Putra Ady
Joshua Krull	Nora Sandison	
Christopher Shawn Lewis	Kannan Sankaranarayanan	Lackson Cooper Zastera
Rayanne Maurine Liester	Mason Henry Schmidgall	
Subash Mahat	Krishna Shyam Selagamsetti	

MASTER OF SCIENCE IN EDUCATION

Melissa Marie Jurgens	David Michael Novak	Alexandra Lauren Sogn
Courtney Noem	Jazlynn D. Pederson	

NORTHERN STATE UNIVERSITY Spring 2024 COMMENCEMENT May 4, 2024

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Emily	Beth A	nderson
Jesse	David	Carlson

Bryan Todd Johnson

Anna Kay Loe

MASTER OF SCIENCE

Sasha Arabzadeh

Kayla Anne Wells

MASTER OF SCIENCE IN EDUCATION

Shayna Marie Kamalani Asuncion Devin Bahr Raynor Trenton Beierle Alexander George Berry Anne Jo Biggins Elise I. Cardella Jennifer Karen Clark Adam Ray Conner Shaylee Laree Conner Kaye Karen Lorraine DesLauriers Connor Gabrielle Doran Rachelle Lynn Gabriel Zoe Alexandria Hardwick Corey Justice Harrell Zachary Donn Hartford Tonya Lynn Holter Chase Remington Jacobs Sarah Lauren Keen Brandon Jacob Kusler Kevin George Leier Carly Rose Mekash Shantel Marie Nelson Bradyn Bull Oakley Jake R. Oliphant Melissa May Pankratz Sarah Elizabeth Quenzer Darbi Brooks Rebo Kolton Lee Roth Tate Mark Schoenfelder Aimee Danielle Spahr Brittany Ann Swenson Kimberly A. Van Sambeek

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS IN HONORIBUS

Alexandria Rachel Arndt Jaeden Lawrence James Shaving	Kara Michelle Sinar	Darius Jacob Swanson	
onavnig	BACHELOR OF ARTS		
Vanessa Ann Christensen Aunna Rose Cloos Timothy James English Tashayla Featherman	Jayda T. Hunstad Ryleigh Danielle Huppler Britney Renee Kennedy Hannah Danielle Kraft	Abigail Marie Rux Kinze Skye Stradtman Georgy Amber Turner Kaitlyn Rae Vincent	
Katelyn Rose Geditz Christina Mae Grettler Karson Jeffrey Hesser Bushra Hulmani	Hannah Marie McLeod Kylon Young Hendrix Miller Isaac Ray Olson Summer Gail Roelke	Demi Helena Waldner Angelica Faith Winters Suzanne Tamara Yback	

BACHELOR OF FINE ARTS

Hsa Law Eh Maria Rose Martens Miranda Marie Thorson

Lily Hannah Tobin

BACHELOR OF MUSIC EDUCATION IN HONORIBUS

Megan Marie Dockter

BACHELOR OF MUSIC EDUCATION

Therese M. Haberman

Noelle Rachel Nemmers

Jakob Kordell Walden

BACHELOR OF SCIENCE IN HONORIBUS

Fionualla R. Rigg

Sierra Brooke Sweeney

BACHELOR OF SCIENCE

Brynn Erica Alfson Sidney Beth Anderson Trevor James Anderson Andrew Michael Bergan Chase William Bloomquist George C. Bolling Erica Lynn Carda Alexis Rae Chase **Ricardo Chase** Michael James Chevalier Aunna Rose Cloos McKenzee Kay Danielson Jordan DeMarce Joshua Allen Dilling **Brent Trevor Ekanger** Kyle Douglas Ewer Tashavla Featherman Samantha Jade Fletcher Mary Danene Franssen Samuel Ray Garner Katelyn Rose Geditz Madelyn Faith Gonzales Halle Renee Heinz Joshua Jay Hellwig Jordan Anna Hermansen

Alyssa Helen Hintz Brent Daniel Hokeness Darrian Blake Hood Cole Scott Huss Brandon Lee Kannas Calista Jane Kocmick Mya Jay Krause Brandon Joseph Lauer Caleb Joseph Lazure Tayla Liddle Treyson James Longstreet Christian James Malsom Antony Eduardo Martinez Mackenzi Jeanne Matson Dawson Mitchell McNeil Kaylee Mehlhaff Harlan Josie Marie Mehling Jackson Scott Meyer Addysen Michyah Morrison Mattilyn Rose Nehlich Cody Allan Neumann Jordan Taylor Nohre Jadon David Onken Maximillian John Otto Eh Poh

Nicole Kay Porch Brayden David Prokop Clayton William Randall II Kendra Reisetter Mikayla Ann Riesberg Summer Gail Roelke Averv Ann Schut Kelsey Rose Selden Kaylee Marie Senger Hailey Ann Sharp Bethany Marie Shearer Elly Raye Smith Hannah Louise Smith Cory St. Martin Mason Jake Stanford Ryan David Stark Alison Daryl Theis Delanie Jo Tschakert Georgy Amber Turner Maxwell Joseph Van Landingham Lauren Michelle Walter Captain Jamal Whitlock Mia Jayne Zagorski

BACHELOR OF SCIENCE IN EDUCATION IN HONORIBUS

Destiny M. Jensen Kayla Nicole Jensen Margaret Elizabeth Meland

Trent Ian Shuey

BACHELOR OF SCIENCE IN EDUCATION

Caitlynn Renee Barse **Brookelyn Ann Beyers** Itzel Alejandra Brick William Campbell Carrie J. Cole Megan Renee Denison Annabelle Caroline Ellerbusch Samantha Maree Ferguson Jazlynn Marie Geditz Lauren Jade Geranen Anabelle Rebecca Gillen

Cassidy Raye Gough McKenzie Elizabeth Hochhalter Katherine Ann Pickering Jessica Marie Huntimer McKayla Kay Marie Johnston Abigail Elizabeth Ketelhut Makenna Marie Larson **Brandon Joseph Lauer** Brooke Ann Maier Autumn Marie McDonnel Gabrielle Mischke Nicolas James Olson

Dawson Matthew Pfister **Brittney Ann Reiter** Leyton Darrel Rohlfs Grace Kay Schatz Jeremy Thomas Sommer Brooke Vitters Andrew James Wedwick Sydnie Kae Winter Madison Olivia Zwinger

CANDIDATES FOR THE ASSOCIATE DEGREES

ASSOCIATE OF ARTS

Kaylin Mary Achen Lexys Madison Bender-Vershure Austin Robert Drever Megan Riley Fowler

Kristi Louise Gilbert Jerrit Christopher Mehling Naw Mal Lur Paw Moo Mu Say Wah Ku Say

Xavier M. Scott Joy K. Voss Emily A. White Madalynn Marie Witte

ASSOCIATE OF SCIENCE

Ella Lucille Kasuske Abigail G. Kline

Courtney Rae Olson Eh Poh

Alexis Rose Wald

CANDIDATES FOR UNDERGRADUATE CERTIFICATES

Madelyn Faith Gonzales Christina Mae Grettler Jordan Anna Hermansen Cole Scott Huss

Calista Jane Kocmick Mya Jay Krause Caleb Joseph Lazure Mackenzi Jeanne Matson Fionualla R. Rigg Demi Helena Waldner Mia Jayne Zagorski

	First Name	Middle Name	Last Name	Graduation Date	Degree	Major
1	Jordan	Lea	Harter	May 2024	BS	Applied and Computational Mathematics
2	Markus	Ron	Sonnenfeld	May 2024	BS	Atmospheric and Environmental Sciences
3	Nathan	Price	Andersen	May 2024	BS	Biology
4	Hayley	Rae	Carter	May 2024	BS	Biology
5	Sydnee	Jill	Durtsche	May 2024	BS	Biology
6	Natalie	Grace	Montoya	May 2024	BS	Biology
7	Aaron	Michael	Olson	May 2024	BS	Biology
8	Kevin	Alan	Osmanski	May 2024	BS	Biology
9	Jaka		Prevodnik	May 2024	BS	Biology
10	Isabelle	R	Schild	May 2024	BS	Biology
11	Gabrielle	Reanna	Smith	May 2024	BS	Biology
12	Grace	Rose	Tuntland	May 2024	BS	Biology
13	Joshua	Clinton	Zerbel	August 2024	BS	Biology
14	Katherine	Marie	Ballard	May 2024	BS	Biomedical Engineering
15	Alonna	G	Clair	May 2024	BS	Biomedical Engineering
16	Cody	M	Collier	May 2024	BS	Biomedical Engineering
17	Bryce	Leonard	Deaver	May 2024	BS	Biomedical Engineering
18	Greyson	Mark	Devries	May 2024	BS	Biomedical Engineering
19	Cruz	Micheal	Franich	May 2024	BS	Biomedical Engineering
20	Brandon	M	Gabert	May 2024	BS	Biomedical Engineering
21	Megan	Leigh	Major	May 2024	BS	Biomedical Engineering
22	Grace	Brook	Neven	May 2024	B2	Biomedical Engineering
23	Tierney	E Doo	Perry	May 2024	B2	Biomedical Engineering
24	Claira	кае	Robinson	May 2024	B2 B2	Biomedical Engineering
25		Diano	Smith	May 2024		Diomedical Engineering
20	Provton	Didile	Turoo	May 2024		Diomedical Engineering
27	Samuel	Clark	Van Osdal	May 2024	D3 DC	
20 29	Joseph		Vincent	May 2024	BS	Biomedical Engineering
30	Dariane	Carole	Keeler	May 2024 May 2024	BS	Business Management in Technology
31	Spencer	Todd	Skeesick	May 2024 May 2024	BS	Business Management in Technology
32	Brannagh	lack	Walsh	August 2024	BS	Business Management in Technology
33	Seattle	Marley	Briscoe	May 2024	BS	Chemical Engineering
34	Dalton	Lawrence	Eckmann	May 2024	BS	Chemical Engineering
35	lan	Andrew	Elkins	May 2024	BS	Chemical Engineering
36	Rianna		Garland	, May 2024	BS	Chemical Engineering
37	Jay	Cyril	Horning	May 2024	BS	Chemical Engineering
38	Reid	Alexander	Kaiser	May 2024	BS	Chemical Engineering
39	Kyler	Douglas	Lillie	May 2024	BS	Chemical Engineering
40	Macy	Jane	Loos	May 2024	BS	Chemical Engineering
41	Dalton		Marshall	May 2024	BS	Chemical Engineering
42	Jake	Ryan	Martinelli	May 2024	BS	Chemical Engineering
43	Katelyn	J	Novacek	May 2024	BS	Chemical Engineering
44	Lexi	Morgan	Ochsner	May 2024	BS	Chemical Engineering
45	Preston	Charles	Seamands	May 2024	BS	Chemical Engineering
46	Evelyn	Elise	Smith	May 2024	BS	Chemical Engineering
47	Josi	Jene	Stevens	May 2024	BS	Chemical Engineering
48	Zack	Riley	Sudbeck	May 2024	BS	Chemical Engineering
49	Garrett	Luke	Wibbels	May 2024	BS	Chemical Engineering
50	Samuel	Cory	Wood	May 2024	BS	Chemical Engineering
51	Karmin	E	Brunner	May 2024	BS	Chemistry
52	Kendra	Louise	Westerbur	May 2024	BS	Chemistry
53	Sydney	Nicole	Carlbom	May 2024	BS	Civil Engineering
54	Hayden	Thomas	Casdorph	August 2024	BS	Civil Engineering
55	Garrett	Lee	Cole	IVIAY 2024	R2	Civil Engineering
50	Amanda	Brooke	Cooley	IVIAY 2024	B2	Civil Engineering
5/	Kela	SCOTT	DUTTOW	IVIAY 2024	B2	
58 50	Samuel	David T	EIIIOTT	iviay 2024	в2 В2	
59	Keaton	I	Ernarat	iviay 2024	R2	Civil Engineering

	First Name	Middle Name	Last Name	Graduation Date	Degree	Major
60	Allison	Marie	Harr	May 2024	BS	Civil Engineering
61	Matthew	Thomas	Heilman	May 2024	BS	Civil Engineering
62	Tracy	Lynn	Herrboldt	May 2024	BS	Civil Engineering
63	Carly	Kate	Hirsch	May 2024	BS	Civil Engineering
64	Taylor	Dean	Hojer	May 2024	BS	Civil Engineering
65	David	Douglas	Julius	May 2024	BS	Civil Engineering
66	Ava	Annalise	Knutson	May 2024	BS	Civil Engineering
67	Benjamin	Douglas	Lewis	May 2024	BS	Civil Engineering
68	James	Ray	Lichtenberg	May 2024	BS	Civil Engineering
69	Nathan	D	Lyon	May 2024	BS	Civil Engineering
70	Eliza	Drew	McCallum	May 2024	BS	Civil Engineering
71	Tyrese	Malcom	Morris	May 2024	BS	Civil Engineering
72	Tierney	Dee	Musick	May 2024	BS	Civil Engineering
73	Isaac	Ray	Nedved	May 2024	BS	Civil Engineering
74	Dustin	James	Paschke	May 2024	BS	Civil Engineering
75	Ryan	Emerson	Paswaters	May 2024	BS	Civil Engineering
76	Ruth	Mackenzie	Potter	May 2024	BS	Civil Engineering
77	Danner	Kent	Purkett	May 2024	BS	Civil Engineering
78	Raymundo		Ramirez	May 2024	BS	Civil Engineering
79	Abigaile	G	Saline	May 2024	BS	Civil Engineering
80	Annika	Jude	Schooler	May 2024	BS	Civil Engineering
81	Abigail	Paige	Strahl	May 2024	BS	Civil Engineering
82	Emma	Mira	Thompson	May 2024	BS	Civil Engineering
83	Bradley	Jon	Dahlke	May 2024	BS	Computer Engineering
84	Dakota	Richard Hugh	Edens	May 2024	BS	Computer Engineering
85	Alexander	J	Gergen	May 2024	BS	Computer Engineering
86	Bryce	William	Goettle	May 2024	BS	Computer Engineering
87	, Michael	Robert	Green	, May 2024	BS	Computer Engineering
88	Colton	М	Kaup	, May 2024	BS	Computer Engineering
89	Trevor	David	Keierleber	May 2024	BS	Computer Engineering
90	Jayden	Dale	Molstad	, August 2024	BS	Computer Engineering
91	Ashley	Lynn	Schnetzer	May 2024	BS	Computer Engineering
92	Johnathan	, Alejandro	Arellano	, May 2024	BS	Computer Science
93	Christopher	Robbin	Bare	May 2024	BS	Computer Science
94	Benjamin	Raphael	Catalano	May 2024	BS	Computer Science
95	Kaeli	Grace	Clark	May 2024	BS	Computer Science
96	Aidan		Coopman	May 2024	BS	Computer Science
97	Michael	Robert	Green	May 2024	BS	Computer Science
98	Alex	James	Hanson	May 2024	BS	Computer Science
99	Connor	К	Heath	, May 2024	BS	Computer Science
100	Carson	Christopher	Howell	May 2024	BS	Computer Science
101	Noah	A	Johnson	May 2024	BS	Computer Science
102	Adam	Leo	Kraus	, May 2024	BS	Computer Science
103	Landon	James	Lamoreaux	May 2024	BS	Computer Science
104	Brandon	Michael	LeBlond	May 2024	BS	Computer Science
105	Edward	Lee	Maertens	, May 2024	BS	Computer Science
106	Patrick	Jay	McBride	, May 2024	BS	Computer Science
107	Isaac	Patrick	McClanahan	May 2024	BS	Computer Science
108	Joshua	Francis	Mentele	, May 2024	BS	Computer Science
109	Zoe	Rae	Millage	May 2024	BS	Computer Science
110	Sage	Alan	Oltmanns	May 2024	BS	Computer Science
111	Ethan	Wildon	Parsons	May 2024	BS	Computer Science
112	Hunter	Reece	Paxton	May 2024	BS	Computer Science
113	Lindsey	Кае	Powell	May 2024	BS	Computer Science
114	, Carson	Daniel	Price	May 2024	BS	Computer Science
115	Austin	Leon	Scott	May 2024	BS	Computer Science
116	Brayden	L	Simon	May 2024	BS	Computer Science
117	Daniel	J	Taylor	May 2024	BS	Computer Science
118	Mican	James	, Vollan	May 2024	BS	Computer Science
-						

	First Name	Middle Name	Last Name	Graduation Date	Degree	Major
119	Dakota		Walker	May 2024	BS	Computer Science
120	Adeline	Clare	Wilson	May 2024	BS	Computer Science
121	Hezekiah	Celestino Ray	Arguello	May 2024	BS	Electrical Engineering
122	Joshua	Jacob	Bjerken	May 2024	BS	Electrical Engineering
123	Zachary	Ryan	Bolyard	May 2024	BS	Electrical Engineering
124	Jacob	Harisson	Borden	May 2024	BS	Electrical Engineering
125	Zachary	С	Boswell	May 2024	BS	Electrical Engineering
126	Hunter	Kenneth	Butler	May 2024	BS	Electrical Engineering
127	Tate	Walker	Dille	May 2024	BS	Electrical Engineering
128	Chayce	Hunter	Grindle	May 2024	BS	Electrical Engineering
129	Caden	Robert	Johnson	May 2024	BS	Electrical Engineering
130	Theron	Michael	Kalasinsky	May 2024	BS	Electrical Engineering
131	Cecilia	A	Kouri	May 2024	BS	Electrical Engineering
132	Benjamin	William	Laufman	May 2024	BS	Electrical Engineering
133	Joshua	John	Leone	May 2024	BS	Electrical Engineering
134	Kiley	ReNae	Metzger	May 2024	BS	Electrical Engineering
135	Isabela		Meza	May 2024	BS	Electrical Engineering
136	Roberto	Manuel	Perez Torres	August 2024	BS	Electrical Engineering
137	Antonio	Joseph	Romero	May 2024	BS	Electrical Engineering
138	Ayden	Michael Orr	Roush	May 2024	BS	Electrical Engineering
139	Braeden	Michael	Seifert-Bulat	May 2024	BS	Electrical Engineering
140	Matthew	Austin	Sin	May 2024	BS	Electrical Engineering
141	Owen		Stenstadvolden	May 2024	BS	Electrical Engineering
142	Mason	Matthew	Teal	May 2024	BS	Electrical Engineering
143	Skylar	Apollo	Tyler	May 2024	BS	Electrical Engineering
144	Spencer	A	Wasmund	May 2024	BS	Electrical Engineering
145	Divo		Cerjan	May 2024	BS	Geological Engineering
146	Samuel	J	Herrboldt	May 2024	BS	Geological Engineering
147	Ethan	Stewart	Bailey	May 2024	BS	Geology
148	Rebecca	Lynne	Braun	May 2024	BS	Geology
149	Claudia	Ann	DeBlieck	May 2024	BS	Geology
150	Reghan	Beth	Deboer	May 2024	BS	Geology
151	Aidan		Forbes	May 2024	BS	Geology
152	Zachariah	Alfred	Hentschel	May 2024	BS	Geology
153	Dylan	Brock	Lau	May 2024	B2 B2	Geology
154	Iviorgan Trovin	Elizabeth	Anderson	Nav 2024	B2 B2	Geology
155	Nathan	L	Dahma	May 2024		Industrial Engineering and Engineering Management
150	Natilali	Joseph	Dunn	May 2024		Industrial Engineering and Engineering Management
158	Adrian	Edwin	Fastman	May 2024	BS	Industrial Engineering and Engineering Management
150	Naomi	Sariah	Hidalgo	May 2024	BC	Industrial Engineering and Engineering Management
160	Kaden	David	lorko	May 2024	BS	Industrial Engineering and Engineering Management
161	Nicholas	Nathan	Limoges	May 2024	BS	Industrial Engineering and Engineering Management
162	Dominick	7ane	Oedekoven	May 2024	BS	Industrial Engineering and Engineering Management
163	Trase	Douglas	Olsen	May 2024	BS	Industrial Engineering and Engineering Management
164	Patrick	P	Rust	May 2024	BS	Industrial Engineering and Engineering Management
165	Keagen	Sidney	Smith	May 2024	BS	Industrial Engineering and Engineering Management
166	Brent	, Michael	Snyder	, May 2024	BS	Industrial Engineering and Engineering Management
167	Ryan	Joshua	Soper	May 2024	BS	Industrial Engineering and Engineering Management
168	Juliann	К	Spilman	May 2024	BS	Industrial Engineering and Engineering Management
169	Jaycie	Marie	Stubbs	May 2024	BS	Industrial Engineering and Engineering Management
170	Noah	Steven	Everett	May 2024	BS	Mathematics
171	Brian	Robert	Lutz	August 2024	BS	Mathematics
172	Simon	т	Mannisto	May 2024	BS	Mathematics
173	Gabrielle	Reanna	Smith	May 2024	BS	Mathematics
174	Jonathan	Paul	Snoozy	May 2024	BS	Mathematics
175	Owen		Stenstadvolden	May 2024	BS	Mathematics
176	Micah	Alexander	Anderson	May 2024	BS	Mechanical Engineering
177	Jaden	S	Arner	May 2024	BS	Mechanical Engineering

	First Name	Middle Name	Last Name	Graduation Date	Degree	Major
178	Frank	Daniel	Baca	May 2024	BS	Mechanical Engineering
179	Donavan	Thomas	Bradford	May 2024	BS	Mechanical Engineering
180	Mitchell	James	Carolan	May 2024	BS	Mechanical Engineering
181	Britton	Douglas	Carver	May 2024	BS	Mechanical Engineering
182	Monty	Lee	Christo	May 2024	BS	Mechanical Engineering
183	Alexis	Grace	Crumb	May 2024	BS	Mechanical Engineering
184	Ryley	F	Darnell	May 2024	BS	Mechanical Engineering
185	Joshua	Allen	Davie	May 2024	BS	Mechanical Engineering
186	Shawn	Patrick	Dean	May 2024	BS	Mechanical Engineering
187	Kyden	Fraser	DeGross	May 2024	BS	Mechanical Engineering
188	Tyler	John	DeVelder	May 2024	BS	Mechanical Engineering
189	, Nathan	Scott	Doolev	, Mav 2024	BS	Mechanical Engineering
190	Tvler	С	, Drev	, Mav 2024	BS	Mechanical Engineering
191	Seth	Michael	Drum	May 2024	BS	Mechanical Engineering
192	Gage	В	Espanet	May 2024	BS	Mechanical Engineering
193	Deon	David	Estebo	May 2024	BS	Mechanical Engineering
194	lacob	Dean	Fonkert	May 2024	BS	Mechanical Engineering
195	Rvan	Casev	Forbes	May 2024	BS	Mechanical Engineering
196	Dalton	Michael	Fox	May 2024	BS	Mechanical Engineering
197	Isaiah	Leon	Garcia	May 2024	BS	Mechanical Engineering
198		Fernando	Gonzalez	May 2024	BS	Mechanical Engineering
199	Cameron	Dean	Goodman	May 2024	BS	Mechanical Engineering
200	Henry	Patrick	Haub	May 2024	BS	Mechanical Engineering
200	Devon	Willard	Heilman	May 2024	BS	Mechanical Engineering
201	Devon	winaru	Heiserman	May 2024	BS	Mechanical Engineering
202		lohn	Henderson	May 2024	BC	Mechanical Engineering
203	Gabriel	G	Hobbie	May 2024	BC	Mechanical Engineering
204	Frik	0	Hokans	May 2024	BS	Mechanical Engineering
205	Garrett	Scott	Holland	May 2024	BS	Mechanical Engineering
200	Kylo	Willam	Houchin	May 2024	BS	Mechanical Engineering
207	kyle	winam	lverson	May 2024	BC	Mechanical Engineering
200	Rickov	Fugene	lendry	May 2024	BC	Mechanical Engineering
205	lavden	N	Johannsen	May 2024	BS	Mechanical Engineering
210	Christonher		Kardell	May 2024	BS	Mechanical Engineering
211	Arik	Michael	Karden Kaski	May 2024	BS	Mechanical Engineering
212	Svdnev	G	Korr	May 2024	BS	Mechanical Engineering
213	Mason	Keller	Klein	May 2024	BS	Mechanical Engineering
215	Kane	Engen	Knudson	May 2024	BS	Mechanical Engineering
215	Zachary	William	Koehn	May 2024	BS	Mechanical Engineering
210	Garrett	Thomas	Kramer	May 2024	BS	Mechanical Engineering
218	Broc	St John	Langren	May 2024	BS	Mechanical Engineering
210	Haven	Michael	Larson	May 2024	BS	Mechanical Engineering
220	Bravdon	Connealy	Lemmon	May 2024	BS	Mechanical Engineering
220	Trinity	lames	Lindner	May 2024	BS	Mechanical Engineering
222	Luke	Robert	Lovegreen	May 2024	BS	Mechanical Engineering
223	Melissa	Katherine	May	May 2024	BS	Mechanical Engineering
223	Carsten	Robert	McNeil	May 2024	BS	Mechanical Engineering
225	Rvan	George	McSwain	May 2024	BS	Mechanical Engineering
226	Logan	lohn	Mendenhall	May 2024	BS	Mechanical Engineering
227	Ravane	John	Mesmoudi	May 2024	BS	Mechanical Engineering
278	Nicholas	Patrick	Moore	May 2024	BS	Mechanical Engineering
229	lordan	Martell	Morrison	May 2024	BS	Mechanical Engineering
230	Yash	Pandhari	Naik	May 2024	BS	Mechanical Engineering
230	Daniel	Quang	Nguyen	May 2024	BS	Mechanical Engineering
232	Regan	Duncan	Ogilvie	May 2024	BS	Mechanical Engineering
222	Rennet	Ionathan	Outland	May 2024	BS	Mechanical Engineering
235	Roval		Paulsen	May 2024	BS	Mechanical Engineering
234	Nathan		Petzold	May 2024	BS	Mechanical Engineering
235	Timothy	Aaron	Pike	May 2024	BS	Mechanical Engineering
230	·····ocity	, 101 011	. inc	1110y 2027	23	meening ingineering

	First Name	Middle Name	Last Name	Graduation Date	Degree	Major
237	Nathan	Ryan	Renz	May 2024	BS	Mechanical Engineering
238	Jace	Jeffrey	Ruud	May 2024	BS	Mechanical Engineering
239	lan	Hall	Sandry	May 2024	BS	Mechanical Engineering
240	Elijah	Ν	Shaner	May 2024	BS	Mechanical Engineering
241	Joshua	David	Simpson	May 2024	BS	Mechanical Engineering
242	Sophia	Elizabeth	Sorbo	May 2024	BS	Mechanical Engineering
243	Thomas	Karl	Stewart	May 2024	BS	Mechanical Engineering
244	Michael	Henry	Theis	May 2024	BS	Mechanical Engineering
245	Conrad	Gary	Thorman	May 2024	BS	Mechanical Engineering
246	Gage	Thieke	Tuohy	May 2024	BS	Mechanical Engineering
247	Riley	Scott	Van Den Top	May 2024	BS	Mechanical Engineering
248	Cooper	Jon	Vermeulen	May 2024	BS	Mechanical Engineering
249	Grant	Neil	Vikre	May 2024	BS	Mechanical Engineering
250	Logan	Jay	Vojta	May 2024	BS	Mechanical Engineering
251	Sean		Wacker	May 2024	BS	Mechanical Engineering
252	Kevin	Andrew	Wake	May 2024	BS	Mechanical Engineering
253	Andrew	James	Ward	May 2024	BS	Mechanical Engineering
254	Avery	W	Warren	May 2024	BS	Mechanical Engineering
255	Calvin	J	Wolf	May 2024	BS	Mechanical Engineering
256	Quinn	Z	Barnes	May 2024	BS	Metallurgical Engineering
257	Gage	М	Canfield	, Mav 2024	BS	Metallurgical Engineering
258	Jaxson	А	Dueland	May 2024	BS	Metallurgical Engineering
259	Aaron	Scott	Eastlake	May 2024	BS	Metallurgical Engineering
260	Charles	Beniamin	Gauker	May 2024	BS	Metallurgical Engineering
261	Luke	Albert	Haves	May 2024	BS	Metallurgical Engineering
262	Brianna	Nicole	Hoff	May 2024	BS	Metallurgical Engineering
263	Flyse	Svlvan	lensen	May 2024	BS	Metallurgical Engineering
264	Trent	Alexander	Klocek	May 2024	BS	Metallurgical Engineering
265	Casev	Aaron	Mason	May 2024	BS	Metallurgical Engineering
266	Mva	Gross	Maxwell	May 2024	BS	Metallurgical Engineering
267	Austin	B	McCracken	May 2024	BS	Metallurgical Engineering
268	Christonher	Alan	Mercado	May 2024	BS	Metallurgical Engineering
269	Caleb	F	Ploeger	May 2024	BS	Metallurgical Engineering
270	Rvlan	lace	Rasmussen	May 2024	BS	Metallurgical Engineering
271	Tyler	Т	Reinarts	May 2024	BS	Metallurgical Engineering
272	loshua	Edward	Robinson	May 2024	BS	Metallurgical Engineering
273	lenna	Dea	Savler	May 2024	BS	Metallurgical Engineering
274	lake	Donavon	Scheafer	May 2024	BS	Metallurgical Engineering
275	Abigail	Dean	Sharp	May 2024	BS	Metallurgical Engineering
276	Matthew	Hespen	Swanson	May 2024	BS	Metallurgical Engineering
277	Charles	Fric	Thrift	May 2024	BS	Metallurgical Engineering
278	Aaron	Daniel	White	May 2024	BS	Metallurgical Engineering
279	Lauren	Δnn	Fritz	May 2024	BS	Mining Engineering
280	Spencer	Thomas	Hershman	May 2024	BS	Mining Engineering
281	Flena	I	Lieh	May 2024	BS	Mining Engineering
282	Neal	Robert	Miller	May 2024	BS	Mining Engineering
283	Harold	Philip	Neshitt	May 2024	BS	Mining Engineering
284	Dorothy	н	Snowden	May 2024	BS	Mining Engineering
285	Cooper	Allen	Stamn	May 2024	BS	Mining Engineering
286	Flica	Lenora	Swartz	May 2024	BS	Mining Engineering
280	Noah	Steven	Everett	May 2024	BS	Physics
207	Matthew	C	Georgesen	May 2024	BS	Physics
200 790	Austin	- Rvan	Holgort	May 2024	BS	Physics
209	Triston	August	Olscon	way 2024	03 DC	Physics
290	Madolum	August	Hoicor	widy 2024	D3 DC	Pro Profossional Health Sciences
202		IVIDITE Kara	Detersor	widy 2024	со рс	
292	LIIY	кага	Peterson	IVIAY 2024	R2	Pre-Protessional Health Sciences
293	Kayleign	ione	reterson	IVIAY 2024	PC R2	Pre-Protessional Health Sciences
294	ryier	David	i uliy Tuatlari d	iviay 2024	R2	Pre-Protessional Health Sciences
295	Grace	козе	runtiand	iviay 2024	R2	Pre-Protessional Health Sciences

	First Name	Middle Name	Last Name	Graduation Date	Degree	Major
296	Abigail	Jean	Van Ruler	May 2024	BS	Pre-Professional Health Sciences
297	Shelby	Nicole	Walker	May 2024	BS	Pre-Professional Health Sciences
298	Jacob	Douglas	Zaug	May 2024	BS	Pre-Professional Health Sciences
299	Dakota	Quinn	Crocker	May 2024	BS	Science, Technology, and Society
300	Keaton	Christine	Gray	May 2024	BS	Science, Technology, and Society
301	Sophia		Grohs	May 2024	BS	Science, Technology, and Society
302	Dorothy	Н	Snowden	May 2024	BS	Science, Technology, and Society
303	Per	Russell	Lundquist	August 2024	MS	Atmospheric and Environmental Sciences
304	Sadie	Rae	Tornberg	May 2024	MS	Atmospheric and Environmental Sciences
305	Caleb	Allen	Brouwer	August 2024	MS	Biomedical Engineering
306	Amelia	Pearl	Huffer	May 2024	MS	Biomedical Engineering
307	Nadia	Jo	Kaczmarz	May 2024	MS	Biomedical Engineering
308	Jillian	Irene	Linder	May 2024	MS	Biomedical Engineering
309	Grant	Walker	Bauer	May 2024	MS	Chemical and Biological Engineering
310	Daniel	Carl	Cerfus	May 2024	MS	Chemical Engineering
311	Zoe	Nicole	Fickbohm	May 2024	MS	Chemical Engineering
312	Christen	Violet	Gauker	May 2024	MS	Chemical Engineering
313	Chisimdi	Vivienne	Udedike	May 2024	MS	Chemical Engineering
314	Antonio	Μ	Candelaria	May 2024	MS	Civil and Environmental Engineering
315	Alexander	J	Hall	May 2024	MS	Civil and Environmental Engineering
316	Tracy	Lynn	Herrboldt	May 2024	MS	Civil and Environmental Engineering
317	Mason	Matthew	Karpen	May 2024	MS	Civil and Environmental Engineering
318	Daniel	Kazadi	Kime	May 2024	MS	Civil and Environmental Engineering
319	Quinton	J	Mohr	May 2024	MS	Civil and Environmental Engineering
320	Samantha	E	Overend	May 2024	MS	Civil and Environmental Engineering
321	Aritree	Modak	Shreya	May 2024	MS	Civil and Environmental Engineering
322	Rabbi		Sikder	May 2024	MS	Civil and Environmental Engineering
323	Tatiana	Angeline	Vasquez	May 2024	MS	Civil and Environmental Engineering
324	Emeka	David	Amadi	May 2024	MS	Computer Science and Engineering
325	Caleb	Lewis	Ehrisman	May 2024	MS	Computer Science and Engineering
326	David	Michael	Mathews	May 2024	MS	Computer Science and Engineering
327	Md Kausar Hamid	C	Miji	May 2024	MS	Computer Science and Engineering
328	Mangesh	Sagar	Sakordekar	May 2024	IVIS	Computer Science and Engineering
329	Bryce	Jimmy	Hayes	May 2024		Construction Engineering and Management
330	Danner	Nehammad	Abdulcalam	May 2024		
331	Jamiu	wonammeu	Abduisaiam	May 2024		Electrical Engineering
222	IVIOU Edna	Avido	Den	May 2024		
224		Aylue		May 2024		
225	Caden	Pohert	lohnson	May 2024	MS	
336	Venkata Sasidhar	Kobert	Kunchanu	May 2024	MS	
330	lacob	Simnson	Oursland	May 2024	MS	
338	Quintan	Evan	Green	May 2024 May 2024	MS	Engineering Management
339	lorsamber	loshua	løhax	December 2023	MS	Engineering Management
340	Philip	Andrew	Litecky	May 2024	MS	Engineering Management
341	Roosevelt	Kenneth	Momon	May 2024	MS	Engineering Management
342	Johnathon	Raymond	Weber	May 2024	MS	Engineering Management
343	Madison	Xariah	Betts	May 2024	MS	Geology and Geological Engineering
344	Michael		Tetteh	May 2024	MS	Geology and Geological Engineering
345	David	Jerrv	Tillev	May 2024	MS	Geology and Geological Engineering
346	Gillian	, M	, Clark	, May 2024	MS	Geology, Geological Engineering, and Mining Engineering
347	Lauren	Kathleen	Stern	May 2024	MS	Geology, Geological Engineering, and Mining Engineering
348	Izabelle	Brooke	Smith	May 2024	MS	Green and Sustainable Chemistry
349	Peter	Young	Atteh	May 2024	MS	Industrial Engineering
350	Taran	Lynn	Tucker	May 2024	MS	Master of Engineering
351	Avery	Thomas	Bend	May 2024	MS	Materials Engineering and Science
352	Carter	John	Crawford	May 2024	MS	Materials Engineering and Science
353	Jennifer	Ellen	Johnson	May 2024	MS	Materials Engineering and Science
354	Eric	John	Pickron	May 2024	MS	Materials Engineering and Science

	First Name	Middle Name	Last Namo	Graduation Date	Dogroo	Major
255	Cothwile		Tirukonduur	August 2024	Degree	Matorials Engineering and Science
355	Sattimik	Chinanaa	Firukanuyur	August 2024		Materials Engineering and Science
350	Anthony	Chinonso	Ekemezie	May 2024	IVIS	Mechanical Engineering
357	Cameron	wade	Good	May 2024	IVIS	Mechanical Engineering
358	Hafizul		Islam	May 2024	MS	Mechanical Engineering
359	Ryan	Rodney	Kappenman	May 2024	MS	Mechanical Engineering
360	Zachary	William	Karg	May 2024	MS	Mechanical Engineering
361	Morgan	Marguerite	Wiechmann	May 2024	MS	Mechanical Engineering
362	Sharon	Elizabeth	Arrieta Ruiz	May 2024	MS	Mining Engineering and Management
363	Luis	Fernando	Larota Machacca	December 2023	MS	Mining Engineering and Management
364	Michael		Michael	May 2024	MS	Mining Engineering and Management
365	Nicole		Russell	May 2024	MS	Mining Engineering and Management
366	lan	Michael	Cone	May 2024	MS	Mining Engineering and Management
367	Yahor		Dzemidziuk	May 2024	MS	Mining Engineering and Management
368	Anthony	Alexander	Rojas	May 2024	MS	Mining Engineering and Management
369	Corrine	Roe	Cranor	May 2024	MS	Paleontology
370	Krystal	Bernadette	Ortiz	May 2024	MS	Paleontology
371	Dorothy		Rodarte	May 2024	MS	Paleontology
372	Katrina		Wisofsky	May 2024	MS	Paleontology
373	Jordan	Alex	Hoops	May 2024	PhD	Chemical and Biological Engineering
374	Cody	J	Allen	May 2024	PhD	Civil and Environmental Engineering
375	Heidi	Tiffany	Dacayanan	May 2024	PhD	Civil and Environmental Engineering
376	Ramesh		Devadig	May 2024	PhD	Civil and Environmental Engineering
377	Abu Naser Rashid		Reza	May 2024	PhD	Civil and Environmental Engineering
378	Pawan		Sigdel	May 2024	PhD	Civil and Environmental Engineering
379	Jetsun	Leonhardt Ty	Thinley	May 2024	PhD	Civil and Environmental Engineering
380	Brian	Christopher	Fehrman	May 2024	PhD	Data Science and Engineering
381	Scott	David	Rosenthal	May 2024	PhD	Geology, Geological Engineering, and Mining Engineering
382	Nana	Ansah	Adoo	May 2024	PhD	Materials Engineering and Science
383	Yoseph	Michealey	Loyd	May 2024	PhD	Nanoscience and Nanoengineering
384	Obiora	Godwin	Onyilagha	May 2024	PhD	Nanoscience and Nanoengineering
385	Mark	Н	Hanhardt	May 2024	PhD	Physics
386	Nathan		Pumulo	May 2024	PhD	Physics

South Dakota State University Spring 2024 Candidates

DOCTOR OF PHILOSOPHY

Damilola Adereti Shamiq Aftab Shafaet Ahmed Raed Alayouni Rishabh Bahl Bhupinder Singh Batth Ahmed Charif Jessica Freeling

- Spoorthi Golla Vasantha-Narender Ashley Jorgensen Shirin Kazemzadeh-Pournaki Bishnu Kunwar Yaohua Liang John McKenzie
- Delayna Paulson K M Taufiqur Rahman Graig Reicks Yu Shen Anne Sherod Garrin Shipman Kara White James Young

DOCTOR OF NURSING PRACTICE

Janelle Edwards Mikelle Eliason Becki Erickson Jada Hieb

- Emma Lilleberg Haley Lupher Amanda Scofield Cori Shatto
- Heather Van Marion Katherine Wickstrom

DOCTOR OF PHARMACY

Alex Albrecht Bri Amundson Kaylee Ayers Ellie Balken Kacey Bartscher Mackenzie Baumgartner Karly Blaalid Alexandra Bladholm Ty Boekelman Sammy Bruggeman Meredith Calhoon Amy Cockrum Jaclyn Crain Kaleb Crownover Brooklynn Downing Sunniva Dunagan Mackenzie Dyrdahl Andrew Egge Morgan Eick Hayley Even

Tara Gilk Jaden Gossen Geena Groene Brandon Groenhagen Marah Hart Ashley Hess Jaden Hintz Micah Holtz Lindsey Kimmel Megan Kropuenske **Riley Larson-Adams** Janaya Lewis Seth Loock Yajay Lor Katie Moser Rena Nietfeld Hyunji Oh Olivia Pfeifer Grant Plucker Anna Reicks

Kyle Shapcott Ben Sheldahl Sarah Smith Sara Smith Tominee Sorenson Levi Spittle Jordan Stein Amelia Stene Lexi Stumpf Sierra Swenson Charlie Tisdall Tony Tran Brynn Van Eldik Alexa Vanden Hull Sarah Voytilla Trevor Weber Tvler Weddle Kacie Wolf

MASTER OF ARCHITECTURE

Reece Petersen Jack Quinn Lamia Tasnim Ankon James Van Westen

MASTER OF ARTS

Hannah Bortnem Nolan Bowers Brooke Brown Isaac Erickson Raymond Fuerst Elise Heesch Kennedy Pirlet Andrew Rasmussen

MASTER OF EDUCATION

Brittany Carlson Chase Cayo MaKayla Griffin Mitchell Johnson Ismael Pallares Sydney Trout

MASTER OF ENGINEERING

Nicholas Gans Vani Jain Matthew Katz Mason McDonald Matt Stoel

MASTER OF MASS COMMUNICATION

Stefanie Fauth

Demetria Gilkey

MASTER OF PUBLIC HEALTH

Regan Blackwell

Kate Vogel

MASTER OF SCIENCE

Rachel Aamold Michael Abalo Ahmed Abdalla Mina Akter Haaris Ali Lawrence Allibah Anas Anas Ur Rehman Nick Anderson Mason Askew Mustafa Aydogdu Sravanthi Bachina Alexis Barnes Josh Bartels Whitney Beiswanger Erin Benz Ruchita Bhattarai Bridgette Bienias Francis Bierman Austin Bishop Wendy Blickensderfer James Bolyard Allison Bot Steffl Maryellen Boyce Jamie Boyle Kaila Brudelie Meghan Buckman Sarah Buckman John Burke Daniel Burkhalter Christina Calamari Emily Cap Jocelyn Carrillo JD Carter Yifan Chen Edith Chepkoech **Greg Coapstick** Allie Cushman Jared Dale Katie Dam Serena Daniels Kyle Dawson Ryan Debelak **Ben Dentlinger** Megan Derenge Morgan DeRungs Reid Dettbarn Adam Devlin Steven Dewaide Prakriti Dhakal Cheryl Drowns **Brian** Duenas Allie Duerre **Charlie Easley** Morgan Eddy Hanna Ehresmann Jessica Endres Katie Evans Gabriel Timilehin-Fagbenro **Traelene Fallis** Jaida Fehrman Jaden Flanagan **Briana Flemming** Moreau Four Bear Mara Fredrick **Katelin Frerichs** Seth Friesz **Taylor Frost** Brianna Gaikowski Debayan Ghosh Karlie Gill Joanna Girard Tony Glackin Clara Greenhagen Andrew Grismer Isabelle Haas

Hailey Haber Sierra Halbur Eli Halverson **Emily Hamling** Duane Hancock Karly Haug Shannon Heard Janet Hetherington Tara Higgason Seif Hindieh Ashley Hof Brandy Horne Bri Hotzler Sunitha Jada Max Jakubiak Chance James Shiv Jha Caden Johnson Jennifer Johnson Rutvi Jitendrakumar Joshi Rojina Kafle Alex Kandolin Leah Kanja Liz Kappenman Lauren Kassilke Ramandeep Kaur Holly Keppers Sammy Kibe Mckenna Kimmerle Cade King Carrie Klare Alison Knutson Dustin Koel Jack Koester Victoria Kwamboka John Labelle Matt Larson Natalie Lausen Luke Lazorik Linsong Li Zhouxin Li Jacob Liester Lex Linton

Desirae Lloyd Desirae Ludwig Foysol Mahmud Abir Malakar Christopher Mandl Shailey Marczak Becca Martin Alana Mastin Kelsey Mayer Sarah Mayes Nicholas McCay Emily Moberg Rachel Moe Kenneth Murithi Coby Nofziger Kadin Norris John O'Brian Bayon Obara Opande Alexis Ortmeier Ashma Pandey Shailesh Pandit Cole Patten Jon Petersen Isaac Price Eric Puetz Moses Rabai Muhammad Abdur Rahman Jahir Raihan Shawnda Rausch Sage Reuter Mark Rizkalla **Cassidy Ross** Amanda Ruiz Prashanna Sapkota Robby Schaefer Amy Scharf Hannah Schiermeister Becca Schmidt Megan Schmitt Boone Schmitz Jaici Schultz Elisa Schweer

Sahil Sharma Saniia Shchinar Morgan Simon Mikayla Simonsen Pradeep Raj Sitaula Abbey Smith Annika Spors Allie Steffensen Michelle Steyn Manish Singh Thakur Conner Thaler Evan Traxler Jay Narendrakumar-Trivedi Kristina Trombley Tim Veldkamp Olivia Vermeulen Grace Villmow Tiffany Waldner Chrisantus Wanjala-Wamalwa David Wambui Kyle White Gracie Wilson Clarence Winter Logan Wolf Hayden Wolfe Angela Wollmann Daria Yakovleva Ann Zurbriggen Carly Zwicki

BACHELOR OF SCIENCE IN NURSING

Katelyn Altena Ashlyn Amdahl Cole Anderson **Bailey Bakken Berkeley Bates** Abby Beranek Ade Betts Thelma Big Crow Kaitlyn Bohuslavizki Camryn Brinkman Brandi Buskohl Olivia Bybee Hannah Campbell **Riley Carlson** Mercy Chebor Seth Christiansen Rhett Daggett Libby Daly Dianna Denner Hannah Deutscher Sarah Doney Hannah Einspahr Gabi Espinoza John Farley Makaylee Fischer Maria Fitzpatrick Alexia Foley Melanie Foy Amanda Garcia

Madison Gehrke Brooke Gloe Chelsey Goff Shaye Gordon **Destiny Graphenteen** Paige Hakari **Emilie Hass** Sarah Heberlig Matthew Hegre Jannah Heiberger Cora Heiden Morgan Hennen Makenzie Hoffman Macy Horner Tyrese Janssen-Opati Jase Jarding Elley Jaskowski Annika Johnson Ellie Johnson Kelsey Johnson Tyra Johnson **Piper Jones** Brenna Joyce **Riley Ketcham** Ginny Klecker Eliana Klipfel Saybah Koikoi **Emily Larson** Dayeon Lee

Hayley Lindaman Trista Lopez Rachel Mahoney Nicholas Martens Nicole Marzahn Kelsey Matthews Kayla McAreavey Livia McFadden Maggie McGill Bri Melton Nicole Meza Maddie Miller Mollie Miller Jonny Minter Harlee Morgan Alexia Morris Luke Morris Dhruv Mulay Caleb Mutchler Kayley Myers **Emily Pi** Luciana Poka Olivia Prochnow Amber Rastedt **Rosalind Ratsamy** Alyssa Renken Gabby Rohlik Sean Roiger **Bailey Ross**

Jasmine Rounds Lexi Runge Evan Ryan Peyton Sands Julia Satter Hailey Schmidt Allison Schock Danica Schulte Erin Schultz Katelyn Spint Hannah Stadum Sarah Stoddard Erica Storm Kyra Thielbar Kate Thomasen Jaden Tindall Jensen Tremmel Amber Valdez Keelie Van Hee Jordyn VanVickle MeKayla Weber Jeremy Weidmann Julia Wieskus Kelsea Williams Hallie Wissink Jordan Wittrock

BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING

Myranda Hentges Maggie Hoff Alyssa Humphreys Justice Jessop Garrett Lange Max Pieper Nathaniel Post Wyatt Talbott Jake Thompson Max Woods

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Omar Abouelliel Rodney Arrowood Peyton Bern Ryan Borris Jackson Bruggeman Russell Brummer Levi Cahoy Cody Christensen Abigail DeJong Braden Dybdahl Jayla Flack Acadia Folkerts Lucas Gervais Cole Grasma Brett Hatch Kaycie Hawkins Olivia Jaunich Austin Jennings Braxton Karnik Ethan Kjenstad Jodi Lubiba Ahmed Malik Gabriel Munoz Jacob Neuberger Jin hao Ong Laura Panuska Anthony Peters Natalie Poppens Jadon Poppinga John Rasmussen Peyton Schroeder Kae Sen Si Jason Stefanyuk Tucker Trout Keaten Wagner Tyler Wood

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Logan Gregg Alex Hoy Cole Masterson Jaden Petersen Wyatt Redshaw Wim Reuvekamp Derek Rufer Travis Sharp Nathan Tran Brady Van Overschelde

BACHELOR OF SCIENCE IN CONCRETE INDUSTRY MANAGEMENT

Brittany DeGroot

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

- Brock Aleshire Harrison Berg Adam Bommersbach Jake Dowling David Friedenbach Tyrese Friederich Dylan Hanke Spencer Heilman Isaac Hinker
- Noah Hohn Weston Ireland Steven Keller John Kohler Aaron Kusler Rylan Leischner Nick Loe Taylor Martin John McKernon

Tyler Murray Donovan Olson Jordan Oster Kian Paul Loro Peter Jacob Steiger Patrick Wilde

BACHELOR OF SCIENCE IN DATA SCIENCE

Logan Anderson Reece Arbogast Lucas Ballard Lillian Brandt Emma Brookman Ellie Cain Brandon Clausen Grant Gunderson Omar Imran Allison Jacobson Grace Konechne Will Lehnherr

Nathan Morgan Aidan Stewart Brock Swanson Zachery Teten Jenna Thorstenson

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Thomas Bierschbach Leif Bredeson Andrew Chmela Andrew Clark Jacob Doeden Devon Glisar

- John Harmon Cristian Hernandez Cole Hulstein Cameron Jensen Shelby Mueller JT Panning
- S V D Bhagya Samaranayake Ethan Thomas Jocelyn Tillman Sujeet Urwan Tjaden Wright

BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY

Quinn Doorn Jeremy Gillaspie Nathan Kollasch Noah Nielsen Tyler Potts Daylen Rhodes Noah Stavnes Teshale Tisore

BACHELOR OF SCIENCE IN MATHEMATICS

Logan Anderson Reece Arbogast Lucas Ballard Cole Bartels Emma Brookman Nicholas Brozel Ellie Cain Brandon Clausen Kaia Erickson Jakob Fossen Hunter Hanson Ryan Hill Allison Jacobson Carsen Johnson Allison Johnson Grace Konechne Will Lehnherr Tyson Mayer Vasundhara Pattanaik Johnathon Schmidt Emily Siemonsma Addy Smith Caleb Tangen Zachary Teten Jax Wysong

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Nesrin Al Zawad Mark Gronowski Christopher Nelson Zahra Al Zawad Ali Hall Jun Yi Ng **Delaney Baumberger** Grant Handel Jack Olson Brenden Blakney Jake Hernandez Justin Potts Dalton Bodewitz John Hoekman **Riley Rankin** Adam Breuer Adam Karschnik Andrea Rarick Trevor Brezen Cory Kleve Kade Rupp Ryan Kline Tyler Sandbulte Daniyal Khurram Alex Schaar Chaudhary Mason Krause John Christianson Nicholas Kristjanson Landon Schulte Justin Clarke Brooke Lindsay Nathan Shoup Alan Cowl Rylan Lipetzky Matt Sorenson Adam Cowl Janessa Lo **Riley Spilde** Dylan Stephens Lindsey Culver Spencer Lutz Marcus Decker Paul Mayaka **Connor Tigges** Justin Devine Hunter McMath **Conner** Torrence Justin Dicks Daniel Messerli Carter Waggoner Sianne Downes Jada Mindt Alex Wakeman Ethan Ellender Nathan Moon Cade Wallace Matthew Girard Bryce Moore

BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT

Josh Aspelin John Campagna Paul Cosato Abby Hanson Jordan Heemstra Presston Kollbaum Elise Larson Jaime Peralez-Segura Miccah Peterson Logan Peterson

Tyler Potts Jay Szafryk Gage Wilson

ASSOCIATE OF SCIENCE IN CONSTRUCTION TECHNOLOGY

Cole Jurgens

Andrew Steckelberg

Evelyn Wipf

BACHELOR OF SCIENCE IN AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

Bryce Adrian Bryn Anderson Morgan Anderson Lucus Anglin Garret Arndorfer Andy Ashland **Taylor Banks** Paige Barthel Micthell Bass Ella Bauer **Riley Bauer** Dylan Benes Isaac Berg Phillip Black Katie Blacthford Jharett Bloomenrader Marty Boetel Kaylee Boland Alex Bootsma Annie Bos Andrea Brandner Elizabeth Brandt Grace Britton Grant Brown **Tyler Burgess Riley Buysse** Keitra Cabinboy Noah Carr Lucia Chamberlain Jacob Chapman Brad Christensen Cora Cook Colby Crabtree Ava Crow Blake Cruse Myles Cuttell Sam Dammann Jacob Dartman **Elizabeth Davis**

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Cassi Holinka Shelby Holmes Ashley Holst Trent Hoogendoorn Trenton Hope Frank Huber Jackson Hughes Cheyenne Hulstein Ashilyn Hulstein Daylyn Huper Devon Isler Holli Jark Samantha Jenc Kevin Jennings Owen Jensen Elise Johnson Phil Jorgensen Ethan Juergens **Raelin Jurgens** Anna Karels Brayden Kathol Jon Keller Ambrea Kjos Zach Kleinsasser Grace Klumper Grace Kock Kaleb Koerselman Dustin Kohn Kadin LaBrie Kendall Larson **Riley** Larson Tate Larson Andrew Law Brianna Lemberg Hope Lewandowski Ayden Lewison Kaitlin Lingbeek Megan Linke Josh Loest

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Tavin E. Carncross Hannah I. Chadwell Aidan S. Cho Breana M. Chohon Allie A. Christianson Ryleigh A. Christopherson Marissa P. Clark Bennett L. Clary Taylor E. Cline Victoria Cropper Benjamin L. Daane Morgan R. Diebold Madison L. Dietrich Kaitlyn D. Drilling Grace L. Dulka Grace O. DuVall Isabel M. Emrich

Maggie L. Erickson Skylar R. Evans Tallon G. Everson Kaiden J. Fandel Jackson H. Findlay Caden M. Fisher Deysa L. Fluent Laken R. Gaswint Kylie P. Gengler Hannah M. Gochenour Izzabela Goerke Andrew J. Grady Annie M. Groeneweg Allison P. Gross Hayley R. Hanson Caleb S. Hauck Tucker J. Heeren Paris T. Helper Emily K. Hensley Celena M. Hettrick Allison M. Horkey Tyler E. Huber Ashlynn G. Ickler Katherine G. Jankauskas Johanna F. Jelsma Alexis C. Johnson Dustin M. Johnson Sydney G. Johnson Peyton S. Johnston Brooklynn L. Kahle Maddilynn H. Kallsen Nicholas S. Kennedy Dillan I. Kenobbie-Almond Karissa R. Kretchmer Carly A. Kunkel Aundria M. Lankford Garrett R. Larson John P. Lefferts Skyler K. Leverenz Carter R. Linke Chloe A. Loving Gabriela J. Luevano Madison Martinez Kara L. Meisenhoelder Cody J. Menholt **Tristan Michaud**

Alyse M. Mikkelsen Isaac T. Muehlbeier Grant W. Namminga Shiara D. Noves Nicholas J. O'Connor Logan A. Olesen Rachel D. Overstreet Margaret Pallesen Jasmine L. Pawelski Adam R. Pearson Thomas R. Pemrick Riley J. Peter Laura G. Petik Logan M. Pokorny Maria E. Reger Jacalyn R. Reischl Alissa K. Rice Gracie Rock Blake J. Rowedder Amber M. Sanne Ashlee M. Schendel Larisa A. Schindler Abigail V. Schneider Lilian M. Shari **Baylie E. Shearer** Cameron N. Smith Rachel M. Spinks Jobi L. Sprigler Cael A. Sutton Madisyn B. Taborda Alexia A. Terrazas Saron G. Tesfagergs Drew T. Thelen Dylan C. Thelen Scott H. Thornburg Laurra A. Thorson Kacy M. Tubbs Eden S. Vale Bailey J. Vance Sidney R. Vogt Whitney O. Waagmeester Shaelyn R. Wartner Earnest M. Wash Caleb J. Weiland Alfred White Isabel T. Wilkins

Bachelor of Business Administration

Jackson T. Albertsen Cheriden M. Allen Paige D. Alter Sussely E. Avila Noah T. Barger Rebecca R. Bechen Raegan G. Beck Jacob T. Beckers **Troy Beisch** Megan M. Bierschbach Shayden Blankenship Ashley L. Bootsma Koby A. Bork John T. Bowar Olivia C. Bowman Brady L. Bretzman Andrew M. Brower Maxwell P. Burchill Adrianna L. Buss Joshua M. Callahan Kalleigh J. Carr Brennan J. Chester Aaron Chishiba Pevton R. Cleveland Marissa Cliff Katherine A. Conzet Kaitlyn A. Cooke Eli M. Crane Camrynn I. Crawford Evelyn J. Diederich Noah C. Dixon Carissa L. Doran Makayla M. Dornbusch Nicholas J. Doty Connor J. Drahota Abby M. Duffek Braden G. Eisenhauer Makenna C. Ewoldt Alayna K. Falak Blake T. Farstveet

Autumn G. Ferris Anna Y. Finnegan Caleb S. Fixsen Kellen D. Foltz **Colin Fouch** Caleb T. Fowler Joshua M. Fowler Sean W. Freudenberg Quinn T. Gienapp Meredith M. Grant Tucker L. Gross Elliott E. Hackett Sally M. Hakin Clayton J. Hanisch Micah J. Hansen Ben R. Helleloid Austin M. Herbst Benjamin P. Horsted Eli C. Jansen Nicholas D. Jarman Madeline A. Jerabek Amara Johnson Austin A. Johnson Carter A. Johnson Tyler Johnson Austin J. Jones Gunnar W. Jones Grant R. Judson Carter P. Karst Ellen L. Kendall Owen M. Kimmes Brady D. King Nathan L. Kissam Zach M. Kopfmann William M. Kuiper Jacob M. Lamb Reed C. Lenker Morgan T. Lo Braden L. Malwitz Jacob A. Maxey

Noah J. McDonald Ella R. McFarland Mason M. Mehlhoff Alecea R. Mendoza Edward V. Meylor Cade J. Mikuska JaeLeigh R. Mittelstaed Grant S. Morrissey Joshua M. Muth Tanner Newman Tyler D. Nordaune Skylar A. Orth Emmanuel K. Owusu Gavin W. Paller Patrick J. Paul Audrey J. Paulson Cheyanne M. Paweltzki Zane M. Pedersen Charles D. Plozay Jayma L. Popkes Ryan Garrett Ptak Taylor R. Raak Zachary W. Rapp Halle M. Rezac Breanna L. Rieger Chloe G. Robinson Madison E. Roemen Elise E. Rost Stacy M. Rothenberger Peyton D. Saar Maxwell T. Schmidtke

Morgan T. Schneider Collin L. Schrawyer Stacia K. Sherman Grace O. Silbernick Trevor G. Sinclair Alyssa A. Sitzman Jory W. Stephens Christopher J. Sternhagen Logan R. Stone Hana Sugawara Paxton D. Swanson Joseph H. Thompson Josi A. Tidemann Avery E. Timmons Jared A. Vanderbush Michael L. Van't Hul Uriel J. Varela Kayden A. Verley Daphne G. Vizcarra Navarro Katie A. Walker Kayla M. Watkins Ellie G. Weidenbach Elyse A. Whittemore Hannah S. Wilson Garrett A. Winblade Tate T. Wishard Zachary D. Witte Gayl F. Wulah Aaron B. Zecarias Morgan Zeeck

Bachelor of Fine Arts

Parker W. Anderberg Rebecca Cartela Trinidy R. Coufal Amanda J. Czarnick Emily G. deZafra Madison M. Ervin Emmy L. Hewitt Suhyeon Jeon Logan P. Kehoe Zayne C. King Veronica M. Knippling Yuki Kondo Dylan S. Kuehl Jaclyn A. Laprath Samantha R. Larson Zachariah C. Lopez Aaron Mercado Grace E. Reiffenberger Ava C. Reiner Calvin C. Schieffer Taylor A. Titze Joshua E. Young

Bachelor of General Studies

Jerald R. Aschoff Amelia M. Davis Peri M. DeCory Jayda A. Dekkers Quincee D. Goeller Kendall L. Holmes Mary C. Howard Gracie A. Kattner Christopher A. Kirschman Kristen J. Kolb Ezekeal M. Mata Matthew S. O'Neill Nicholas G. Parks Austin M. Rhodes Mason S. Rozell Paul D. Smith Deidrick M. Stanley Keyon Turner Kaitlyn V. Withee

Bachelor of Music

Denisse Balandran Jadyn L. Baumann Rachel S. Bozonie William P. Danner Wyatt C. Green Hunter N. Logue Delanee R. Van Zante

Bachelor of Musical Arts

Caleb M. Nadeau

Bachelor of Science

Anna C. Anderson McKenzie S. Anderson Maliah J. Atkins Nicole M. Avila-Ambrosi Tristan B. Bach Abbigail C. Bailey Monica L. Bakker Taylor S. Barnes Brianna M. Bartmess Emma Bauer Rachel Beare Erika P. Becker Rylan A. Behnke Sydney C. Biever Marga A. Block Ryan R. Bormann Vincent Emery Bormann Aidan T. Bouman Claire A. Boyko Maci D. Bradley Trey H. Brandhagen Halle J. Brester Brooklyn S. Briscoe Grant M. Budden Mayuom P. Buom Zachary L. Burmood Braden W. Bury Makayla K. Busskohl Madisyn L. Cameron Alexa M. Carlson Shannon N. Carlson Joshua B. Carr Salena E. Carr Jacob A. Cheeseman Sydney R. Clair Marissa P. Clark Nadia K. Claussen Reese R. Coffman Emma M. Colling Kaylee A. Colling Alivia Conte Kaitlyn A. Cooke Kailyn R. Creed Andrew J. Cypher Kennedy H. Czerwinski

Zackary P. Dadah Quinn M. Daniel Landon P. DeBoer Abby A. Delker Clayton J. Denker Brooklyn D. Denoff Maggie G. Derner Jillian M. DeWitte Morgan R. Diebold Noah C. Dixon Melia A. Dockter Brittany L. Dodds Jeremy A. Droppers Brandi J. Eastman Sydney R. Edwards **Delaney K. Ehlers** Christy A. Eich Isabel M. Emrich Carlie J. Erickson Abigail M. Erkonen Grace A. Espicha Madison A. Evans Cydney J. Even Stella E. Fairbanks Dylan L. Fandel Kaiden J. Fandel Kyle J. Feauto Liza B. Felber Alexis M. Fenhaus Jenna M. Fickbohm Kaitlyn A. Fischer Carli J. Florey Jadeyn S. Foss Zachary R. Foss David R. Frank Regan L. Frazier Cooper Fryberger Kaitlyn R. Gammon Jaidyn E. Garrett Laken R. Gaswint Hattie L. Giblin Nathan Gilbertson Autumn Glaser Brooke N. Goeden Anna J. Goehring

Austin P. Goenner Gabel B. Goldhorn Jocelyn E. Gosch Mia K. Griffin Rebecca C. Groeger Jordan E. Grothe Olivia R. Gulseth Samuel J. Haas Skylar G. Hannah Daniel A. Hanson Isabelle J. Harkleroad Madison L. Harms Brylie P. Hartwig Karissa N. Haverdink Damani J. Haves Alexandria C. Heikes Ethan D. Heitman Alexi R. Hempe Keegan S. Henning McKenna P. Herrmann Mollie K. Hight Ciera M. Himes Morgan M. Hinckley Makenzie D. Hofer Alyssa L. Holm Margaret S. Honomichl Taylor L. Hopp Emma R. Horn Nicole F. Huebner Lukas J. Hulscher Rebekah A. Husman Hannah M. Irmiter Samuel D. Jagels Hanna L. Jerome Abrielle M. Jirele Katelynn M. Johansen Abigail J. Johnson Peyton L. Johnson La'Anna M. Jones Olivia M. Jones Annika R. Joyce Chloe M. Kahley McKenzie L. Kallhoff Olivia M. Kanengieter Sunni J. Kaven Sachin Khadka Isaac M. Kieti Emily W. Kilstrom

Erin Kinney Abigail M. Kint Emma K. Kint Elijah J. Klein Madeleine A. Kline Casey R. Kneip Tatum T. Kooima Abigail R. Kortan Cameron A. Kraft Rachel E. Krier Jenna N. Kroeger Kelly N. Kroger Mathew D. Krouse Grace E. Kuchar Hannah E. Kuck Kari L. Labenz Addie J. Lamb Brogan R. Landeen Isabella I. LeBeaux Jordyn R. Lechtenberg Gabriel L. Legner Courtney N. Legner Maddilynn M. Lehman Sloane E. Lightfoot Sally Lokolong Oleksandra Lukina Grace A. Luna Marisa A. Lykken Thomas K. Lyman Lindsey S. Malicki Ellen L. Mallory Savannah R. Malone Michael I. Mansaray Avery L. Massey Mason L. Matthies Adaya R. McLinn Sean I. McManus Sara L. McMullen Lauren S. Meyer Jenna K. Miles Kally G. Millar Jordan J. Miller Jacey A. Miller Peyton L. Miller April E. Moen Peyton G. Mofle Cassidy L. Mooneyhan Taylor M. Morrison

Gabrielle E. Moser Makayla R. Muchow Isaac T. Muehlbeier Sydney E. Mueller Emily A. Muhs Alayna M. Mullinix Courtney R. Mumm Madelynn E. Munce Autumn Nath Bravden W. Nath Grant T. Nelson Taylor P. Nelson Nicholas A. Neville Hoang Thien Ngan Nguyen Adrian N. Nusz Ellie V. O'Connor Kaycee J. Odaniel Amber J. O'Donnell Elisabeth E. Ohland Sydney J. Olson Samuel E. Osterloo Madalynn Otto Taylor K. Owens Brynn N. Palmer Avery A. Palsma Ally A. Palugyay Keaira L. Pepper Connor L. Peters Martia J. Petersen Bayleigh M. Peterson Thomas B. Petrik Laura L. Petterson Stephen W. Phillips Anna M. Pierret Lainey G. Pomrenke Mackensie I. Post Sophia J. Potter Jodi L. Price Bowen G. Rand Taylor N. Ravelo Maria E. Reger Hailey J. Reisner Jacob Remmert Katelyn B. Reuvers Jared Reyes Marissa A. Reynoldson Aleah L. Ries Katherine A. Roberson

Olivia K. Roberts Kira F. Roetman Jade R. Ronk Henry J. Roth Kylie M. Roth Madison M. Rupp Katie J. Rust Olivia A. Sass Mack J. Sathre Julie A. Saude Ashley D. Scarlett Chelsey A. Schafer Myriaah S. Schalesky Rachell M. Schliesman Sadie J. Schmieg Racheal M. Schmitt Lilian M. Shari Pema Y. Sherpa Anto Shibu Mattie L. Singley Aria V. Smith Delaney J. Smith Faith L. Sparks Cortney E. Sprecher Alexandra M. Stallinga Carter L. Stangeland Jack R. Starr **Brian Stednick** Jaclyn S. Sterrett Rachel M. Stewart Dylan C. Stoebner Veronica A. Stys Emersyn G. Sudbeck Caleb M. Swanson Trevor M. Tarr Alexia R. Thomas Cassandra J. Thompson **Renee Thompson** Bryce D. Thornton Amy M. Toro Peyton L. Tramp Mary A. Tran Nadia R. Tuttle Desarae D. Van Niekerk Chantelle M. Vande Kamp Jace N. VanderWoude Grace O. Vanderzee Emily E. Varner

Verena Vesely Meagin J. Vizecky Maria A. Vlastuin Hayley G. Vogel Victoria L. Vogt Kaitlyn J. Voller Molly Voller Lucas Voorhees Grace A. Vos Elyssa M. Voss Kinsey K. Voss Sophia E. Vyborny Natalie K. Wagaman Dawson P. Walchek Morgan A. Walchek Brittany N. Warren Trevin J. Wasmund

Kori R. Wedeking Riley L. Weinmeister Callie J. Weisbeck Amari V. Weston Wyatt A. Wiebelhaus Hudson L. Wilkerson Brooke A. Wilson Jacob E. Woelber Grant M. Wolner Avery J. Wood Abbie Marie S. Woodard Sidney L. Yeager Allison L. Young Jenna D. Zewiske Jiangming Zhao Macy M. Zieske Lauran F. Zwack

Bachelor of Science in Education

Autumn R. Ament Elizabeth G. Arend Jenna N. Bamberg Josee M. Barth Maggie L. Baumgart Austyn A. Burggraff Ella G. Byers Sydney L. Cork Aidan J. Feddes Sophia M. Gapp Rinde M. Hart Emily E. Henze Olivia E. Hrouda Olivia N. Jacobson Karlee A. Kasperbauer Macey B. Kline Seth M. Kocer Benjamin J. Kohls Haylee I. Korth

Siri R. Kranz Emily M. Kueter Mark T. Loofe Tatum F. Lundgren Alexander F. Luttig Savannah M. McGraw Ally J. Nearman Kara J. Owens Maxwell J. Peterson Brady M. Petit Lea M. Renville Caitlyn R. Riggs Parker A. Sonnabend Abbie J. VanMeeteren Eva R. Volk MacKenzy R. West Isaac B. White Brenna I. Woodcock

Bachelor of Science in Nursing

Amber A. Albrecht Carmen L. Almodovar Miranda L. Anderson Sarah A. Angelo Jasmine Ast Judah D. Belisle Kayla M. Benson Cayley M. Bewley Miranda L. Bicek Elizabeth A. Carda Atley N. Carey Eli M. Cheever Lauren A. Coe Carlie M. Corder Brittany B. David **Ryann Davidson** Samantha J. Day Grace K. Dorcey Morgan Dreesen Kaylee A. Evavold Jadalyn D. Fenderson Macy A. Guebert Simone I. Guse Chloe R. Hagen Ashlynn K. Hansen Heather N. Hazen Madelynn Hedlund Brittney S. Ingram Lauren A. Jaton Kendra D. Jennings Jasmine E. Johnson Kelsey R. Keating Grayden Klundt Kyla M. Knapke Kyshea M. Koehler Lauren A. Kouri Ava D. Krabbenhoft Amber D. LaBelle McKenzi J. Leach Katharine E. Leichner Regan E. Lovatt

Allyson M. McDonald Lilliana C. Mertz Kayla J. Middaugh Ashley R. Moe Gabrielle B. Moriarty Ellie A. Mount Emma J. Murphy Ngoc Bao Tran Nguyen Zakaria P. Okuwe Matildah B. Omenya Elise M. Oteri Keaton Parrish Maddilyn L. Pippett Jacy R. Pulse Haley Reinholt Emma Salfer Trevor P. Sanson Tyler D. Schimmel Abigail J. Schmidt Michelle C. Schroeder Grace E. Schuller Emma R. Scott Tucker J. Seamer Brianna R. Sejnoha Carter J. Shackleton Brooklyn R. Sides Kolbi D. Solberg Rachel A. Stevens Janessa J. Storley Connor S. Swanson Alicia M. Thul Tiffany M. Tinker Patisepa O. Tuai Isabelle A. Vanness Makenna G. Ward Kaidee L. Weber Asia R. Williamson Brooke M. Wohlers Elena E. Wolf Jacob M. Wuestewald

Associate of Arts

Tailey S. Barley Nicole A. Bennett Quinn C. deNourie Peyton A. Heibult Makayla M. Hotzler Claire O. Litzen

Sarah G. Munoz Michaeline B. Nathan Scott Q. Nguyen Merari Rivera Tabitha L. Thompson Grayson D. York

Associate of Science

Harry R. Leasure

Olivia G. Stadheim



South Dakota School for the Blind and Visually Impaired 2023 - 2024 Graduation List

The South Dakota School for the Blind and Visually Impaired submits the following graduation list for approval.

Lakota Flint, Elk Point SD Marcus La Croix, Aberdeen SD Jada Madsen, Bath SD Quinn Ossanna, Aberdeen SD

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – B DATE: May 13-15, 2024

SUBJECT

Academic Calendar – Special Schools

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.1.1 – System Academic Year / Academic Calendar SDCL § 13-61 – SDSBVI SDCL § 13-62-13 (SDSD) – Academic year of school Special Schools COHE Agreement (Section 8.6)

BACKGROUND / DISCUSSION

Pursuant to BOR Policy 2.1.1, the upcoming academic calendars for the South Dakota School for the Blind and Visually Impaired and the South Dakota Services for the Deaf are provided in Attachment I and II.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSBVI Academic Calendars: 2024-25 & 2025-26 Attachment II – SDSD Academic Calendars: 2024-25

DRAFT MOTION 20240513_5-B:

I move to approve the proposed academic calendars for the South Dakota School for the Blind and Visually Impaired and the South Dakota Services for the Deaf, as presented.



SD School for the Blind and Visually Impaired

2024 – 2025 SCHOOL CALENDAR

AUGUST (0 / 0 school days)

22 - 23: New Staff On Duty; Orientation Days

26 - 30: Professional Development / Classroom Prep

SEPTEMBER (19 / 19 school days)

- 2: Closed; Labor Day Holiday
- 3: No Classes; Registration Day; Dorm opens at 1:00 PM
- 4: Classes Begin (School Day is 8:00 AM 3:00 PM); 1st Quarter Begins / 1st Semester Begins

OCTOBER (22 / 41 school days)

- 11: Homegoing; Full day of school Classes dismiss at 3:00 PM; Supper will be served; Dorm closes at 6:00 PM
- 14: Closed; Native American Day Holiday
- 15: No Classes; Parent / Teacher Conferences; Dorm opens at 10:00 AM
- 16: Classes Resume

NOVEMBER (18 / 59 school days)

- 1: 1st Quarter Ends (42 Days)
- 4: 2nd Quarter Begins
- 11: In Session Veterans Day
- 26: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development
- 27: Closed; Veterans Day Holiday Observed
- 28: Closed; Thanksgiving Day Holiday
- 29: Closed; Administrative Leave

DECEMBER (15 / 74 school days)

- 1: Dorm opens at 1:00 PM
- 2: Classes Resume
- 20: Christmas Program; Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development
- 23 27: No Classes
- 25: Closed; Christmas Day Holiday
- 30 31: No Classes

JANUARY (20 / 94 school days)

- 1: Closed; New Year's Day Holiday
- 2 3: No Classes; Professional Development
- 5: Dorm opens 1:00 PM
- 6: Classes Resume
- 17: 2nd Quarter Ends (42 Days) / 1st Semester Ends (84 Days)

20: In Session - Martin Luther King, Jr. Day; 3rd Quarter Begins / 2nd Semester Begins

FEBRUARY (18 / 112 school days)

- 13: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development
- 14: Closed; Martin Luther King, Jr. Day Holiday Observed
- 17: Closed; Presidents' Day Holiday
- 18: No Classes; Parent / Teacher Conferences; Dorm opens at 10:00 AM
- **19: Classes Resume**

MARCH (19 / 131 school days)

- 19: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; 3rd Quarter Ends (41 Days); Professional Development
- 20 21: Spring Break
- 23: Dorm opens at 1:00 PM
- 24: Classes Resume; 4th Quarter Begins

APRIL (20 / 151 school days)

- 17: Spring Concert; Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development
- 18: No Classes; Good Friday
- 20: Easter Sunday
- 21: No Classes; Dorm opens at 1:00 PM; Easter Monday
- 22: Classes Resume

MAY (16 / 167 school days)

- 22: Awards Program; Commencement; Last Day of School; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; 4th Quarter Ends (42 Days); 2nd Semester Ends (83 Days); 167 Total Days; Professional Development
- 26: Closed; Memorial Day Holiday

JUNE

- 1: Dorm opens at 1:00 PM for ESY
- 2 19: Extended School Year (ESY)
- 19: In Session Juneteenth; June ESY Ends at 3:00 PM; Supper will be served; Dorm closes at 6:00 PM
- 20: Closed; Juneteenth Holiday Observed

<u>JULY</u>

- 4: Closed; Independence Day Holiday
- 6: Dorm opens at 1:00 PM for ESY
- 7 25: Extended School Year (ESY)
- 25: July ESY Ends at 12:30 PM; Lunch will be served; Dorm closes at 1:00 PM



SD School for the Blind and Visually Impaired

2025 - 2026 SCHOOL CALENDAR

AUGUST (0 / 0 school days)

21 - 22: New Staff On Duty; Orientation Days

25 - 29: Professional Development / Classroom Prep

SEPTEMBER (20 / 20 school days)

- 1: Closed; Labor Day Holiday
- 2: No Classes; Registration Day; Dorm opens at 1:00 PM
- 3: Classes Begin (School Day is 8:00 AM 3:00 PM); 1st Quarter Begins / 1st Semester Begins

OCTOBER (22 / 42 school days)

- 10: Homegoing; Full day of school Classes dismiss at 3:00 PM; Supper will be served; Dorm closes at 6:00 PM
- 13: Closed; Native American Day Holiday
- 14: No Classes; Parent / Teacher Conferences; Dorm opens 10:00 AM
- 15: Classes Resume
- 31: 1st Quarter Ends

NOVEMBER (17 / 59 school days)

- 3: 2nd Quarter Begins
- 11: In Session Veterans Day
- 25: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development
- 26: Closed; Veterans Day Holiday Observed
- 27: Closed; Thanksgiving Day Holiday
- 28: Closed; Administrative Leave
- 30: Dorms open at 1:00 PM

DECEMBER (15 / 74 school days)

- 1: Classes Resume
- 19: Christmas Program; Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development
- 22 26: No Classes
- 25: Closed; Christmas Day Holiday
- 29 31: No Classes

JANUARY (20 / 94 school days)

- 1: Closed; New Year's Day Holiday
- 1 2: No Classes
- 4: Dorm opens 1:00 PM
- 5: Classes Resume
- 10: 2nd Quarter Ends (42 Days) / 1st Semester Ends (84 Days)
- 19: In Session Martin Luther King, Jr. Day; 3rd Quarter Begins / 2nd Semester Begins

FEBRUARY (18 / 112 school days)

- 12: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development
- 13: Closed; Martin Luther King, Jr. Day Holiday Observed
- 16: Closed; Presidents' Day Holiday
- 17: No Classes; Parent / Teacher Conferences; Dorm opens 10:00 AM
- 18: Classes Resume

MARCH (22 / 134 school days)

- 20: 3rd Quarter Ends (43 Days)
- 24: 4th Quarter Begins

APRIL (20 / 154 school days)

- 2: Spring Concert; Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development
- 3: No Classes; Good Friday
- 5: Easter Sunday
- 6: No Classes; Dorm opens at 1:00 PM; Easter Monday
- 7: Classes Resume

MAY (15 / 169 school days)

- 21: Awards Program; Commencement; Last Day of School; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; 4th Quarter Ends (42 Days); 2nd Semester Ends (85 Days); 169 Total Days; Professional Development
- 25: Closed; Memorial Day Holiday
- 31: Dorm opens at 1:00 PM for ESY

<u>JUNE</u>

- 1 18: Extended School Year (ESY)
- 18: June ESY Ends at 3:00 PM; Supper will be served; Dorm closes at 6:00 PM
- 19: Closed; Juneteenth Holiday

<u>JULY</u>

- 3: Closed; Independence Day Holiday Observed
- 4: Independence Day
- 5: Dorm opens at 1:00 PM for ESY
- 6 24: Extended School Year (ESY)
- 24: July ESY Ends at 12:30 PM; Lunch will be served; Dorm closes at 1:00 PM

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SEPTE	MBER	16-17: 9	SF Eval	uation	IS						FEBRU	JARY 1	. 7: Pr	esiden	ts' Day	y Holid	lay			
SEPTE	MBER	24-25:	Profes	sional	Days						MARC	CH 25-2	26: Pro	fessio	nal Da	ys (all	staff N	/larch 2	25)	
осто	BER 14	: Nativ	e Ame	rican [Day Holi	day					APRIL	7-9: S	F/WR	Evalua	tions					
осто	BER 22	-23: WI	R Evalu	ations							MAY	21: La	st Day							
NOVE	MBER	11: Vet	erans	Day Ho	oliday						MAY 26: Memorial Day Holiday									
DECE	MBER 9	-10: SF	Evalu	ations	maay						June 17-18: Midwest Conference									
DECEMBER 25: Christmas Holiday							JULY 4: 4th of July													

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (1) DATE: May 13-15, 2024

SUBJECT

New Program Request - DSU - Minor in Strength and Conditioning

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 Strength and Conditioning. The proposed minor will prepare students to take the certification test to be a certified Strength and Conditioning coach by providing a knowledge base in this area for athletic coaches. The Strength and Conditioning minor would likely be taken by education majors who are looking to serve as the strength and conditioning coach in a school district or college, or who wish to enhance their knowledge to go with a coaching certification.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in Strength and Conditioning on campus. DSU does not request new state resources. One new course will be required. DSU estimates 20 students enrolled and 14 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: DSU – Minor in Strength and Conditioning

DRAFT MOTION 20240513_5-C(1):

I move to authorize DSU to offer a minor in Strength and Conditioning, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	Strength and Conditioning
DEGREE(S) IN WHICH MINOR MAY BE	
EARNED:	
EXISTING RELATED MAJORS OR MINORS:	
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	131314
UNIVERSITY DEPARTMENT:	College of Education
BANNER DEPARTMENT CODE:	DED – 8E
UNIVERSITY DIVISION:	Education
BANNER DIVISION CODE:	DEDU

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.8</u>, 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.

zebecca d. Heey 1/26/2024

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).

- Do you have a major in this field (*place an "X" in the appropriate box*)? 1. \square \times
 - 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.

	J 1	
BHSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:4</u>
DSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:5</u>
NSU:	<u>SDCL § 13-59</u>	BOR Policy 1:10:6
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1:10:3
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1:10:2
USD:	<u>SDCL § 13-57</u>	BOR Policy 1:10:1
<u>Board of Re</u>	gents Strategic Plan	<u>n 2014-2020</u>

According to State Statute regarding DSU: This authorization includes the preparation of elementary and secondary teachers. Additionally, Elementary Education, Special Education, and Secondary Education are legacy programs for Dakota State University.

The minor in Strength and Conditioning would typically be added by education majors who might want to serve as the Strength and Conditioning coach in a school district or college or enhance their knowledge in Strength and Conditioning to go with coaching certification.

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 purpose of the Strength and Conditioning minor is to prepare students to take the certification test to be a Certified Strength and Conditioning coach. Additionally, the minor will provide a knowledge base in strength and conditioning for athletic coaches.

4. How will the proposed minor benefit students?

The Strength and Conditioning minor will provide preparation for professional certification to make our students more marketable. This minor can provide a strong knowledge base in strength and conditioning principles for our students preparing to be athletic coaches.

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.*

According to the Bureau of Labor Statistics, the job outlook for strength and conditioning coaches is excellent. The number of jobs is expected to grow 20% by 2031, which is pacing much faster than the average for all occupations. From 2021 to 2031, 39,900 openings for coaches and scouts are projected each year.

According to the Bureau of Labor Statistics, the job outlook for fitness trainers and instructors is excellent. The number of jobs is expected to grow by 14% (Much faster than average) by 2031. <u>https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm</u>

As with any profession, experience plays a significant role in determining strength and conditioning coach salary ranges. Novice coaches in entry-level strength and conditioning coach jobs typically earn less than their seasoned counterparts. According to a report by the National Strength and Conditioning Association, the average base salary for entry-level coaches (1-5 years of experience) can range from \$45,066 to \$56,626 per year. However, as coaches gain experience and establish a strong track record, their earning potential increases substantially. <u>https://www.nsca.com/salary-survey/</u>

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

		Fiscal Years*					
	1 st	1 st 2 nd 3 rd 4 th					
Estimates	2024-	2025-	2026-	2027-			
	2025	2026	2027	2028			
Students enrolled in the minor (fall)	5	8	14	20			
Completions by graduates	5 8 14						

*Do not include current fiscal year.

The College of Education faculty has had conversations and informal interviews with current BSED Physical Education majors, BSED Elementary Education majors, and BSED Elementary Education/Special Education majors regarding the potential of the Strength and Conditioning minor. Approximately, 70% of physical education majors indicated that they would be seriously interested in the Strength and Conditioning minor. Approximately, 10-15% of the Elementary and Elementary/SPED majors indicated that they would be seriously interested in the Strength and Conditioning minor.

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

The Exercise Science major at Dakota State University is a recognized program through the National Strength and Conditioning Association (NSCA). NSCA is considered the "gold standard" of strength and conditioning certification organizations. The curriculum in the proposed minor would allow for a wider range of students to become prepared for the certification test.

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

Strength and Conditioning	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	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)
BIOL	221/221L	Human Anatomy and Lab*	N/A	4	No
EXS	350	Exercise Physiology	BIOL 221	3	No
EXS	350L	Exercise Physiology Lab	N/A	1	No
EXS	482	Theory of Strength and Conditioning	EXS 350	3	No
*NUTR (EXS)	225	Nutrition for Exercise and Sport	N/A	3	Yes
PE	207	Professional Preparation: Strength Training	N/A	1	No
PE	217	Advanced Strength Training	N/A	1	No
PE	453	Sport Psychology	N/A	2	No
L	1		Subtotal	18	

*Students who would be most likely to enroll in this minor are in Physical Education and Biology, Education Specialization. BIOL 221/221L (4 credits) is a required course in both these majors which would overlap with this minor. There is no overlap between Elementary Education and the Special Education majors, which is another group of students who would most likely take this minor. ******NUTR 225 Nutrition for Exercise and Sport is currently a unique course to SDSU. DSU will be reaching out to SDSU for permission to offer the course. It would be cross listed with a EXS prefix.

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)
					Choose an item.
	•		Subtotal		0

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? <u>Complete the table below to list specific</u> <u>learning outcomes—knowledge and competencies—for courses in the proposed program</u> <u>in each row. Label each column heading with a course prefix and number. Indicate</u> <u>required courses with an asterisk (*). Indicate with an X in the corresponding table cell</u> <u>for any student outcomes that will be met by the courses included. All students should</u> <u>acquire the program knowledge and competencies regardless of the electives selected.</u> <u>Modify the table as necessary to provide the requested information for the proposed</u> <u>program.</u>

	Program Courses that Address the Outcomes						
Individual Student Outcome	PE	BIOL	EXS	PE 217	PE 453	NUTR	EXS
(Same as in the text of the proposal)	207	221/221	482			225	350/350
()		L					L
Strength and Conditioning Focus:	Х		Х	Х			
The students will develop the knowledge							
and skills necessary to lead, analyze, and							
prescribe recreation activities; and to teach							
how to correctly perform strength training							
exercises; and for specific scientific							
foundational knowledge and the							
practical/applied knowledge.							
Sport Psychology Focus:					Х		
The students will develop the knowledge							
in regard to the effects of psychological							
factors, such as personality, motivation,							
group dynamics, psychomotor activity, and							
other psychological aspects of sports on							
participation and performance, as well as							
examining the effects of participation on							
the psychological make-up of the							
individual.							

ATTACHMENT I 7

Anatomy and Physiology Focus:	Х			Х
The students will develop the knowledge				
of physiological responses and adaptations				
to exercise; gain the skills to assess and				
evaluate the physiological responses and				
adaptations; and develop an understanding				
of the structures of various systems in the				
human body are presented as a structural				
basis for physiology; and develop hands-				
on knowledge and experience regarding				
the structures of various systems in the				
human body.				
Sports Nutrition Focus:			Х	
The students will develop an				
understanding of basic nutritional needs				
for athletes and/or physically active				
individuals and will develop an				
understanding of practical application of				
dietary analysis and composition for				
people in various sports.				

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.*

The classes will be taught through lectures, lab, hands-on instruction and other varied methods. The only course that potentially might be offered online would be the newly proposed Sport Nutrition course.

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 Sta	urt Date
On campus	Yes	Fall	2024

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

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

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.

DSU does not anticipate any additional resources or one-time funds for this minor. The new course will be added to the current course rotation with existing faculty.

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

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

□ NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course

approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (2) DATE: May 13-15, 2024

SUBJECT

New Program Request - NSU - Minor in Musical Theatre

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a minor in Musical Theatre. The proposed minor is being created as a replacement offering following the inactivation of Northern's BA in Theatre. Northern offers several degree programs that will benefit from a minor in Musical Theatre, such as Music, Communication Studies, Music Education, Art Education, and English Education, among others. The proposed minor will further prepare students to produce creative activity, lead musical theatre productions, and apply scholarly work to projects on campus and beyond.

IMPACT AND RECOMMENDATION

NSU plans to offer the minor in Musical Theatre on campus. NSU does not request new state resources. No new courses will be required. NSU estimates 10 students enrolled and 7 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I - New Program Request Summary: NSU - Minor in Musical Theatre

DRAFT MOTION 20240513_5-C(2):

I move to authorize NSU to offer a minor in Musical Theatre, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Musical Theatre
DEGREE(S) IN WHICH MINOR MAY BE	B.A., B.S., B.F.A., BSEd.
EARNED:	
EXISTING RELATED MAJORS OR MINORS:	Theatre Minor
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	50.0509
UNIVERSITY DEPARTMENT:	Art & Theatre
BANNER DEPARTMENT CODE:	NMUT
UNIVERSITY DIVISION:	School of Fine Arts
BANNER DIVISION CODE:	5F

Please check this box to confirm that:

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

University Approval

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

President (or designee) of the University

3/11/2024 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

Northern inactivated its Theatre BA in Spring 2024.

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.

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

With the inactivation of Northern's Theatre BA, the Theatre Program is pivoting to offer a modified Theatre minor and creating this new minor in Musical Theatre. Northern offers several degree programs that will benefit from the new minor such as Music, Communication Studies, Music Education, Art Education, and English Education, among others. The Musical Theatre minor therefore provides cross-disciplinary acquisition and application of skills for academic programs across campus. This minor supports the school's strategic priority toward distinctive learning. With a curriculum grounded in experiential learning, the Musical Theatre minor will further prepare Northern's students to produce creative activity, lead musical theatre productions, and apply scholarly work to projects on campus, in the larger SD region, and beyond.

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

The new minor in Musical Theatre is a logical extension of Northern's reputation for training the music teachers of the future as well as students from a variety of majors who are involved in fine arts, including theatre, in their communities. With the termination of the Theatre BA, this minor serves those students who would have previously been served by the major's emphasis in Musical Theatre. The emphasis on performance and developing a personal repertoire offer students basic skills in which to enter this field. Additionally, this minor will further provide training to Northern's developing teachers who will likely be in charge of guiding musical theatre productions at their schools in the future.

4. How will the proposed minor benefit students?

Students interested in the study of theatre and music will be able to specialize in musical theatre with hands-on training in the field. These graduates will be able to audition for roles in the theatre as well as contribute to productions across a variety of styles. Additionally, those students training in education, such as Music Education or English Education majors—i.e., those likely

to be required to produce musical theatre at K-12 schools—will receive training in voice, musical theatre literature/history, and the production of musicals. This will set our students apart from other aspiring teachers who lack this experience.

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.*

Statistics relating to the demand for those trained in musical theatre are not readily available for South Dakota. However, theatre students are known for their versatility and tenacity. Training in theatre provides students with oral communication skills, creative problem solving acumen, and the ability to collaborate with a wide range of people.¹ Musical theatre, specifically, primarily focuses on experiential learning in many different disciplines including music, theatre, opera, languages, history, performance, and more.²

In terms of supporting teachers, it's worth noting that children participating in theatre experience improved reading comprehension and are often more motivated toward learning. Theatre training continually reinforces the values of empathy, discipline, and shared development.

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

		Fiscal Years*			
	1 st	2 nd	3 rd	4 th	
Estimates	FY 25	FY 26	FY 27	FY 28	
Students enrolled in the minor (fall)	3	5	7	10	
Completions by graduates	0	3	5	7	

*Do not include current fiscal year.

Estimated enrollmets are based on upon the number of students who pursued the Musical Theatre Emphasis in the past. However, the potential exists for more students across the curriculum to adopt this new minor. Musical theatre is often a draw for this generation of students. Traditionally, the Fall musical brings in more students from outside of the Theatre Program. Music majors focused on vocal performance are especially suited for this new minor.

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

The new minor in Musical Theatre is based on the previously approved Emphasis in Musical Theare that was part of the now-inactivated Theatre BA. This curriculum focuses on experiential learning with vocal training in singing and diction, study of dance styles, and the expectation of performing on stage in front of a live audience. This minor will provide the basics for students

¹ "25 Special Advantages from Studying Theatre" at https://theatreanddance.appstate.edu/students/prospective-students/25-life-skills-learned-theatre

^{2 &}quot;The Lifelong Benefits of Being in a Musical" at https://academywi.com/the-lifelong-benefits-of-being-in-amusical/
interested in working in musical theatre as well as support aspiring teachers who will lead productions at their future schools.

Additionally, care was taken to ensure that the Musical Theatre minor offers requirements outside of the Music BA expectations such that Music students, who are likely our primary demographic, will not run into trouble double-dipping credits required for their Music degrees.

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

[Musical Theatre]	Credit Hours	Percent
Requirements in minor	14	64%
Electives in minor	4	36%
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)
THEA	100	Introduction to Theatre		3	No
THEA	289	Theatre Activities		1	No
THEA	330	Musical Theatre Performance		3	No
THEA	385	Dance – Musical Theatre Styles		2	No
THEA	435	History of US Musical Theatre		3	No
MUS	347	Diction 1		2	No
			Subtotal	14	

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

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
3 credits f	rom the foll	owing:			
MUAP	100/101	Applied Music Voice		1-4	No
MUAP	200/201	Applied Music Voice		1-4	No
MUAP	300/301	Applied Music Voice		1-4	No
MUAP	400/401	Applied Music Voice		1-4	No

2 credits f	rom the foll	owing:			
MUEN	100/300	Concert Choir		0-2	No
MUEN	107/307	Opera Workshop		0-2	No
			Subtotal	4	

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? <u>Complete the table below to list specific</u> <u>learning outcomes—knowledge and competencies—for courses in the proposed program</u> <u>in each row. Label each column heading with a course prefix and number. Indicate</u> <u>required courses with an asterisk (*). Indicate with an X in the corresponding table cell</u> <u>for any student outcomes that will be met by the courses included. All students should</u> <u>acquire the program knowledge and competencies regardless of the electives selected.</u> <u>Modify the table as necessary to provide the requested information for the proposed</u> <u>program.</u>

	Program Courses that Address the Outcomes				nes	
Individual Student Outcome	tcome THEA THEA THEA THEA THEA M					MUS
(Same as in the text of the proposal)	100	289	330	385	435	347
Students will acquire and demonstrate an						
understanding of fundamental musical theatrical	Х	Х				
production techniques, and the ability to perform						
those techniques properly and safely. (Critical &						
Creative Thinking, Foundational Lifelong Learning						
Skills)						
Students will acquire and demonstrate analytical,						
preparatory, memorization, and interpretation skills	Х		Х	Х	Х	Х
around dramatic literature/music, which enable						
understanding and performance of roles in a wide						
variety of styles and formats. (Critical & Creative						
Thinking, Information Literacy, Intercultural						
Knowledge)						
Students will acquire and demonstrate an						
understanding of the history of musical theatre, its	Х				Х	
origins, and its evolution into current forms of						
practice and presentation. (Inquiry and Analysis,						
Information Literacy, Intercultural Knowledge)						
Students will acquire and demonstrate an						
understanding the musical theatre production	Х	Х	Х			
process, and each individual's role in						
collaboratively bringing a production to fruition.						
(Critical & Creative Thinking, Problem Solving,						
Teamwork)						
Students will acquire and demonstrate the skills						
needed to succeed in leadership positions. By		X	X			
working in both leadership and subordinate roles,						
they will learn to constructively give and receive						
feedback, work with diverse personality types, and						
learn empathy skills as they relate to working with						
people with various strengths and weaknesses in a						
theatre rehearsal setting. (Teamwork, Diversity,						
Inclusion and Equity)						

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.*

Most courses will be taught face-to-face due to the necessity of liveness and immediacy in relation to learning theatre skills. THEA 100: Introduction to Theatre is currently offered by the Theatre Program in both face-to-face (Fall) and HyFlex (Spring) modalities. THEA 100 has also been offered as needed as an online course.

There is potential to develop THEA 435: History of American Musical Theatre as a HyFlex course as the instructor is certified to teach both HyFlex and online courses. The course has also been submitted for consideration to satisfy Northern's Human Values requirement.

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
1			an item.

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

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 changes are needed with the budget or resources needed to offer the minor in Musical Theatre. The courses in this minor are already offered in consistent rotations taught by existing faculty.

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

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

🛛 NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (3) DATE: May 13-15, 2024

SUBJECT

New Program Request - NSU - Minor in Sports Media

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a minor in Sports Media. The proposed minor will provide students with exposure and experiences in the digital media and broadcasting aspects of sport.

IMPACT AND RECOMMENDATION

NSU plans to offer the minor in Sports Media on campus and online. NSU does not request new state resources. One new course will be required. NSU estimates 12 students enrolled and 6 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I - New Program Request Summary: NSU - Minor in Sports Media

DRAFT MOTION 20240513_5-C(3):

I move to authorize NSU to offer a minor in Sports Media, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Sports Media
DEGREE(S) IN WHICH MINOR MAY BE	BS, BA, BFA, BME, BSEd
EARNED:	
EXISTING RELATED MAJORS OR MINORS:	Sports Management
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	09.0906
UNIVERSITY DEPARTMENT:	Sports Sciences
BANNER DEPARTMENT CODE:	NHPE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	5E

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.8</u>, 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.

Click here to enter a date.

Date

President (or Designee) 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. 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:	<u>SDCL § 13-59</u>	BOR Policy 1:10:4
DSU:	<u>SDCL § 13-59</u>	BOR Policy 1:10:5
NSU:	<u>SDCL § 13-59</u>	BOR Policy 1:10:6
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1:10:3
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1:10:2
USD:	<u>SDCL § 13-57</u>	BOR Policy 1:10:1
Board of Re	<u>gents Strategic Plan 2</u>	2014-2020

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 minor will provide students with exposure and experience in a growing side of sport – the digital media and broadcasting side of sport.

4. How will the proposed minor benefit students?

With classes in digital art and sport, the student will gain skills necessary for employment or graduate assistantships in sport. Specific skills include green-screen digital content, streaming/broadcasting/communication, and sport marketing skills.

In a recent search, there were 54 jobs listed in the NCAA Marketplace for Content Creator, Content Designer, or Assistant Director of Video Content. There are full-time and graduate assistantships available in the area of digital media in sport. <u>https://ncaamarket.ncaa.org/jobs?keywords=content</u>

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 South Dakota Department of Labor projects a 10% increase in sport related employment (miscellaneous entertainment and performance), 15% increase in audio/video technicians, and 8% increase in digital design by 2030.

https://dlr.sd.gov/lmic/menu_projections_industry_statewide.aspx

The versatility of the minor allows for employment exposure in sport broadcasting via streaming networks, podcasts, and social media; sport marketing via social media or streaming services; and sports journalism via social media.

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*).

Estimated enrollments in the minor are based on the number of current and recently enrolled students in ARTD 338 or ARTD 337 and who are not majoring in the BFA in Digital Media. Once the minor is in place, we expect students in the BFA in Digital Media, BA in Communication Studies, and similar programs to take courses in PE that build toward earning this minor.

		Fiscal Years*					
	1 st	1 st 2 nd 3 rd 4 th					
Estimates	FY 25	FY 26	FY 27	FY 28			
Students enrolled in the minor (fall)	5	8	10	12			
Completions by graduates	0	2	4	6			

*Do not include current fiscal year.

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

Northern's Sports Media minor integrates Commission on Sport Management Accreditation (COSMA) curriculum standards. Specifically, standards for marketing and communication: https://www.cosmaweb.org/uploads/2/4/9/4/24949946/accreditation_principles_february_2024 .pdf

Sport Marketing — Includes promotions, sales, fundraising, advertising, branding and sponsorship. Strategies need to be created for individuals, teams and/or events, depending on the marketing needs and projections.

Sport Communications — Includes fostering two-way communication with key stakeholders. Such communications include, but are not limited to: social media, all aspects of media guides, press releases, websites, statistical archives, record keeping and game-day obligations.

Northern's Sports Media minor also works toward Digital Media competencies as set forth by National Association of Schools of Art and Design (NASAD) accreditation standards: <u>https://nasad.arts-accredit.org/accreditation/standards-guidelines/</u>

Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.

Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.

Ability to analyze and synthesize relevant aspects of human interaction in various contexts (e.g., physical, cognitive, cultural, social, political, economic, etc.) and with respect to technologically-mediated communication, objects, and environments.

Understanding of what is useful, usable, effective, and desirable with respect to user/ audience-centered digitally-based communication, objects, and environments.

Ability to work in teams and to organize collaborations among people from different disciplines.

Ability to use the above competencies in the creation and development of professional quality digital media productions.

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

Sports Media	Credit Hours	Percent
Requirements in minor	12	67%
Electives in minor	6	33%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for	Credit	New
		(add or delete rows as needed)	Course	Hours	(yes,
			Include credits for		no)
			prerequisites in		
			subtotal below.		
PE	183	Professional Communications in		3	No
		HPER/A			
PE	411	Sport Marketing		3	No
ARTD	113	Introduction to Digital Media		3	No
ARTD	338	Video Streaming and Digital		3	No
		Filmmaking I	ARTD 113		
			Subtotal	12	

Prefix	Number	Course Title	Prerequisites for	Credit	New
		(add or delete rows as needed)	Course	Hours	(yes,
			Include credits for		no)
			prerequisites in		
			subtotal below.		
PE	415	E-Sports Management		3	Yes
PE	467	Event Planning & Program		3	No
		Development			
ARTD	231	Graphic Design I	ARTD 113	3	No
ARTD	241	Animations & Visual Effects I	ARTD 113	3	No
ARTD	333	Game, App, and Web Design I	ARTD 113	3	No
ARTD	337	Podcasting & Sound Design I	ARTD 113	3	No
ARTD	438	Video Streaming and Digital	ARTD 113 and	3	No
		Filmmaking II	ARTD 338		
			Subtotal	6	

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

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? <u>Complete the table below to list specific</u> <u>learning outcomes—knowledge and competencies—for courses in the proposed program</u> <u>in each row. Label each column heading with a course prefix and number. Indicate</u> <u>required courses with an asterisk (*). Indicate with an X in the corresponding table cell</u> <u>for any student outcomes that will be met by the courses included. All students should</u> <u>acquire the program knowledge and competencies regardless of the electives selected.</u> <u>Modify the table as necessary to provide the requested information for the proposed</u> <u>program.</u>

	PE	PE	PE	ARTD	ARTD	ARTD
	183	411	415	113	338	231
Individual Student Outcome			467			241
(Same as in the text of the proposal)						333
						337
						438
Fosters effective oral and written	Х		Х		Х	
two-way communication skills with						
key stakeholders						
Creates content for all aspects of	Х	X	Х	Х	Х	Х
media (social media, guides, press						
releases, websites, statistical						
archives, record keeping and game-						
day obligations)						
Creates, identifies, and differentiates		X	Х		Х	Х
marketing tactics for promotions,						
sales, fundraising, advertising,						
branding and sponsorship						

Establishes critical and creative		Х	Х		Х	Х
strategies for individuals, teams						
and/or events, depending on the						
marketing needs and projections.						
Gain experience and skills in digital	Х	Х	Х	Х	Х	Х
media specific to sports						
organizations or sports-related fields						

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.*

The instructional approach used in digital design course is project-based. Supplemental design exercises encourage collaboration in visual thinking practices. Upper-level digital media courses incorporate student-driven projects with more design autonomy. Critiques and evaluations are used to strengthen design knowledge and communication skills. The instructional approach used in the introductory Sport Marketing course is application focused where students learn concepts in sport marketing and communications. In upper-level Sport Marketing and Communication courses, students evaluate, plan, and create integrated sport marketing and communications campaigns.

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	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date	
Distance Delivery	Yes	Online, HyFlex	Fall 2024	
(online/other distance				
delivery methods)				
Does another BOR	No	If yes, identify institutions:		
institution already		University of South Dakota has a minor in Sport Marketing		
have authorization to		& Media, but it's not authorized for	or online.	

offer the program	
online?	

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	e
Distance Delivery	Yes	Online, HyFlex	Fall 202	24
(online/other distance				
delivery methods)				

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*

None

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

There is little identifiable cost, budget, or resources needed to offer this minor. The courses in this minor are already offered in consistent course rotations. All courses are taught by existing faculty. No new faculty are needed to offer this minor with the projected enrollments. If the minor grows in popularity beyond projections, faculty workload may be impacted, and chairs will adjust workloads and may hire adjuncts to support certain courses (though not necessarily those in this program) accordingly.

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

Northern's minor in Sports Media is open to all students and is designed to attract undergraduates majoring in Communications, Sports Marketing and Administration, Digital Media, Management, Business Administration, English, International Business, and Psychology that desire a Sports Media foundation.

The minor is also a good fit for students earning the BFA in Digital Media. Northern's BFA in Digital Media has three emphases, and all of the courses in those emphases are in the School of Fine Arts or the College of Arts and Sciences. Northern's BFA in Digital Media requires no courses with the PE prefix; so, only 6 required credits of the minor overlap with the BFA in Digital Media major. Students in this major can take 12 PE credits in the minor.

The minor is also a good for students earning the BS in Sport Marketing and Administration. Northern's BS in Sport Marketing and Administration has three emphases, and all of the courses in those emphases are in the School of Business, not the School of Fine Arts. Northern's BS in Sport Marketing and Administration major requires no courses with the ARTD prefix; so, only 6 required credits of the minor overlap with the BS in Sport Marketing and Administration major. Students in this major can take 12 ARTD credits in the minor.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (4) DATE: May 13-15, 2024

SUBJECT

New Program Request – NSU – Minor in Sports Psychology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a minor in Sports Psychology. The proposed minor will benefit students looking to combine interests in sports, counseling, performance enhancement coaching, or mental skill straining. The field of sports psychology has gained significant attention due to its profound impact on athlete mental health, well-being, and performance.

IMPACT AND RECOMMENDATION

NSU plans to offer the minor in Sports Psychology on campus and online. NSU does not request new state resources. One new course will be required. NSU estimates 21 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: NSU – Minor in Sports Psychology

DRAFT MOTION 20240513_5-C(4):

I move to authorize NSU to offer a minor in Sports Psychology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Sports Psychology
DEGREE(S) IN WHICH MINOR MAY BE	BS, BA, BSED, BFA, BSN, BME
EARNED:	
EXISTING RELATED MAJORS OR MINORS:	Sport Management
	Psychology
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	31.0508
UNIVERSITY DEPARTMENT:	Sports Sciences
BANNER DEPARTMENT CODE:	NHPE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	5E

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.3.2.2.D</u>, which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

President (or Designee) of the University

4/9/2024 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

 \boxtimes

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:	<u>SDCL § 13-59</u>	BOR Policy 1.2.1
DSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.2
NSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.3
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1.2.4
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1.2.5
USD:	<u>SDCL § 13-57</u>	BOR Policy 1.2.6
Board of Re	egents Strategic Plan	

Codified law 13-59-1 states "The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents." The strategic plan addresses that Northern will be regionally recognized for "Distinctive Learning, Distinctive Culture, Distinctive Partnerships, Distinctive Leadership."

The sports psychology minor offers students experiential and interdisciplinary learning opportunities. By integrating principles from psychology and sports science, students engage in innovative approaches to understanding human behavior, motivation, and performance in athletic settings. This minor provides relevant and practical knowledge that prepares students for future endeavors in sports counseling, coaching, or graduate programs in counseling or psychology.

Northern State University is committed to providing a student-centered education that fosters academic excellence and personal growth. Sports psychology minor caters to student interests by offering a specialized academic pathway that combines their passion for sports with psychology. By addressing the unique psychological aspects of athletic performance, the minor enhances the educational experience for students and prepares them for fulfilling careers in fields related to sports psychology, counseling, and coaching.

The sports psychology minor promotes innovation by exploring the intersection of sports and psychology. Students enrolled in the program will have opportunities to engage in hands-on research projects and practical experiences that contribute to the advancement of knowledge in the field. This aligns with Northern State University's vision to foster a culture of inquiry and discovery among students and faculty.

Northern State University aims to prepare students for successful careers and lifelong learning through comprehensive academic programs and career development initiatives. Graduates with a sports psychology minor will be well-positioned to pursue graduate programs in sports

psychology, coaching, or clinical counseling, thereby contributing to their personal and professional growth.

The sports psychology minor focuses on student success by providing a quality educational experience that prepares students for future endeavors. This aligns with SDBOR Goal 3 – academic excellence, student outcomes, and educational attainment. By integrating principles from psychology and sports science, students develop critical thinking, problem-solving, and interpersonal skills essential for academic and personal success. This contributes to the academic excellence and educational attainment goals of the South Dakota Board of Regents.

The Sports Psychology minor responds to the changing educational and workforce skills needed to meet the demands of the sports industry and related fields. This aligns with SDBOR Goal 4 – workforce development and economic development. Graduates with a background in sports psychology are well-equipped to pursue careers in sports counseling, coaching, athlete development, and other areas within the sports industry. By creating academic programming that aligns with workforce needs, South Dakota public universities contribute to workforce development and drive the state's long-term economic growth.

Offering a sports psychology minor enhances the overall competitiveness of South Dakota public universities by diversifying their academic offerings and attracting students with a wide range of interests. Currently, no SDBOR institution has Sports Psychology as an undergraduate major or minor. This contributes to improving the financial health, efficiency, and effectiveness of the university by increasing enrollment and student retention rates. Additionally, the minor can be implemented efficiently by leveraging existing resources and expertise within the universities' psychology and sports science departments.

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.

In recent years, sports psychology has gained significant attention due to its profound impact on athlete mental health, well-being, performance, and overall success. Recognizing this growing importance, the Sports Sciences and Psychology departments collaborated to propose a new undergraduate sports psychology minor.

4. How will the proposed minor benefit students?

The minor is aligned with the student's interests. Many students with a passion for sports and psychology seek avenues to combine these interests and pursue careers in areas such as sports counseling, performance enhancement coaching, or mental skills training. Additionally, the proposed minor will serve as a foundational pathway for students aspiring to pursue graduate programs in counseling or psychology, with a specialization in sports psychology.

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 minor addresses the evolving job market of counselors in athletics departments. In 2020, the NCAA Division I, Power 5 conferences put forth a requirement to offer mental health counseling

through athletics departments. By introducing a sports psychology minor, our university demonstrates its commitment to staying in line with industry trends and preparing students to meet the evolving demands of the sports psychology field.

The sports psychology minor provides students with courses that can aid in a multitude of careers, including coaching, teaching, or counseling. According to the South Dakota Department of Labor, coaches and scouts are a "hot 30 career" with an expected 11% growth by 2030. The need for psychological professionals will increase 7% in South Dakota. Although a sports psychologist is not a high demand career field, the skills and knowledge behind the minor is necessary for coaches and sports performance professionals.

An undergraduate minor in sports psychology does not prepare or license on for a career in that field. The intent of this program is to expose undergraduate students to the field and to gain a basic understanding of the psychological concerns unique to sports. Learning about sports psychology will help students develop empathy and basic understanding should they pursue careers in athletics leadership, health/medicine, school leadership, teaching, or counseling. It will also help students who do want to become licensed sports psychologists or counselors gauge their interest in the field.

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

	Fiscal Years*				
	1 st 2 nd 3 rd				
Estimates	FY 25	FY 26	FY 27	FY 28	
Students enrolled in the minor (fall)	10	13	16	21	
Completions by graduates	0	2	6	10	

*Do not include current fiscal year.

Estimated enrollments in the minor are based on the number of current and recently enrolled students in PE 457 – Psychology of Human Performance and who are majoring in psychology (AY 22-23, *4 students*; AY 23-24, *5 students*). Once the minor is in place, we expect students in Human Performance, Psychology, and Sports Administration programs to take courses that build toward earning this minor.

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

According to the American Psychological Association (APA), "Sport psychology is a proficiency that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations" (2008, para. 1). ¹The APA provides recommendations for specialized knowledge in social, historical, cultural, developmental, organizational, clinical and counseling issues and aspects of sport psychology.

¹ American Psychological Association (2008). Sport Psychology. American Psychological Association. URL: https://www.apa.org/ed/graduate/specialize/sports

As such, we align our required curriculum to meet the recommendations set forth by the APA. The foundational footprint of psychology is presented in PSYC 101 *Introduction to Psychology*. Mental skills training is provided in PSYC 303 *Cognition and Learning*. Sport and Performance specific psychological skills and foundations are covered in PE 457 *Psychology of Human Performance*. Specific issues in social, cultural, and systemic aspects of sports psychology is covered in PE 465 *Athletic Injuries and Sports Retirement*.

The elective curriculum builds from the APA recommendations. Social, cultural, and organizational aspects of sports psychology is covered in PE 334 *Behavioral & Social Issues in HPER/A*. Sports organization, issues, and techniques are covered in PE 355 *Philosophies, Concepts, and Contemporary Issues in Coaching*. Developmental psychology is covered in PSYC 221 Lifespan Development and PSYC 325 Child & Adolescent Development. Clinical and counseling issues are presented in PSYC 330 Introduction to Counseling. Lastly, individual and group psychological aspects are covered in PSYC 441 Social Psychology and PSYC 461 Theories of Personality.

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.

Sports Psychology	Credit Hours	Percent
Requirements in minor	12	66.6%
Electives in minor	6	33.3%
Total	18	100%

A. Distribution of Credit Hours

B. Required Courses in the Minor

Prefix	Number	Course Title Prerequisites		Credit	New
		(add or delete rows as needed)	for Course	Hours	(yes,
			Include credits		no)
			for prerequisites in subtotal below.		
PSYC	101	Introduction to Psychology		3	No
PSYC	303	Cognition & Learning	PSYC 101	3	No
PE	457	Psychology of Human Performance		3	No
PE	465	Athletic Injuries and Sports Retirement		3	Yes
			Subtotal	12	

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

ATTACHMENT I 7

Prefix	Number	Course Title	Prerequisites	Credit	New
		(add or delete rows as needed)	for Course	Hours	(yes,
			Include credits		no)
			for prerequisites		
			in subtotal below.		
PE	334	Behavioral & Social Issues in HPER/A		3	No
PE	355	Philosophies, Concepts, and		3	No
		Contemporary Issues in Coaching			
PSYC	221	Lifespan Development	PSYC 101	3	No
PSYC	325	Child & Adolescent Development		3	No
PSYC	330	Introduction to Counseling		3	Yes
PSYC	441	Social Psychology	PSYC 101	3	No
PSYC	461	Theories of Personality	PSYC 101	3	No
			Subtotal	6	

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? <u>Complete the table below to list specific</u> <u>learning outcomes—knowledge and competencies—for courses in the proposed program</u> <u>in each row. Label each column heading with a course prefix and number. Indicate</u> <u>required courses with an asterisk (*). Indicate with an X in the corresponding table cell</u> <u>for any student outcomes that will be met by the courses included. All students should</u> <u>acquire the program knowledge and competencies regardless of the electives selected.</u> <u>Modify the table as necessary to provide the requested information for the proposed</u> <u>program.</u>

		Program Courses that Address the Outcomes							
Individual Student Outcome (Same as in the text of the proposal)	РЕ 334	PE 355	PE 457	РЕ 465	PSYC 101	PSYC 303	PSYC 325	PSYC 330	PSYC 461
Knowledge and understanding of the theory in social, historical, cultural and developmental foundations of sport psychology	Х		Х	Х	X	Х	Х	Х	Х
Knowledge and understanding of issues and techniques of sport specific mental skills training for performance enhancement and participation satisfaction		X	Х			Х			
Knowledge and understanding of clinical and counseling issues with athletes			Х		Х			Х	
Knowledge and understanding of Organizational and systemic aspects of sport	Х	Х	Х	Х					
Knowledge and understanding of Developmental and social issues related to sport participation.	Х	Х	Х	Х	X		Х		

Note. Student outcomes were adopted from the Sports Psychology specialized knowledge references guided by the American Psychological Association.

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

The instructional approach used in psychology and physical education courses are projectbased incorporating experiential learning – an academic priority at Northern State University. Application activities and group exercises encourage collaboration, creativity, and critical thinking. Upper-level physical education courses incorporate assessments designed to encourage autonomy. The instructional approach used in the psychology courses are application focused where students learn concepts in psychological theory. In upper-level psychology courses, students evaluate, plan, and create integrated theory to practice.

11. 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	<i>If Yes, identify delivery methods</i> Delivery methods are defined in AAC Guideline <u>2.4.3.B</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online, HyFlex	Fall 2024
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

Yes/No If Yes, identify delivery metho	ods Intended Start Date
--	-------------------------

Distance Delivery	No	Choose an item.	Choose
(online/other distance		an item.	
delivery methods)			

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 budget or resources are needed for the sports psychology minor based on a strategic assessment that existing infrastructure and faculty expertise can sufficiently support the program's needs. This minor is designed to leverage the current curricular offerings and faculty expertise in both the psychology and sports science departments, ensuring that the integration of sports psychology into the academic catalog enhances interdisciplinary learning without necessitating hiring of additional staff. Furthermore, the program will utilize existing classroom spaces and digital learning tools, which are already well-equipped to handle the anticipated enrollment. This approach not only maximizes the use of current resources but also promotes a cost-effective expansion of academic programs, aligning with the institution's commitment to providing high-quality education while maintaining fiscal responsibility.

- 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.

 \Box 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.

Northern's minor in Sports Psychology is open to all students and is designed to attract undergraduates majoring in Psychology, Sports Administration, Education, and Human Performance that desire a Sports Psychology foundation.

The minor is also a good fit for students earning the BS in Psychology. Northern's BS in Psychology has three emphases, experimental, social, and developmental psychology. Northern's BS in Psychology requires no courses with the PE prefix; so, only 6 required credits of the minor overlap with the BS in Psychology major. Students in this major can take 12 PE credits in the minor.

The minor is also a good for students earning the BS in Sports Administration or Human Performance. Northern's BS in Sports Administration has three emphases (Marketing, Finance, and Management), and all of the courses in those emphases are in the School of Business. Northern's BS in Sports Administration and BS in Human Performance major requires no courses with the PSYC prefix; so, only 6 required credits of the minor overlap with the BS in Sport Marketing and Administration major. Students in this major can take 12 PSYC credits in the minor.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (5) DATE: May 13-15, 2024

SUBJECT

New Program Request – SDSMT – Minor in Construction Engineering

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Construction Engineering. The proposed minor will provide graduates with an introduction to the field of construction engineering and the application of the tools and skills needed to address the problems they encounter during the planning, design, and management of construction projects.

IMPACT AND RECOMMENDATION

SDSMT plans to offer the minor in Construction Engineering on campus. SDSMT does not request new state resources. No new courses will be required. SDSMT estimates 15 students enrolled and 15 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSMT – Minor in Construction Engineering

DRAFT MOTION 20240513_5-C(5):

I move to authorize SDSMT to offer a minor in Construction Engineering, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED MINOR:	Construction Engineering
DEGREE(S) IN WHICH MINOR MAY BE	Any Engineering BS degree
EARNED:	
EXISTING RELATED MAJORS OR MINORS:	UG = none (Construction &
	Engineering Management MS)
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	14.3301
UNIVERSITY DEPARTMENT:	Civil & Environmental Engineering
BANNER DEPARTMENT CODE:	MCEE
UNIVERSITY DIVISION:	4 E
BANNER DIVISION CODE:	4E

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.8</u>, 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.

Click here to enter a

President of the University

date.

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*)?

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.

Offering this minor is in line with our university's mission and strategic plan, which focuses on providing undergraduate engineering programs that cater to industry demands. We aim to equip our graduates with the knowledge and skills to tackle global challenges and serve as leaders by guiding them through the entire construction process, from planning and design through construction.

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.

Construction engineering is a specialized branch of engineering that focuses on the planning, design, and management of construction projects. It involves applying engineering principles and techniques to oversee the construction process, ensuring that structures are built safely, efficiently, and in accordance with design specifications and regulatory requirements. This minor will provide graduates with an introduction to the field and the application of the tools and skills needed to address the problems they will encounter.

4. How will the proposed minor benefit students?

The minor will be a valuable asset to students, not just by equipping them with essential tools and skills, but also by signaling to prospective employers that they have received education in these crucial areas.

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.*

National Demand: According to the U.S. Bureau of Labor Statistics (BLS), the employment of civil engineers, which includes construction engineers, is projected to grow by 8 percent from 2020 to 2030, which is faster than the average for all occupations1. This growth is attributed to the need for infrastructure improvements, such as roads, bridges, and water systems, as well as increased demand for renewable energy projects.

The construction management field is also experiencing a positive outlook. The BLS indicates a 10 percent growth in employment for construction managers from 2020 to 2030, driven by the need to oversee various construction projects2.

South Dakota Demand: It is projected that there will be 51 openings each year or 1% of the 3,712 total estimated annual openings in Management occupations.3

Footnote:

U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Civil Engineers - source ↔

U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Construction Managers - source \leftrightarrow

Labor Market Information Center, SD Department of Labor & Regulation

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

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

*Do not include current fiscal year.

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

In essence, our curriculum for the minor in Construction Engineering is thoughtfully designed to meet industry demands and is substantiated by professional guidance, regulatory compliance, industry standards, and the invaluable input from industry advisors, ensuring that students receive an education that's both well-rounded and attuned to the ever-evolving industry landscape. We take cues from esteemed professional associations like American Society of Civil Engineers (ASCE) and Construction Manager's Association of America (CMAA), who offer valuable insights into industry trends and benchmarks.

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.

Construction Engineering	Credit Hours	Percent
Requirements in minor	6	33.33%
Electives in minor	12	67.67%
Total	18	100%

A. Distribution of Credit Hours

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)
CEE	274	Construction & Engineering	CEE130/130L;	3	No
		Management	(this pre-req is		
			eligible for waiver)		
CEM	410	Construction Project	CEE 274	3	No
		Management			
			Subtotal	6	

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for	Credit	New
		(add or delete rows as needed)	Course	Hours	(yes,
			Include credits for		no)
			prerequisites in		
Salact 17) cradits from	n the following list of electives:	subtotal below.		
CEE	316/316	Engineering & Construction	See Note*	3	No
CEE	510/510L	Materials w/Lab	See Note	3	NO
CEE	346/346L	Geotechnical Engineering w/Lab	See Note*	3	No
CEE	456	Concrete Theory & Design	See Note*	3	No
CEE	337	Engineering Hydrology	See Note*	3	No
CEE	327/327L	Environmental Eng II	See Note*	3	No
CEE	347/347L	Geotechnical Eng II	See Note*	3	No
CEE	468	Highway Engineering	See Note*	3	No
CEE	453	Design of Steel Structures	See Note*	3	No
CEE	451	Design of Wood Structures	See Note*	3	No
CEE	447	Foundation Engineering	See Note*	3	No
CEE	433	Open Channel Flow	See Note*	3	No
CEE	475	Groundwater	See Note*	3	No
CEE	437	Watershed Hydrology	See Note*	3	No
CEE	427	EnvE Biological Process Design	See Note*	3	No
CEE	425	Sustainable Engineering	See Note*	3	No
CEE	426	EnvE Unit Operations and Processes	See Note*	3	No
CEE	429	Solid and Haz Waste Eng	See Note*	3	No
GEOE	461	Geothermal and Production Eng	See Note*	3	No
GEOE	466/466L	Eng & Environmental Geology	See Note*	3	No
MET/	232	Properties of Materials	See Note*	3	No
BME		-			
MET	430/430L	Welding Engineering and Design of Welded Structures	See Note*	3	No
IENG	215	Cost Estimating for Engineers	See Note*	3	No
IENG	431	Industrial Hygiene	See Note*	3	No
ME	210	Statics of Mechanisms	See Note*	3	No
ME	465	Design Thinking & Innovation	See Note*	3	No
			Subtotal	12	

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

***Pre-requisites Note:** Some or all of the following courses may be pre-requisites for the courses on the electives list: MATH 123: Calculus I, EM 214: Statics, EM 321: Mechanics of Materials, EM 331 Fluid Mechanics. Engineering degrees at South Dakota Mines require these courses (or equivalent courses), so students will complete the necessary pre-requisites as part of their major program curriculum.

Catalog Note: No more than six credits from this minor may overlap with the specific required credits of a student's declared major.

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? <u>Complete the table below to list specific learning outcomes</u> <u>knowledge and competencies</u><u>for courses in the proposed program in each row. Label each column heading with a course prefix and</u> <u>number</u>. 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.

	Program Courses that Address the Outcomes					
Individual Student Outcome (Same as in the text of the proposal)	EXAMPLE SPCM 101	CEE 274	CEM 410	Prefix & Number	Prefix & Number	Prefix & Number
Solid understanding of the fundamental principles and theories in construction engineering, including construction materials, methods, and technologies.		X				
Proficiency in project planning and management, encompassing skills such as scheduling, budgeting, and resource allocation for construction projects.			Х			
Prepare and interpret construction documents, including drawings, specifications, and contracts, to effectively communicate project requirements.		X				
Understand the importance of health and safety in construction, including regulations and best practices to create a secure working environment.		Х	Х			
Demonstrate effective communication skills, both written and verbal, for collaborating with diverse stakeholders in the construction industry.			Х			
Demonstrate problem-solving skills to address challenges that may arise during construction projects, and make informed decisions to overcome obstacles.			Х			
Understand and adhere to professional ethics in the construction industry, considering factors like integrity, accountability, and social responsibility.	:	X	Х			
Familiarize themselves with the latest technologies used in construction engineering, such as Building Information Modeling (BIM) and construction management software		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.*

A combination of Textbooks, lectures, videos followed by examples of practical application are being utilized for these courses.

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

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 new resources will be needed to implement this proposed 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 (*place an "X" in the appropriate box*).

\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 – C (6) DATE: May 13-15, 2024

SUBJECT

New Program Request – SDSMT – Minors in Critical Minerals – Exploration & Development and Critical Minerals – Processing & Extraction

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer two minors in the area of Critical Minerals: Critical Minerals – Exploration & Development, and Critical Minerals – Processing & Extraction. The proposed minors will provide students with an understanding of the current state of critical minerals, and the technical challenges and opportunities therein. The field of critical minerals is inherently interdisciplinary, and involves minted resources, and recycled products derived from them, that are essential to the sustainment and advancement of modern technologies. Each proposed minor will have coursework focused on different aspects of critical minerals, with one covering exploration & development, and the other processing & extraction.

IMPACT AND RECOMMENDATION

SDSMT plans to offer both of the proposed minors on campus. SDSMT does not request new state resources. SDSMT will require three new courses for both minors, with one of the courses being included in both minors. SDSMT estimates 8 students enrolled and 4 graduates in each minor by the fourth year of the programs.

Board office staff recommends approval.

ATTACHMENTS

- Attachment I New Program Request Summary: SDSMT Minor in Critical Minerals Exploration & Development
- Attachment II New Program Request Summary: SDSMT Minor in Critical Minerals Processing & Extraction

DRAFT MOTION 20240513_5-C(6):

I move to authorize SDSMT to offer minors in Critical Minerals – Exploration & Development and Critical Minerals – Processing & Extraction, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED MINOR:	Critical Minerals—Exploration &
	Development
DEGREE(S) IN WHICH MINOR MAY BE	B.S. in Metallurgical Engineering,
EARNED:	Mining Engineering, Geological
	Engineering, Geology, Chemical
	Engineering, and Chemistry. Other
	degree program students may find this
	minor relevant to their career pursuits.
EXISTING RELATED MAJORS OR MINORS:	Metallurgical Engineering, Mining
	Engineering, Geology, Geological
	Engineering
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	14.2101
UNIVERSITY DEPARTMENT:	Mining Engineering & Management
BANNER DEPARTMENT CODE:	MMEM
UNIVERSITY DIVISION:	4E
DANNED DIVISION CODE	

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.8</u>, 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

ATTACHMENT I 3

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

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*)?
- 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.

	<i>v</i> 1	
BHSU:	<u>SDCL § 13-59</u>	BOR Policy 1:10:4
DSU:	<u>SDCL § 13-59</u>	BOR Policy 1:10:5
NSU:	<u>SDCL § 13-59</u>	BOR Policy 1:10:6
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1:10:3
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1:10:2
USD:	<u>SDCL § 13-57</u>	BOR Policy 1:10:1
Board of Re	egents Strategic Plan	2014-2020

Although the B.S. degree program does not exist at an undergraduate level, most of the related courses proposed for this Minor are already being offered at an undergraduate level. The Minor will help address state and domestic workforce challenges surrounding critical minerals, and thus addresses the Board of Regents Strategic Plan Challenges and Opportunities (2014-2020). (*"Workforce shortages will increase as skilled job growth exceeds the growth of available skilled workers."*) The minor will help advance learning across disciplines, specifically those related to the mineral industry, and thus address the SD Mines Strategic Plan. (*"Advance innovative, hands-on, project-based learning strategies integrated across disciplines."*)

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 purpose of the proposed minor is to provide students an understanding of the current state of critical minerals (specifically, exploration and development), and the technical challenges and opportunities therein.

The field of critical minerals is one that is inherently interdisciplinary and involves mined resources, and recycled products derived from them, that are essential to the sustainment and advancement of modern technologies.

4. How will the proposed minor benefit students?

The purpose of the proposed minor is to provide students with an interest in critical minerals an opportunity to understand and explore this complex technological area. Critical minerals exploration and development would be a value-added component to students from a wide variety of majors, particularly those associated with the mineral and chemical industries.

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 United States is expected to undergo significant structural change in the demand for an array of critical minerals (CMs). As part of the transition to a clean energy economy and battery-powered (or augmented) civilian and military vehicles, the International Energy Agency (IEA) and the Department of Energy are forecasting hundreds of percent surge in demand for previously niche commodities like lithium, Class-1 nickel, cobalt, manganese, and graphite. Similarly, as a result of Russia's invasion of Ukraine, numerous metal and mineral products imported from Russia have been subject to severe supply disruptions and punitive tariffs, such as titanium and aluminum. Though the proximate disruption from Russia's invasion has made the risk of U.S. import reliance very real, China remains the dominant global miner and processor of numerous CMs, with known control over several international CM supply chains originating in Africa. For example, the Department of Defense has reported on numerous unclassified CM shortfalls in the 100-day report under Executive Order 14017, *America's Supply Chains.*¹

When asked the question if the United States could arm itself in a conflict in which China and Russia cut off CM supply chains, the answer is likely a resounding no. Not only does the U.S. not have sufficient active mining operations, but the talent pool of experts needed to rapidly develop minerals processing facilities and a sudden domestic supply chain (à la the early days of World War II and rapid domestic industrialization) is virtually non-existent. Thus, it is vital to develop new sources of CM supply — be it from new mines, more efficient extraction at existing mines, extraction from waste streams, or recycling — a cross-cutting enabler of this supply growth is a highly trained and well-educated workforce.

Data from the U.S. Bureau of Labor statistics indicate that the Mining Sector (less Oil & Gas, NAICS: 212) continues to follow its severe post-Cold War contraction, falling from approximately 264,700 employees in January 1993 to an estimated 186,300 employees in January 2023. Though the tremendous growth in Mining Sector employment over the past two years is a positive development, it is important to note that this employment growth is a return to pre-COVID-19 pandemic levels, not "new-growth" for the burgeoning domestic CM sector.²

This inability to grow the human capital pool has already begun to squeeze mining operations, with 71% of mining executives reporting that talent shortages are preventing current producers from meeting their production targets. A further 86% of mining executives have reported that recruiting and retaining talent is more challenging now than in the pre-COVID-19 era, including traditional fields like process engineering as well as emerging disciplines, like data science and industrial automation.³ Unfortunately, the current U.S. mining educational
ecosystem is not positioned to support this growing need by the U.S. Mining Sector or the downstream CM supply chain spanning metallurgy and smelting to the post-processing refining needed for manufacturing of equipment and munitions.

The South Dakota mineral industry will undoubtedly be a key consumer of the new critical minerals workforce. Indications are that energy (e.g., lithium-bearing, rare earth element minerals) and electronic (e.g., silver) sectors will be the first to emerge in South Dakota.⁴

- U.S. Bureau of Labor Statistics, "Industries at a Glance: Mining (except Oil and Gas): NAICS 212" (March 2023), link here
- 3. "Has mining lost its luster? Why talent is moving elsewhere and how to bring them back," *McKinsey & Co.* (February 2023), link here
- 4. Rapid City Journal, "Company submits notice of intent to explore land near Keystone for lithium-bearing minerals," July 19, 2023.
- 6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate year*).

		Fiscal Years*		
	1 st	2^{nd}	3 rd	4 th
Estimates	FY 24	FY 25	FY 26	FY 27
Students enrolled in the minor (fall)	2	4	7	8
Completions by graduates	0	1	2	4

*Do not include current fiscal year.

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

The Minor required courses are set to establish a fundamental understanding of mineral exploration and development. These, or like courses, are traditional courses found within peer undergraduate programs at Montana Tech, Colorado School of Mines and Missouri Science and Technology (all ABET accredited). The fundamental understanding from the previously mentioned Minor courses will be broadened to specific examples of relevance to critical minerals exploration and development (MET/MEM/GEOE 455, MEM 480 and MET 457). To our knowledge, the critical minerals exploration and development Minor in this context will be the first of its kind in the U.S.

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

^{1.} See pages 185-187 of *Building Resilient Supply Chains, Revitalizing American Manufacturing, and Fostering Broad-Based Growth* (Executive Office of the President), June 2021, link here

Requirements in minor	18	100%
Electives in minor	0	%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites	Credit	New
		(add or delete rows as needed)	for Course Include credits for prerequisites in subtotal below.	Hours	(yes, no)
GEOL or GEOE	201 or 221/221L	Physical Geology or Geology for Engineers/Lab	None	3	No
GEOL	351	Earth Resources and the Environment	GEOL 201 or GEOE 221/221L	3	No
MEM	480	Exploring the Future of Mining	Senior standing	3	Yes
MET	220	Mineral Processing and Resource Recovery	MATH 123 (4), CHEM 112 (3)	3	No
MET/GEOE/MEM	455	Geometallurgy	CHEM 112 (3) and senior standing	3	No
MET	457	Critical Minerals	Chem 112 (3)	3	Yes
			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)
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
	•	•	Subtotal		

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? <u>Complete the table below to list specific</u>

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.

		Program Courses that Address the Outcomes				
Individual Student Outcome	GEOL 201 / GEOE 221/221L	GEOL 351	MEM 480	MET 220	MET/MEM/ GEOE 455	MET 457
Demonstrate effective oral and written communication		Х	X	X	X	X
Ability to acquire and apply new knowledge as needed, using appropriate learning strategies		Х	X	Х	Х	Х
Ability to recognize ethical and professional responsibilities in engineering situations			X			X
Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	X		X	X	X	Х
Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare			Х	X		X

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

Instructional technologies utilized will include lectures assisted by the Internet-based technologies using platforms such as Zoom, and YouTube. The lectures will be both directly written (chalkboard) or projected (e.g. PowerPoint, likely annotated in real time).

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

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."*

We request a waiver to BoR AAC Guideline 2.8, which states that, "Minors typically consist of eighteen (18) credit hours, including prerequisite courses." The proposed Minor will require 18 credit hours of prerequisites. However, 14 credits (MATH 123, MATH 125, CHEM 112, PHYS 207 or PHYS 211) of these prerequisites are required for all SD Mines students as part of their core first and second year courses for their chosen major. In other words, these courses will not be prerequisites for the students. The other prerequisite, MET 320, is embedded within the Minor, so students will achieve that prerequisite as they progress in the Minor. Thus, the Minor will be essentially an "in-program" minor for SD Mines students.

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

There will be no changes in cost, budget, or resources as faculty are set to deliver these courses regardless of minor put forth in this form.

- 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 AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED MINOR:	Critical Minerals—Processing &
	Extraction
DEGREE(S) IN WHICH MINOR MAY BE	B.S. in Mining Engineering,
EARNED:	Geological Engineering, Geology,
	Chemical Engineering, and Chemistry
EXISTING RELATED MAJORS OR MINORS:	Metallurgical Engineering
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	14.2101 Mining and Mineral Eng.
UNIVERSITY DEPARTMENT:	Materials and Metallurgical Eng.
BANNER DEPARTMENT CODE:	MMET
UNIVERSITY DIVISION:	4E
BANNER DIVISION CODE:	4E

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.8</u>, 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.

Click here to enter a date.

Date

President 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. Do you have a major in this field (*place an "X" in the appropriate box*)? \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 R	egents Strategic Pla	an 2014-2020

The Minor draws largely from required courses within the existing B.S. Metallurgical Engineering program, and therefore, students within that degree program cannot pursue the Minor. The Minor will help address state and domestic workforce challenges surrounding critical minerals, and thus addresses the Board of Regents Strategic Plan Challenges and Opportunities (2014-2020). (*"Workforce shortages will increase as skilled job growth exceeds the growth of available skilled workers."*) The Minor will help advance learning across disciplines, specifically those related to the mineral industry, and thus address the SD Mines Strategic Plan. (*"Advance innovative, hands-on, project-based learning strategies integrated across disciplines."*)

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 purpose of the proposed minor is to provide students an understanding of the current state of critical minerals (specifically, processing and extraction), and the technical challenges and opportunities therein.

The field of critical minerals is one that is inherently interdisciplinary and involves mined resources, and recycled products derived from them, that are essential to the sustainment and advancement of modern technologies.

4. How will the proposed minor benefit students?

The purpose of the proposed minor is to provide students with an interest in critical minerals an opportunity to understand and explore this complex technological area. Critical minerals processing and extraction would be a value-added component to students from a wide variety of SD Mines majors, particularly those associated with the mineral and chemical industries.

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 United States is expected to undergo significant structural change in the demand for an array of critical minerals (CMs). As part of the transition to a clean energy economy and battery-powered (or augmented) civilian and military vehicles, the International Energy Agency (IEA) and the Department of Energy are forecasting hundreds of percent surge in demand for previously niche commodities like lithium, Class-1 nickel, cobalt, manganese, and graphite. Similarly, as a result of Russia's invasion of Ukraine, numerous metal and mineral products imported from Russia have been subject to severe supply disruptions and punitive tariffs, such as titanium and aluminum. Though the proximate disruption from Russia's invasion has made the risk of U.S. import reliance very real, China remains the dominant global miner and processor of numerous CMs, with known control over several international CM supply chains originating in Africa. For example, the Department of Defense has reported on numerous unclassified CM shortfalls in the 100-day report under Executive Order 14017, *America's Supply Chains.*¹

When asked the question if the United States could arm itself in a conflict in which China and Russia cut off CM supply chains, the answer is likely a resounding no. Not only does the U.S. not have sufficient active mining operations, but the talent pool of experts needed to rapidly develop minerals processing facilities and a sudden domestic supply chain (à la the early days of World War II and rapid domestic industrialization) is virtually non-existent. Thus, it is vital to develop new sources of CM supply — be it from new mines, more efficient extraction at existing mines, extraction from waste streams, or recycling — a cross-cutting enabler of this supply growth is a highly trained and well-educated workforce.

Data from the U.S. Bureau of Labor statistics indicate that the Mining Sector (less Oil & Gas, NAICS: 212) continues to follow its severe post-Cold War contraction, falling from approximately 264,700 employees in January 1993 to an estimated 186,300 employees in January 2023. Though the tremendous growth in Mining Sector employment over the past two years is a positive development, it is important to note that this employment growth is a return to pre-COVID-19 pandemic levels, not "new-growth" for the burgeoning domestic CM sector.²

This inability to grow the human capital pool has already begun to squeeze mining operations, with 71% of mining executives reporting that talent shortages are preventing current producers from meeting their production targets. A further 86% of mining executives have reported that recruiting and retaining talent is more challenging now than in the pre-COVID-19 era, including traditional fields like process engineering as well as emerging disciplines, like data science and industrial automation.³ Unfortunately, the current U.S. mining educational ecosystem is not positioned to support this growing need by the U.S. Mining Sector or the downstream CM supply chain spanning metallurgy and smelting to the post-processing refining needed for manufacturing of equipment and munitions.

The South Dakota mineral industry will undoubtedly be a key consumer of the new critical minerals workforce. Indications are that energy (e.g., lithium-bearing, rare earth element minerals) and electronic (e.g., silver) sectors will be the first to emerge in South Dakota.⁴

- 1. See pages 185-187 of *Building Resilient Supply Chains, Revitalizing American Manufacturing, and Fostering Broad-Based Growth* (Executive Office of the President), June 2021, link here
- 2. U.S. Bureau of Labor Statistics, "Industries at a Glance: Mining (except Oil and Gas): NAICS 212" (March 2023), link here
- 3. "Has mining lost its luster? Why talent is moving elsewhere and how to bring them back," *McKinsey & Co.* (February 2023), link here
- 4. Rapid City Journal, "Company submits notice of intent to explore land near Keystone for lithium-bearing minerals," July 19, 2023.
- 6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate year*).

	Fiscal Years*				
	1 st 2 nd 3 rd 4 th				
Estimates	FY 24	FY 25	FY 26	FY 27	
Students enrolled in the minor (fall)	2	4	7	8	
Completions by graduates	0	1	2	4	

*Do not include current fiscal year.

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

The Minor required courses are set to establish a fundamental understanding of mineral processing and extractive metallurgy (MET 220, MET 310, MET 320, MET 321). These or like courses are traditional courses found within peer undergraduate programs at Montana Tech, Colorado School of Mines and Missouri Science and Technology (all ABET accredited). The fundamental understanding from the previously mentioned Minor courses will be broadened to specific examples of relevance to critical minerals processing and extraction (MET/MEM/GEOL 455 and MET 457). To our knowledge, the critical minerals processing and extraction Minor in this context will be the first of its kind in the U.S.

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.

Critical Minerals—Processing & Extraction	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor		%
Total	18	100%

A. Distribution of Credit Hours

MET220Mineral Processing and Resource RecoveryMATH 123 (4), CHEM 112 (3)3NoMET310Aqueous Extraction, Concentration and RecyclingMET 320 (4)3NoMET320Metallurgical ThermodynamicsCHEM 112 (3), MATH 125 (4), PHYS 211/L (5) or PHYS 207 (3)4NoMET321High Temperature Extraction, Concentration and RecyclingMET 320 (4)3YesMET321GeometallurgyCHEM 112 (3), or PHYS 207 (3)4NoMET/GEOE/MEM455GeometallurgyCHEM 112 (3), and senior standing3YesMET457Critical MineralsCHEM 112 (3), a 33Yes	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)
MET310Aqueous Extraction, Concentration and RecyclingMET 320 (4)3NoMET320Metallurgical ThermodynamicsCHEM 112 (3), MATH 125 (4), PHYS 211/L (5)4NoMET320Metallurgical ThermodynamicsCHEM 112 (3), PHYS 211/L (5)4NoMET321High Temperature Extraction, Concentration and RecyclingMET 320 (4)3YesMET/GEOE/MEM455GeometallurgyCHEM 112 (3), and senior standing3NoMET457Critical MineralsCHEM 112 (3), a 33Yes	MET	220	Mineral Processing and Resource Recovery	MATH 123 (4), CHEM 112 (3)	3	No
MET320Metallurgical ThermodynamicsCHEM 112 (3), MATH 125 (4), PHYS 211/L (5) or PHYS 207 (3)4NoMET321High Temperature Extraction, Concentration and RecyclingMET 320 (4)3YesMET/GEOE/MEM455GeometallurgyCHEM 112 (3)3NoMET455GeometallurgyCHEM 112 (3)3NoMET/GEOE/MEM455GeometallurgyCHEM 112 (3)3YesMET457Critical MineralsCHEM 112 (3)3Yes	MET	310	Aqueous Extraction, Concentration and Recycling	MET 320 (4)	3	No
MET321High Temperature Extraction, Concentration and RecyclingMET 320 (4)3YesMET/GEOE/MEM455GeometallurgyCHEM 112 (3)3NoMET/GEOE/MEM455GeometallurgyCHEM 112 (3)3NoMET457Critical MineralsCHEM 112 (3)3Yes	MET	320	Metallurgical Thermodynamics	CHEM 112 (3), MATH 125 (4), PHYS 211/L (5) or PHYS 207 (3)	4	No
MET/GEOE/MEM 455 Geometallurgy CHEM 112 (3) 3 No and senior and senior standing v v v MET 457 Critical Minerals CHEM 112 (3) 3 Yes	MET	321	High Temperature Extraction, Concentration and Recycling	MET 320 (4)	3	Yes
MET 457 Critical Minerals CHEM 112 (3) 3 Yes	MET/GEOE/MEM	455	Geometallurgy	CHEM 112 (3) and senior standing	3	No
	MET	457	Critical Minerals	CHEM 112 (3) Subtotal	3	Yes

B. Required Courses in the Minor

Catalog Note: No more than six credits from this minor may overlap with the specific required credits of a student's declared major.

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)
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
			Subtotal		

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? <u>Complete the table below to list specific</u> <u>learning outcomes—knowledge and competencies—for courses in the proposed program</u> <u>in each row. Label each column heading with a course prefix and number. Indicate</u> <u>required courses with an asterisk (*). Indicate with an X in the corresponding table cell</u> <u>for any student outcomes that will be met by the courses included. All students should</u> <u>acquire the program knowledge and competencies regardless of the electives selected.</u> <u>Modify the table as necessary to provide the requested information for the proposed</u> <u>program.</u>

	Program Courses that Address the Outcomes					
Individual Student Outcome	MET 220	MET 310	MET 320	MET 321	MET/GE	MET 457
					OL/ME	
					M 455	
Demonstrate effective oral and written	X				X	Х
communication						
Ability to acquire and apply new knowledge as	X	Х	Х	X	Х	Х
needed, using appropriate learning strategies						
Ability to recognize ethical and professional		X		X		Х
responsibilities in engineering situations						
Ability to identify, formulate, and solve complex	X	X	Х	X	Х	Х
engineering problems by applying principles of						
engineering, science, and mathematics						
Ability to apply engineering design to produce	X	X		X		Х
solutions that meet specified needs with						
consideration of public health, safety and welfare						

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.*

Instructional technologies utilized will include lectures assisted by the Internet-based technologies using platforms such as Zoom, and YouTube. The lectures will be both directly written (chalkboard) or projected (e.g. PowerPoint, likely annotated in real time).

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the 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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

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."*

We request a waiver to BoR AAC Guideline 2.8, which states that, "Minors typically consist of eighteen (18) credit hours, including prerequisite courses." The proposed Minor will require 15-17 credit hours of prerequisites. However, 14-16 credits (MATH 123, MATH 125, CHEM 112, PHYS 207 or PHYS 211/L) of these prerequisites are required for all SD Mines students as part of their core first and second year courses for their chosen major. In other words, these courses will not be prerequisites for the students. The other prerequisite, MET 320, is embedded within the Minor, so students will achieve that prerequisite as they progress in the Minor. Thus, the Minor will be essentially an "in-program" minor for SD Mines students.

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

There will be no changes in cost, budget, or resources as faculty are set to deliver these courses regardless of minor put forth in this form.

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 – D (1) DATE: May 13-15, 2024

SUBJECT

New Undergraduate Certificate Request – BHSU – Tourism & Hospitality

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests authorization to offer an undergraduate certificate in Tourism & Hospitality. The proposed certificate will provide students with a foundation in tourism and hospitality, restaurant management, lodging management, and the management of conventions, meetings, and events. Upon completion, this certification will serve as proof of their tourism and hospitality knowledge and aid them in obtaining higher-paying jobs in the industry. The certificate will benefit those in the industry who are not able to complete the 16-month associate degree offered by BHSU in this area.

IMPACT AND RECOMMENDATION

BHSU plans to offer the proposed certificate on campus and online. BHSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I - New Certificate Request Form: BHSU - Tourism & Hospitality

DRAFT MOTION 20240513_5-D(1):

I move to authorize BHSU to offer an undergraduate certificate in Tourism & Hospitality, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
TITLE OF PROPOSED CERTIFICATE:	Tourism and Hospitality Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	520903
UNIVERSITY DEPARTMENT:	School of Business
BANNER DEPARTMENT CODE:	BSCB
UNIVERSITY DIVISION:	College of Business & Natural Sciences
BANNER DIVISION CODE:	6B

igtriangleq Please check this box to confirm that:

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

University Approval

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

Click here to enter a date.

Date

Institutional Approval Signature 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. Is this a graduate-level certificate or undergraduate-level certificate (*place an "X" in the appropriate box*)?

Undergraduate Certificate \square Graduate Certificate \square

- 2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate. The certificate will provide students with a foundation in tourism and hospitality, restaurant management, lodging management, and the management of conventions, meetings, and events. Upon completion, this certification will serve as proof of their tourism and hospitality knowledge and aid them in obtaining higher-paying jobs in the industry.
- 3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

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

	0	A
BHSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:4</u>
DSU:	<u>SDCL § 13-59</u>	BOR Policy 1:10:5
NSU:	<u>SDCL § 13-59</u>	BOR Policy 1:10:6
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1:10:3
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1
<u>Board of Re</u>	gents Strategic Pla	n 2014-2020

There is currently a 16-month Tourism and Hospitality Associate Degree offered at BHSU through the School of Business.

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

Individuals with tourism and hospitality knowledge are in demand from employers as cited in the information below. Basic knowledge gained from the certification will benefit those who want to own and operate their own business in the hospitality industry, but who are not able to complete the 16-month associate degree.

Business owners and managers in the field of hospitality have specific expectations from their employees. While a certificate program does not replace an AS in Tourism and Hospitality, it does provide an avenue for students to better themselves professionally without spending 16-months full-time doing so. A certificate program will allow for focused training and professional development while learning up-to-date skills that are directly applicable to their roles. The delivery method of the certificate also allows for flexibility which is beneficial for both the employee (student) and employer.

SD High School Career and Technical Education (CTE) teachers, who are teaching the Career Pathway for Hospitality and Tourism will be able to tap into the certificate courses to use for SD

teacher recertification credits. Currently seventy-eight out of 159 school districts offer this "pathway" to high school students.

SD State Tourism is actively working with the SD Native Tourism Alliance to spearhead more tribal/cultural tourism across the state. This certificate would give Native students a solid foundation in the tourism and hospitality industry simultaneously as their communities develop cultural tourism-related businesses. This certificate would prove to be timely and affordable and because of the delivery method, would not hinder a student from attending due to transportation concerns or geographic location.

Tourism is the second largest industry in the state and hospitality businesses need graduates with degrees in marketing, photography, outdoor education, entrepreneurship, business management, accounting, etc. Students with a Certificate in Tourism and Hospitality, along with their other degree, will be prepared for what lies ahead should they work in the hospitality industry.

Conversations with the SD Department of Labor were positive for BHSU to offer a Certificate in Tourism and Hospitality Management. They were willing to promote it statewide as it provided an avenue for workers to further their education to attain higher wages and supply them with the knowledge to be successful.

This certificate program will be a success because of renewed dedication from BHSU and the businesses with the hospitality industry. Key players include SD State Tourism, SD Tourism Coalition, Black Hills Badlands Association, LIV Hotel Group, SD native Tourism Alliance, SD career and Technical Education and others. There is a real need to educate our front-line workers and future managers. Through a collective marketing effort of the afore mentioned entities, the word will get out and hospitality businesses will encourage employees to take the courses to better themselves and to attain management positions.

- While the overall U.S. jobs market has now surpassed pre-pandemic levels, the Leisure & Hospitality (L&H) industry remains far behind in its recovery of lost, and desperately needed, jobs. At 6.5%, L&H has a higher share of jobs still lost than any industry except for mining. With 1.1 million jobs still lost, L&H's losses far exceed those of any other industry. Source: https://www.ustravel.org/research/leisure-and-hospitality-employment
- South Dakota Department of Labor Industry Projections for 2020-2030 projected an increase in expected employment as follows:
 Food Services and Drinking places Increase of 14.7%
 Accommodation, Including Hotels and Motels- Increase of 23.2%
 Amusement, Gambling, and Recreation Industries Increase of 13.3%
 Source:<u>https://dlr.sd.gov/lmic/documents/industry projections 2020 2030 statewide south dakota.pdf</u>
- Leisure and hospitality lost 800,000 workers in November 2022, but 1.1 million people were hired into the industry that same month. Leisure and hospitality have maintained the highest rate of all industries since November 2020 fluctuating between 7 to 9 percent. This is very high compared to the national hiring rate which was 3.9% in November 2022. Source: https://uschamber.com/workforce/understanding-americas-labor-shortage-the-most-impacted-industries

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

- Existing employees/business owners in tourism and hospitality who seek a solid foundation in the industry.
- Students who wish to expand their knowledge of the industry but have limited resources including tuition, transportation, or time.
- Business administration majors in all specializations who want to add specific or targeted expertise in tourism and hospitality.
- Community members who would like to better understand the tourism and hospitality industry.

6. Certificate Design

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

The certificate will function largely as a stand-alone option to potentially open higherpaying workforce opportunities in the tourism and hospitality industry. The certificate coursework will include education in the operation/management of restaurants, lodging, attractions, conventions, meetings, and events. Students, however, will easily be able to continue into the associate degree or the bachelor's program in Business Administration at BHSU.

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

This certificate could be a value-added credential for Business and Marketing majors interested in working in the tourism and hospitality industry. Other majors/programs that could benefit from this certificate include Outdoor Education, General Studies, and Entrepreneurial Studies.

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

This will certainly be a stackable credential that students can use with other specializations in the current business program at BHSU. The four classes making up the certificate could also be applied later toward obtaining a Tourism and Hospitality associate degree or a degree in Business Administration.

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

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
THM	100	Introduction to Tourism		3	No
		Hospitality Management			
THM	200	Conventions, Meetings & Events		3	No
THM	310	Restaurant Management		3	No
THM	320	Lodging Management		3	No
			Subtotal	12	

8. Student Outcome and Demonstration of Individual Achievement.

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

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

Students will have an increased understanding of the tools and skills needed to effectively manage food, lodging, and other related hospitality-based businesses. This includes:

- Budgeting, cost control, and revenue management
- Recognizing and implementing effective sales and marketing strategies
- Developing and maintaining a quality workforce
- Understanding workforce regulation, appraisal, and compensation management
- Communicating clearly and professionally
- Recognizing and practicing exceptional customer service
- Understanding food safety regulations and risk management
- Designing menus and the acquisition of goods
- Operating a point-of-sales system
- B. Complete the table below to list specific learning outcomes knowledge and competencies for courses in the proposed program in each row. <u>Label each column</u> <u>heading with a course prefix and number. Indicate required courses with an asterisk (*).</u> <u>Indicate with an X in the corresponding table cell for any student outcomes that will be met</u> <u>by the courses included. All students should acquire the program knowledge and</u> <u>competencies regardless of the electives selected. Modify the table as necessary to provide</u> <u>the requested information for the proposed program</u>.

	Program Courses that Address the Outcomes					
Individual Student Outcome		THM 100	THM 200	THM 310	THM 320	

Identify the internal and external components of managing lodging operations both effectively and efficiently.				X	
Develop perspectives about managing a lodging property through practical analysis and critical thought processes.				Х	
Develop abilities to retrieve, evaluate, and manage credible food and lodging information appropriately.		Х	X	Х	
Determine the appropriateness of communication forms for audiences and contexts.	X	Х	X	Х	
Use current information technologies.	X	Х	Х	Х	
Accept responsibility to be empathetic towards others and consider the impact of decisions on others.	X	Х	X	Х	
Use written communication to convey ideas and thoughts.	X	Х	Х	Х	
Distinguish among the diverse types of costs in the hospitality industry, use cost approaches to pricing.		Х	Х	Х	
Through a simulation exercise, operate and manage functional areas of lodging properties effectively and efficiently.				Х	
Design and analyze menus for food service operations/events.		Х	Х		
Identify relationships and networks, (cultural, political, environmental) that build tourism capacity.	X				
Evaluate marketing strategies for tourism destinations.	X				
Understand and analyze the role of tourism and event management.	X	Х			

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

9. Delivery Location.

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

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community

College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	Fall
		2
		024

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	On-Line	Fall
			2
			024

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

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

	Yes/No	If Yes, identify delivery methods	Intended Start	Date
Distance Delivery	Yes	HyFlex	Fall	2024
(online/other distance				
delivery methods)				

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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (2) DATE: May 13-15, 2024

SUBJECT

New Graduate Certificate Request - DSU - Quantum Computing

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 graduate certificate in Quantum Computing. The proposed certificate provides students with essential knowledge of quantum computing, its influence on cybersecurity, post-quantum cryptography, and quantum cryptography. It will equip students with the knowledge and skills to analyze and create cryptographic solutions resilient against quantum attacks.

IMPACT AND RECOMMENDATION

DSU plans to offer the proposed certificate on campus and online. DSU does not request new state resources. Four new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: DSU – Quantum Computing

DRAFT MOTION 20240513_5-D(2):

I move to authorize DSU to offer a graduate certificate in Quantum Computing, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Quantum Computing for Cybersecurity
INTENDED DATE OF IMPLEMENTATION:	Fall2024
PROPOSED CIP CODE:	11.0701
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DCOC
UNIVERSITY DIVISION:	Computer Science
BANNER DIVISION CODE:	DSCI

Please check this box to confirm that:

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

University Approval

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

Schecca d. Heey

1/10/2024 Date

Institutional Approval Signature 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. Is this a graduate-level certificate or undergraduate-level certificate (*place an "X" in the appropriate box*)?

Undergraduate Certificate

Graduate Certificate 🛛

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

This graduate certificate provides students with essential knowledge of quantum computing, its influence on cybersecurity, post-quantum cryptography, and quantum cryptography. Furthermore, it equips students with the knowledge and skills to analyze and create cryptographic solutions resilient against quantum attacks.

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

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

	J 1	
BHSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:4</u>
DSU:	<u>SDCL § 13-59</u>	BOR Policy 1:10:5
NSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:6</u>
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1:10:3
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1:10:2
USD:	<u>SDCL § 13-57</u>	BOR Policy 1:10:1
<u>Board of Re</u>	egents Strategic Plan	2014-2020

As the science behind quantum computing advances, DSU must include this field to achieve its mission to prepare cyber-savvy graduates. Quantum computing is the advancement of the special focus of DSU as a technologically focused university. This certificate specifically supports the DSU Strategic Plan, ADVANCE. It is directly related to Pillars 1 and 3, Increase Student Success and Grow Scholarship, Research, Intellectual Property, & Economic Development, respectively. This certificate will increase student success while also helping increase research and scholarship opportunities in the field of cybersecurity, which is a core element of DSU's education.

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

The worldwide global quantum computing market was estimated to generate \$866 million in revenue in 2023 and \$4.375 billion by 2028. More industries are investing in and using quantum computing technology.¹ To keep pace with other nations, the US needs to lean forward on this technology (see chart below).² By offering this certificate, DSU is helping improve national workforce education and skills.

¹ How to get a job in quantum computing (fastcompany.com)

² <u>Is winter coming? Quantum computing's trajectory in the years ahead (mckinsey.com)</u>

China and the European Union lead in announced public funding for quantum technology.



Announced governmental investment,¹ \$ billion

¹Total historic announced investment; timelines for investment of investment vary per country. Source: Johnny Kung and Muriam Fancy, A quantum revolution: Report on global policies for quantum technology, CIFAR, April 2021; press search

McKinsey & Company

Thousands of universities, research organizations, and enterprises are already learning and experimenting with quantum computing. Given the amount of quantum computing investment, advancements, and activity, the industry is set for a dynamic change, similar to that caused by AI – increased performance, functionality, and intelligence. Quantum computing is where AI was in 2015, fascinating but not widely utilized. Fast forward just five years and AI is being integrated into almost every platform and application. In just five years, quantum computing could take computing and humanity to a new level of knowledge and understanding.³

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

Graduate students in the Beacom College of Computer and Cyber Sciences include master and PhD students in Artificial Intelligence, Computer Science, Cyber Defense, and Cyber Operations.

6. Certificate Design

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

This certificate is designed to complement existing master and Ph.D. programs.

³ <u>Quantum Computing Is Coming Faster Than You Think (forbes.com)</u>

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

Yes. Master: AI, Computer Science, Cyber Defense PhD: Computer Science, Cyber Defense, Cyber Operations

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

No.

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

Prefix	Number	Course Title	Prerequisites for	Credit	New
		(add or delete rows as needed)	Course	Hours	(yes,
			Include credits for		no)
			prerequisites in		
			subtotal below.		
CSC	763	Quantum Computing	None	3	Yes
		Fundamentals			
CSC	766	Quantum Programming	CSC763	3	Yes
CSC	767	Quantum-Resilient Cryptography	CSC763	3	Yes
CSC	784	Quantum Computing for	CSC766 or	3	Yes
		Cybersecurity Applications	CSC767		
			Subtotal	12	

8. Student Outcome and Demonstration of Individual Achievement.

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

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

Student Learning Outcomes. Students will demonstrate essential knowledge of quantum computing, its influence on cybersecurity, post-quantum cryptography to:

- 1) Develop a foundational knowledge of quantum computing, including its principles, algorithms, and applications to analyze and evaluate the potential impact of quantum computing on cybersecurity, including offensive and defense strategies.
- 2) Develop the skills necessary to design and analyze cryptographic solutions that are resilient to quantum attacks.
- 3) Gain a deep understanding of quantum cryptography, exploring its principles and applications for secure communication in the quantum era that develops into expertise in post-quantum cryptography necessary to explore the advanced cryptographic techniques designed to withstand quantum attacks.
- 4) Understand and adhere to ethical considerations of quantum computing to cybersecurity.
- B. Complete the table below to list specific learning outcomes knowledge and competencies for courses in the proposed program in each row. <u>Label each column</u> heading with a course prefix and number. Indicate required courses with an asterisk (*). <u>Indicate with an X in the corresponding table cell for any student outcomes that will be met</u> 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	*CSC	*CSC 766	*CSC	*CSC
(Same as in the text of the proposal)	763		767	784
This course provides students with a fundamental understanding of	Х			
key concepts, principles, and techniques in quantum computing				
This course enables students to grasp and apply quantum algorithms,		Х		
preparing them with the knowledge and skills necessary to write and				
understand quantum programs using the Qiskit framework				
This course provides students with a comprehensive understanding of			Х	
the challenges posed by quantum computers to classical cryptographic				
systems and to equip them with the knowledge and skills necessary to				
design and analyze cryptographic solutions that are resilient to				
quantum attacks				
This course provides students with a deep and practical understanding				Х
of the intersection between quantum computing and cybersecurity				

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

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2024

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

	Yes/No	<i>If Yes, identify delivery</i> <i>methods</i> <i>Delivery methods are defined in</i> <i>AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous – Term Based Instruction	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 certificate through distance learning (e.g., as an on-line program)? *This question responds to HLC definitions for distance delivery.*

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (3) DATE: May 13-15, 2024

SUBJECT

New Graduate Certificate Request - SDSU - Athletic Academic Advising

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 graduate certificate in Athletic Academic Advising. The proposed graduate certificate will provide a grounding in the foundational elements and essential competencies needed for effective athletic academic advising practice. Athletic academic advising is a practice-based profession and an academic discipline that is intended to aid student-athletes in achieving education, career, and personal goals using the full range of institutional and community resources.

IMPACT AND RECOMMENDATION

SDSU plans to offer the proposed certificate on campus and online. SDSU does not request new state resources. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I - New Certificate Request Form: SDSU - Athletic Academic Advising

DRAFT MOTION 20240513_5-D(3):

I move to authorize SDSU to offer a graduate certificate in Athletic Academic Advising, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Athletic Academic Advising
INTENDED DATE OF IMPLEMENTATION:	2024-2025 Academic Year
PROPOSED CIP CODE:	13.1102
UNIVERSITY DEPARTMENT:	School of Education, Counseling & Human
	Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	College of Education & Human Sciences
BANNER DIVISION CODE:	3Н

Please check this box to confirm that:

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

University Approval

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

Institutional Approval Signature President or Chief Academic Officer of the University

4/2/24

Date

1. Is this a graduate-level certificate or undergraduate-level certificate?

Undergraduate Certificate \Box

Graduate Certificate

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

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Athletic Academic Advising. The proposed graduate certificate will provide a grounding in the foundational elements and essential competencies needed for effective athletic academic advising practice. Athletic academic advising is a practice-based profession and an academic discipline that is intended to aid student-athletes in achieving education, career, and personal

goals using the full range of institutional and community resources. The curriculum is aligned with the National Academic Advising Association (NACADA) Pillars of Academic Advising, which are guiding principles affirming the role of advising in higher education that anticipate the needs of student-athletes, academic advisors, and institutions. Topics will include student development theory, multicultural issues, career development, interpersonal relations for advising, sport administration, NCAA, and current issues of athletic academic advising.

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

The proposed graduate certificate fits within SDSU's statutory mission to provide undergraduate and graduate programs of instruction in the liberal arts and sciences. The College of Education and Human Sciences currently offers graduate level programs in Counseling and Human Resource Development with specializations in Administration of Student Affairs (M.Ed.) and College Counseling (M.S.), Sport and Recreation Administration (M.S.), and a graduate certificate in Academic Advising.

The Athletic Academic Advising certificate will contribute to the South Dakota Board of Regents Strategic Plan 2022-2027 Goal 4: Workforce and Economic Development the "Public post-secondary and higher education serves as a critical pipeline for the workforce locally in South Dakota and as well as nationally and globally." In addition, the Athletic Academic Advising certificate will contribute to the attainment of SDSU's *Pathway to Premier 2030* strategic plan Strategic Goal 1 – Achieve Excellence through Transformative Education. The proposed certificate will provide an innovative graduate academic program for students that includes high impact experiences.

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

The proposed certificate will aid those entering or already working in the field of athletic academic advising in securing academic advising positions and in advancing one's credentials and knowledge in the field. The proposed certificate will assist students in connecting with existing athletic advising networks and professional organizations to support their practice and link them to new and emerging practices that may benefit their work. More specifically, a graduate certificate in athletic academic advising will prepare individuals for a career in higher education such as:

- Student athlete services
- Student-athlete development
- Academic Advising for student-athletes
- Student affairs
- Career counseling and development

There are several needs for this certificate. Presently, higher education institutions are experiencing and will continue to experience declining enrollment. Institutions that have developed proactive advising supports and initiatives are experiencing an increase in student

retention.¹ Academic advisors play a critical role in promoting student success and, as a result, help to retain them. Students who feel connected to an institution, feel cared about, understand their purpose, and have clear academic and career goals are more likely to persist in their academic goals.

Athletic academic advisors working with student-athletes need to be aware of the special characteristics they bring to the advising relationship and the critical issues affecting the advising process. Another need for this certificate is evident by the significant demand of academic advising jobs needed in the workforce. According to the NCAA, the number of full-time NCAA Division I athletic advisors increased nearly 200 percent in the past 20 years (NCAA, 2014).² Employment for academic advisors is projected to grow 5 percent from 2022 to 2032, faster than the average for all occupations.³ Currently there are only two athletic academic advising certificates in the country, and none in our region. Syracuse University (NY) and Angelo State University (TX) are the only universities offering an athletic academic advising certificate.

There are many benefits for obtaining the athletic academic advising certificate. Students with the graduate certificate may position themselves at a more competitive hiring advantage than those without the certificate. This credential will also benefit students who plan to work in higher education by providing them with a curriculum that is focused on academic advising practices and is connected with structured experiential opportunities at the collegiate level to allow students to explore advisor development.

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

The proposed graduate certificate will aid those entering or already working in the field of athletic academic advising in securing academic advising positions and in advancing one's credentials and knowledge in the field. The Athletic Academic Advising Certificate is open to any student who already holds a bachelor's degree in any field from a regionally accredited institution. Students most likely to benefit from the value-added credential include students enrolled in SDSU's Counseling and Human Resource Development master's program (specializations in Administration of Student Affairs or College Counseling) or Sport and Recreation Administration master's program. The proposed certificate will assist students in connecting with existing athletic advising networks and professional organizations to support their practice and link them to new and emerging practices that may benefit their work. A graduate certificate in Athletic Academic Advising will prepare individuals for a career within higher education including academic advising for student-athletes, student-athlete services, student-athlete development, student affairs, and career counseling and development. Curriculum topics will include student development theory, multicultural issues, career development, interpersonal relations for advising, sport administration, NCAA, and current issues of athletic academic advising.

6. Certificate DesignA. Is the certificate designed as a stand-alone education credential option for students

¹ The Role of Proactive Advising in Student Success and Retention. Sue Ohrablo, Professor, Valencia College. The Evolllution, A Modern Campus Illumination. Published 2017. Accessed at: <u>https://evolllution.com/attracting-students/retention/the-role-of-proactive-advising-in-student-success-and-retention/</u>. (November 2023).
²National Collegiate Athletic Association, NCAA 2014..

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, School and Career Counselors and Advisors, at https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm (visited November 17, 2023).

not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

Yes. The certificate would be offered as a stand-alone certificate for those who already hold a bachelor's degree in any field from a regionally accredited institution. As referenced in questions #2 and #4, the curriculum is aligned with the NACADA Pillars of Academic Advising and will prepare individuals for a career within higher education including academic advising for student-athletes, student athlete services, student-athlete development, student affairs, and career counseling and development.

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

Yes. The certificate would be a value-added credential to students enrolled in the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.) or the Sport and Recreation Administration (M.S.) program. This credential would benefit students who plan to work in higher education by providing them with a curriculum that is focused on athletic academic advising practices and is connected with structured experiential opportunities at the collegiate level to allow students to explore athletic advisor development.

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

Yes. Up to twelve credits of the certificate would be stackable with the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) [11 credits] or College Counseling (M.S.) [12 credits] and Sport and Recreation Administration (M.S.) [9 credits].

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

			Prerequisites	Credit	New
Prefix	Number	Course Title	for Course	Hours	(yes, no)
CHRD	685	Academic Advising Theory & Practice	None	3	Yes
CHRD	770	Student Development Theory	None	3	No
CHRD	773	Current Issues in Academic Advising &	None	3	No
		Student Affairs			
RECR	770	Sport and Recreation Administration	None	3	No
			Subtotal	12	

Twelve credits will be required for the graduate certificate to allow students the opportunity to demonstrate core competencies for academic advising, which include three content categories – the conceptual, informational, and interpersonal relationships. An understanding of these three major areas provides advisors with the knowledge and skills to be effective guides for their students. These competencies are recommended by NACADA, the leading international, educational association for academic advising.⁴

CHRD 685 Academic Advising Theory and Practice (3 cr.) will provide students with a practicum experience in higher education academic advising.

CHRD 770 Student Development Theory (3 cr.) will provide students with the training essential for applying a holistic, systems, legal, and evidence-based approach to advising and a strong foundation for demonstrating case conceptualization skills for the context and delivery of academic advising.

CHRD 773 Current Issues in Academic Advising & Student Affairs (3 cr.) will provide students the opportunity to explore current issues of athletic academic advising and access cutting-edge practice and research, so that they can improve their own practice in helping students realize their full potential within higher education.

RECR 770 Sport and Recreation Administration (3 cr.) will provide students an understanding of the unique structure of intercollegiate athletic programs within the university, NCAA rules and regulations, and the unique needs of student-athletes.

8. Student Outcome and Demonstration of Individual Achievement.

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

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

Students completing this certificate will be able to:

- Demonstrate case conceptualization skills for context for the delivery of athletic academic advising. Students will understand the history, role, and values of academic advising; theory relevant to athletic academic advising; athletic academic advising approaches, strategies, and expected outcomes; and how equitable and inclusive environments are created and maintained. Students will also be able to articulate a personal philosophy of athletic academic advising.
- *Apply a holistic, systems, legal, and evidence-based approach to advising.* Students will learn institution specific history, mission, values, and culture; curriculum, degree programs, academic requirements and options; institution specific policies, procedures, rules, and regulations; legal guidelines of advising practice including privacy regulations and confidentiality; characteristics, needs, and experiences of major and emerging student populations; campus and community resources that support student-athlete success; information technology applicable to relevant advising roles; and engaging in on-going assessment and development of the advising practice.

⁴ NACADA Academic Advising Core Competencies Model

https://nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

- Demonstrate essential interviewing and counseling skills for athletic academic advising. This includes creating rapport and building academic advising relationships; communicating in an inclusive and respectful manner; planning and conducting successful advising interactions; promoting student understanding of the logic and purpose of the curriculum; and facilitating problem solving, decision-making, meaning-making, planning, and goal setting.
- Collaborate with an athletic academic advising program to develop initiatives that promote the academic, social, and career success of individuals in higher education settings. This includes partnering with academic advisors and advising networks during professional development opportunities to learn new and emerging practices.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

	CHRD	CHRD	CHRD	RECR
Individual Student Outcome	685	770	773	770
Students will demonstrate case conceptualization skills for	X	Х	X	Х
context for the delivery of athletic academic advising.				
Students will apply a holistic, systems, legal, and evidence-	X	Х	X	
based approach to athletic academic advising.				
Students will demonstrate essential interviewing and	X			Х
counseling skills for athletic academic advising.				
Students will collaborate with an athletic academic advising	X			Х
program to develop initiatives that promote the academic,				
social, and career success of individuals in higher education				
settings.				

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	2024-2025 Academic Year

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

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	S15 – Online Asynchronous	2024-2025 Academic Year
Does another BOR institution already have authorization to	No	If yes, identify institutions:	

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
offer the program online?			

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

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

10. Additional Information:

Admission Requirements

TOEFL: 71 Internet-based TOEFL Essentials: 7.5 IELTS: 6.0 Duolingo: 100
Appendix A Corresponding Curriculum Requests – New Course Requests



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

College of Education and Human Scien SDSU Education, Counseling and Human Dev		ciences / School of Development
Institution	Division/Department	
Dennis D. Hed	ge	3/28/2024
Institutional Approval Signature		Date
Section 1. Co	ourse Title and Description	
Prefix & No.	Course Title	Credits
CHRD 685	Academic Advising Theory and Practice	3

Course Description

This course provides students with practicum experience in higher education academic advising.

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
CHRD 785	Pre-Practicum	3
Various	Practicum	varies

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

This course will provide students with hands-on experience in higher education academic advising. There are a number of practicum and experiential learning courses available in the course inventory, however this course specifically applies to academic advising theory and practice.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

⊠ No. Schedule Management, explain below: This course will be taught every summer. This course was previously offered as CHRD 691.

3.2. Existing program(s) in which course will be offered: Athletic Academic Advising Certificate, Academic Advising Certificate

3.3. Proposed instructional method by university (as defined by <u>AAC Guideline 5.4</u>): X -

Experiential

3.4. Proposed delivery method by university (*as defined by* <u>AAC Guideline 5.5</u>): 001 – Face to Face, 015 – Online Asynchronous

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? \boxtimes Yes, max per section: 10 \square 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? \square Yes \square No

<u>Section 4. Department and Course Codes (Completed by University Academic</u> Affairs)

- **4.1. University Department:** School of Education, Counseling and Human Development
- 4.2. Banner Department Code: SECH
- **4.3. Proposed CIP Code:** 13.1102

Is this a new CIP code for the university? \Box Yes \boxtimes No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Katelyn Romsa	Katelyn Romsa	1/31/2024
Request Originator	Signature	Date
Anne Karabon	Anne Karabon	1/31/2024
Department Chair	Signature	Date
Evan Ortlieb	Evan Ortlieb	1/31/2024
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

In CHRD 685 Academic Advising Theory and Practice students will gain practical experience in academic advising. This course was previously offered as CHRD 691 Independent Study (Academic Advising Workshop Series).

- 2. Note whether this course is: \square Required \square 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 10
- 6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s). Katelyn Romsa, Associate Professor, EdD
- 7. Note whether adequate facilities are available and list any special equipment needed for the course. No special equipment or room needed.
- 8. Note whether adequate library and media support are available for the course. All library and media support needed are available for this course.
- 9. Will the new course duplicate courses currently being offered on this campus? \Box Yes \boxtimes 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 and Student Affairs Consent

AGENDA ITEM: 5 – E (1) DATE: May 13-15, 2024

SUBJECT

New Specialization Requests – DSU – Security Management & Compliance Specialization and Technical Specialization – MS in Cyber Defense

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 both a Security Management & Compliance specialization and a Technical specialization within the MS in Cyber Defense. Currently, the MS in Cyber Defense includes this coursework as two informal tracks. By creating these specializations, these tracks become formalized and will appear on the student transcript.

The Security Management & Compliance specialization will equip students with advanced expertise in management security operations, ensuring compliance with industry standards for security and privacy, and conducting audits to mitigate risks in today's complex cybersecurity landscape.

The Technical specialization will focus on technological security controls in the areas of network security, penetration testing, digital forensics, and malware analysis, which are essential for securing business operations within organizations.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the specializations on campus and online. DSU does not request additional state resources. No new courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Security Management & Compliance Specialization – MS in Cyber Defense

Attachment II – New Specialization Request Form: DSU – Technical Specialization – MS in Cyber Defense

DRAFT MOTION 20240513_5-E(1):

I move to authorize DSU to offer a Security Management & Compliance specialization and a Technical specialization within the MS in Cyber Defense program, as presented.



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:	Security Management and
	Compliance Specialization
NAME OF DEGREE PROGRAM IN WHICH	MS in Cyber Defense
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	11.0401
INTENDED DATE OF IMPLEMENTATION:	5/6/2024
PROPOSED CIP CODE:	11.0401
UNIVERSITY DEPARTMENT:	Computer
BANNER DEPARTMENT CODE:	DCSI
UNIVERSITY DIVISION:	Beacom College of Computer and
	Cyber Sciences
BANNER DIVISION CODE:	DCOC

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

zebecca d. Heey

Institutional Approval Signature President or Chief Academic Officer of the University

3/6/2024

Date

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

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.

This specialization focuses on managerial security, including risk management, compliance, and audits that are essential for securing business operations within organizations.

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 current MS in Cyber Defense (MSCD) program includes two tracks: Technical Track and Security Management and Compliance Track. However, these tracks do not appear on a student's transcript. We would like to create two specializations, namely, Technical Specialization and Security Management and Compliance Specialization, which include the same courses as required in the tracks.

The Security Management and Compliance Specialization equips students with advanced expertise in managing security operations, ensuring compliance with industry standards for security and privacy, and conducting audits to mitigate risks in today's complex cybersecurity landscape.

Information Security Analyst is a great fit for graduates from the MSCD program. According to the Occupational Outlook Handbook from the Bureau of Labor Statistics (https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm), employment of information security analysts is projected to grow by 32 percent from 2022 to 2032, much faster than the average for all occupations. About 16,800 openings for information security analysts are projected each year, on average, over the decade. Regarding the Security Management and Compliance Specialization, within the category of management occupations, there were 12,574.7 employments in Information Security Analyst roles in 2022. This number is expected to increase to 13,257.7, reflecting a 5.4% growth.

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	New
		(add or delete rows as needed)	Hours	(yes, no)
INFA	702	Data Privacy	3	No
INFA	713	Managing Security Risks	3	No
INFA	735	Offensive Security	3	No

INFA	754	Network Security Monitoring and Intrusion	3	No
		Detection		
Security I		Choose an		
				item.
INFA	<mark>720</mark>	Incident Response	3	No
<mark>INFA</mark>	<mark>722</mark>	Data Privacy Management	3	No
<mark>INFA</mark>	<mark>742</mark>	Ethics and Information Technology	3	No
INFA	<mark>745</mark>	Compliance and Audit	3	No
Choose two 700-800 level courses from INFA, CSC, INFS or BADM				No
prefix (ex				
Total number of hours required for completion of specialization				
Total num	30			
Total num	30			

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 S	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	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery	Yes		Fall 2024
(online/other distance			
delivery methods)			

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	No		Choose an item.
(online/other distance			
delivery methods)			

6. Additional Information: Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional

ATTACHMENT I 5

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.



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:	Technical Specialization
NAME OF DEGREE PROGRAM IN WHICH	MS in Cyber Defense
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	11.0401
INTENDED DATE OF IMPLEMENTATION:	5/6/2024
PROPOSED CIP CODE:	11.0401
UNIVERSITY DEPARTMENT:	Computer
BANNER DEPARTMENT CODE:	DCSI
UNIVERSITY DIVISION:	Beacom College of Computer and
	Cyber Sciences
BANNER DIVISION CODE:	DCOC

Please check this box to confirm that:

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- 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.

Schecca & Heey

3/6/2024 Date

Institutional Approval Signature President or Chief Academic Officer of the University

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

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

Baccalaureate \Box Master's \boxtimes Doctoral \Box

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.

This specialization focuses on technological security controls in the areas of network security, penetration testing, digital forensics, and malware analysis, which are essential for securing business operations within organizations.

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 current MS in Cyber Defense (MSCD) program includes two tracks: Technical Track and Security Management and Compliance Track. However, these tracks do not appear on a student's transcript. We would like to create two specializations, namely, Technical Specialization and Security Management and Compliance Specialization, which include the same courses as required in the tracks.

The Technical Specialization equips students with advanced expertise in areas such as network security, penetration testing, digital forensics, and malware analysis, enabling them to apply specific technological controls to enforce cybersecurity policies and procedures within an organization.

Information Security Analyst is a great fit for graduates from the MSCD program. According to the Occupational Outlook Handbook from the Bureau of Labor Statistics (https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm), employment of information security analysts is projected to grow by 32 percent from 2022 to 2032, much faster than the average for all occupations. About 16,800 openings for information security analysts are projected each year, on average, over the decade. Regarding the Technical Specialization, within the category of Business and Financial Operations occupations, there were 10,591.1 employments in 2022. This number is expected to grow to 11,179.7 by 2032, reflecting a 5.6% increase. In another example, within Healthcare Practitioners and Technical Occupations, there were 9,481.0 employments in 2022. This number is expected to grow to 10,243.7 by 2032, representing an 8.0% increase.

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	New
		(add or delete rows as needed)	Hours	(yes, no)

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

INFA	702	Data Privacy	3	No
INFA	713	Managing Security Risks	3	No
INFA	735	Offensive Security	3	No
INFA	754	Network Security Monitoring and Intrusion	3	No
		Detection		
Technical	Specializat	ion		Choose an
	-			item.
<mark>INFA</mark>	<mark>721</mark>	Digital Forensics	3	No
<mark>INFA</mark>	<mark>723</mark>	Cryptography	3	No
<mark>INFA</mark>	<mark>732</mark>	Malware Analysis	3	No
<mark>INFA</mark>	<mark>751</mark>	Wireless Security	3	No
Choose tw	Choose two 700-800 level courses from INFA or CSC prefix (except			Choose an
INFA 701) 6 credits				item.
Total number of hours required for completion of specialization			18	
Total number of hours required for completion of major			30	
Total num	ber of hours	30		

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

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes		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	No		Choose an item.
(online/other distance			
delivery methods)			

AAC Form 2.6 – New Specialization (Last Revised 01/2021) 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 – E (2) DATE: May 13-15, 2024

SUBJECT

New Specialization Requests – DSU – Data Privacy Specialization, Managerial Specialization, and Technical Specialization – PhD in Cyber Defense

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 Data Privacy specialization, a Managerial specialization, and a Technical specialization within the PhD in Cyber Defense. Currently, the PhD in Cyber Defense includes this coursework as three informal tracks. By creating these specializations, these tracks become formalized and will appear on the student transcript.

The Data Privacy specialization will focus on how students may build research portfolios focusing on data privacy in the Cyber Defense realm. Topics pertain to the protection of individuals' information when engaging with third parties to remain safe while online. The Managerial specialization will focus on the business implications of data privacy and the research that must be conducted for secure business policies and practices. The Technical specialization will focus on the application of specific technology controls to enforce cybersecurity policies and procedures within an organization.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the specializations on campus and online. DSU does not request additional state resources. No new courses will be required.

Board office staff recommends approval of the program.

(Continued)

DRAFT MOTION 20240513_5-E(2):

I move to authorize DSU to offer a Data Privacy specialization, a Managerial specialization, and a Technical specialization within the PhD in Cyber Defense program, as presented.

DSU – PhD in Cyber Defense Specializations May 13-15, 2024 Page 2 of 2

ATTACHMENTS

- Attachment I New Specialization Request Form: DSU Data Privacy Specialization PhD in Cyber Defense
- Attachment II New Specialization Request Form: DSU Managerial Specialization PhD in Cyber Defense
- Attachment III New Specialization Request Form: DSU Technical Specialization PhD in Cyber Defense



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:	Data Privacy
NAME OF DEGREE PROGRAM IN WHICH	Ph.D. Cyber Defense
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	DCYD
INTENDED DATE OF IMPLEMENTATION:	5/13/2024
PROPOSED CIP CODE:	111003
UNIVERSITY DEPARTMENT:	Beacom College of Computer and
	Cyber Sciences
BANNER DEPARTMENT CODE:	DCSI 8N
UNIVERSITY DIVISION:	Computer Science
BANNER DIVISION CODE:	DCSC

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

Herecca d. Heer

11/30/2023 Date

Institutional Approval Signature President or Chief Academic Officer of the University

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.

Data Privacy is an essential topic in the realm of Cyber Defense. The protection of individuals' information when engaging with third parties is essential for remaining safe while online. This specialization will focus on how students may build research portfolios focusing on data privacy within the Cyber Defense realm.

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 Cyber Defense program is an existing program within the Beacom College of Computer and Cyber Sciences. This specialization seeks to focus the current enrollment in the PhD CD program into more specialized tracks of research. By creating a specialization, it would appear on the student's transcript and would highlight student's skills in data privacy.

The National Institute of Standards and Technology published that the unfilled demand for cybersecurity professionals exceeds 3.4 million. This is coupled with 83% of corporate boards of directors recommending for increasing the headcount of IT personnel focused on cybersecurity¹. In addition, Information from ISC2 has determined that there are 1.495,825 unfilled positions within the North American region².

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	New
		(add or delete rows as needed)	Hours	(yes, no)
<mark>Data Priv</mark>	ivacy Specialization Required Core		<mark>15</mark>	
INFA	<mark>702</mark>	Data Privacy	<mark>3</mark>	No
INFA	<mark>713</mark>	Managing Security Risks	<mark>3</mark>	No
INFA	<mark>722</mark>	Data Privacy Management	<mark>3</mark>	No
INFA	<mark>726</mark>	Data Privacy Technology	<mark>3</mark>	No
INFA	<mark>742</mark>	Ethics and Information Technology	<mark>3</mark>	No

1

² https://www.isc2.org/Insights/2023/11/ISC2-Cybersecurity-Workforce-Study-Looking-Deeper-into-the-Workforce-Gap

https://www.nist.gov/system/files/documents/2023/06/05/NICE%20FactSheet_Workforce%20Demand_Final_2021 1202.pdf

ATTACHMENT I 5

Research	12	
Dissertation	27	
Electives	18	

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

15	
54	
72	

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	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

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.



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:	Managerial
NAME OF DEGREE PROGRAM IN WHICH	Ph.D. Cyber Defense
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	DCYD
INTENDED DATE OF IMPLEMENTATION:	5/13/2024
PROPOSED CIP CODE:	111003
UNIVERSITY DEPARTMENT:	Beacom College of Computer and
	Cyber Sciences
BANNER DEPARTMENT CODE:	DCSI 8N
UNIVERSITY DIVISION:	Computer Science
BANNER DIVISION CODE:	DCSC

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

Herecca d. Heer

11/30/2023 Date

Institutional Approval Signature President or Chief Academic Officer of the University

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.

This specialization will focus on the business implications of Data Privacy and the research that must be conducted for secure business policies and practices.

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 Cyber Defense program is an existing program within the Beacom College of Computer and Cyber Sciences. This specialization seeks to focus the current enrollment in the PhD CD program into more specialized tracks of research. By creating a specialization, it would appear on the student's transcript and would highlight student's skills in management of cyber security.

The National Institute of Standards and Technology published that the unfilled demand for cybersecurity professionals exceeds 3.4 million. This is coupled with 83% of corporate boards of directors recommending for increasing the headcount of IT personnel focused on cybersecurity¹. In addition, Information from ISC2 has determined that there are 1.495,825 unfilled positions within the North American region².

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	New
		(add or delete rows as needed)	Hours	(yes, no)
Managerial Specialization Required Core		<mark>15</mark>		
INFA	<mark>702</mark>	Data Privacy	<mark>3</mark>	<mark>No</mark>
INFA	<mark>713</mark>	Managing Security Risks	<mark>3</mark>	<mark>No</mark>
INFA	<mark>720</mark>	Incident Response	<mark>3</mark>	<mark>No</mark>
INFA	<mark>730</mark>	Physical Security	<mark>1</mark>	<mark>No</mark>
INFA	<mark>731</mark>	Personnel Security	<mark>1</mark>	<mark>No</mark>
INFA	<mark>733</mark>	Vendor Management	1	No
INFA	<mark>758</mark>	Security Metrics	<mark>3</mark>	No

1

² https://www.isc2.org/Insights/2023/11/ISC2-Cybersecurity-Workforce-Study-Looking-Deeper-into-the-Workforce-Gap

https://www.nist.gov/system/files/documents/2023/06/05/NICE%20FactSheet_Workforce%20Demand_Final_2021 1202.pdf

ATTACHMENT II 8

Research	12	
Dissertation	27	
Electives	18	

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

15	
54	
72	

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
Ĩ			an item.

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

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.



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:	Technical
NAME OF DEGREE PROGRAM IN WHICH	Ph.D. Cyber Defense
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	DCYD
INTENDED DATE OF IMPLEMENTATION:	5/13/2024
PROPOSED CIP CODE:	111003
UNIVERSITY DEPARTMENT:	Beacom College of Computer and
	Cyber Sciences
BANNER DEPARTMENT CODE:	DCSI 8N
UNIVERSITY DIVISION:	Computer Science
BANNER DIVISION CODE:	DCSC

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

Herecca d. Heer

11/30/2023 Date

Institutional Approval Signature President or Chief Academic Officer of the University

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 technical specialization within the Cyber Defense PhD program will focus on the application of specific technology controls to enforce cybersecurity policies and procedures within an organization.

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 Cyber Defense program is an existing program within the Beacom College of Computer and Cyber Sciences. This specialization seeks to focus the current enrollment in the PhD CD program into more specialized tracks of research. By creating a specialization, it would appear on the student's transcript and would highlight student's skills in technology controls of cybersecurity policy.

The National Institute of Standards and Technology published that the unfilled demand for cybersecurity professionals exceeds 3.4 million. This is coupled with 83% of corporate boards of directors recommending for increasing the headcount of IT personnel focused on cybersecurity¹. In addition, Information from ISC2 has determined that there are 1.495,825 unfilled positions within the North American region².

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	New
		(add or delete rows as needed)	Hours	(yes, no)
Technica	<mark>l Specializati</mark>	on Required Core	<mark>15</mark>	
INFA	<mark>720</mark>	Incident Response	<mark>3</mark>	No
INFA	<mark>721</mark>	Digital Forensics	<mark>3</mark>	No
INFA	<mark>735</mark>	Offensive Security	<mark>3</mark>	No
INFA	<mark>751</mark>	Wireless Security	<mark>3</mark>	No
INFA	<mark>754</mark>	Network Security Monitoring	<mark>3</mark>	No

1

² https://www.isc2.org/Insights/2023/11/ISC2-Cybersecurity-Workforce-Study-Looking-Deeper-into-the-Workforce-Gap

https://www.nist.gov/system/files/documents/2023/06/05/NICE%20FactSheet_Workforce%20Demand_Final_2021 1202.pdf

ATTACHMENT III 11

Research	12	
Dissertation	27	
Electives	18	

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

15	
54	
72	

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
Ĩ			an item.

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

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 – E (3) DATE: May 13-15, 2024

SUBJECT

New Specialization Requests – SDSMT – Molecular Biology Specialization and Environmental Biological Sciences Specialization – BS in Biology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer both a Molecular Biology specialization and an Environmental Biological Sciences specialization within the BS in Biology. Both specializations will provide students with a more specialized curriculum within the Biology degree at the undergraduate level. The Molecular Biology specialization will focus on organic chemistry, biochemistry, and molecular biology. The Environmental Biological Sciences specialization will focus on ecology, plant biology, microbiology, and other environmental related courses.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specializations on campus. SDSMT does not request additional state resources. No new courses will be required for the Molecular Biology specialization, while four new courses will be required for the Environmental Biological Sciences specialization.

Board office staff recommends approval of the specializations.

ATTACHMENTS

- Attachment I New Specialization Request Form: SDSMT Molecular Biology Specialization BS in Biology
- Attachment II New Specialization Request Form: SDSMT Environmental Biological Sciences Specialization – BS in Biology

DRAFT MOTION 20240513_5-E(3):

I move to authorize SDSMT to offer a Molecular Biology specialization and an Environmental Biological Sciences specialization within the BS in Biology program, as presented.



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:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Molecular Biology Specialization
NAME OF DEGREE PROGRAM IN WHICH	BS in Biology
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	MBS.BIO
INTENDED DATE OF IMPLEMENTATION:	8/22/2024
PROPOSED CIP CODE:	26.0101
UNIVERSITY DEPARTMENT:	Chemistry, Biology, and Health
	Sciences
BANNER DEPARTMENT CODE:	MCBH
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	4L

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

Click here to enter a date.

Date

Institutional Approval Signature President or Chief Academic Officer of the University

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

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 purpose of the proposed specialization is to provide students with a more specialized curriculum for a Biology Degree focused on Molecular Biology and/or the medical field at the undergraduate level. The *Molecular Biology Specialization* is designed for the Biology majors who are interested in understanding the structure, function, and interactions of biological systems at the molecular and cellular levels. The *Specialization* will require the students to take the 300- and 400-level courses in organic chemistry, biochemistry, and molecular biology. The students who earn the *Molecular Biology Specialization* with the Biology B.S. degree master deep and broad knowledge in molecular biology and biochemistry.

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 specialization is justified as it will provide students focused on molecular biology and/or the medical field to be prepared and highly qualified for their next step, e.g., graduate school, professional school (medical school), or the workforce, due to the high quality of their combined academic degree and specialization.

The proposed *Molecular Biology Specialization* is designed for students planning to start a career in a health field (medical, dental, pharmacy, etc.) or continue their education in a graduate program that focuses on molecular biology/biochemistry and related areas such as medicinal chemistry, molecular biotech, etc. The *Specialization* will provide the students opportunities to gain knowledge and skills in molecular biology and add value to their B.S. degree in Biology. The department of Chemistry, Biology, and Health Sciences is the appropriate place to offer this *Specialization*. The department offers B.S. degree in Chemistry, B.S. degree in Biology, and B.S. degree in pre-Professional Health Sciences. All the courses listed in the *Specialization* are existing courses, so no new courses will be required.

The proposed addition of *Molecular Biology Specialization* to the curriculum of the B.S. degree in Biology is consistent with the board-designated mission of the SDSM&T to promote student success and to contribute to the state's workforce and economic development. The proposed *Specialization* will formalize the Molecular Biology curriculum currently offered in the department, which will help the recruitment of biology majors as well as the career development of biology graduates. The curriculum requirements of the *Molecular*

ATTACHMENT I 4

Specialization will prepare students for success in high-demanding jobs and advanced programs related to health science and healthcare field. The U.S. Bureau of Labor Statistics predicts that "employment of healthcare occupations is projected to grow 14 percent from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs."¹

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	New
		(add or delete rows as needed)	Hours	(yes, no)
Goal 1 and Goal				
ENGL	101	Composition I	3	no
ENGL	279	Communication in the STEM Workplace	3	no
ENGL	289	Explorations in STEM Communications	3	no
Goal 3 and Goal	12	no		
Math Requirem	ents (11 credits)			
MATH	123	Calculus I	4	no
MATH	125	Calculus II	4	no
MATH 321 D	oifferential Equation	ons	3	no
or				
MATH 381 Ir				
Physic Requiren				
PHYS 111 Introd	7	no		
II and (PHYS 111L Introduction to Physics I Lab or PHYS 113 L				
Introduction to Physics II L)				
or				
PHYS 207 Fund				
Physics II and (PHYS 207L Fundamentals of Physics I Lab or PHYS 209L				
Fundamentals of Physics II Lab)				
or				
PHYS 211 Unive	ersity Physics I a	nd 213 University Physics II and (PHYS		
211L University I	Physics I Lab or 2	213L University Physics II Lab)		
Chemistry Requ	irements (13 cre	dits)		
CHEM	112	General Chemistry I	3	no
CHEM	112L	General Chemistry I Lab	1	no
CHEM	114	General Chemistry II	3	no
CHEM	114L	General Chemistry II Lab	1	no
CHEM	326	Organic Chemistry I	3	no
CHEM	326L	Organic Chemistry I Lab	2	no
Biology Core Re	quirements (31 c	eredits)		

¹ <u>https://www.bls.gov/ooh/healthcare/home.htm</u>

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

BIOL	111	Introduction to Chemistry, Biology, and	1	no
		Health Sciences		
BIOL	151	General Biology I	3	no
BIOL	151L	General Biology I Lab	1	no
BIOL	153	General Biology II	3	no
BIOL	153L	General Biology II Lab	1	no
BIOL	311	Principles of Ecology	3	no
BIOL	311L	Principles of Ecology Lab	1	no
BIOL	331	Microbiology	3	no
BIOL	331L	Microbiology Lab	1	no
BIOL	371	Genetics	3	no
BIOL	371L	Genetics Lab	1	no
BIOL	375	Current Bioethical Issues	3	no
BIOL	446/546	Molecular Cell Biology	3	no
BIOL	480/580	Bioinformatics	3	no
BIOL	490	Seminar	1-3	no
Molecular Biolo	gy Specialization	n Required Courses (12 credits)		
CHEM	<mark>328</mark>	Organic Chemistry II	<mark>3</mark>	no
CHEM	<mark>328L</mark>	Organic Chemistry II Lab	<mark>2</mark>	no
CHEM	<mark>464</mark>	Biochemistry I	<mark>3</mark>	no
CHEM	<mark>464L</mark>	Biochemistry I Lab	<mark>1</mark>	no
CHEM	<mark>465</mark>	Biochemistry II	<mark>3</mark>	no
Molecular Biolo	gy Specialization	n Elective Courses (12 credits from the		
courses listed be	low)			
BIOL	<mark>221</mark>	Human Anatomy	<mark>3</mark>	no
BIOL	221L	Human Anatomy Lab	<u> </u>	No No
BIOL	<mark>326</mark>	Biomedical Physiology	<mark>3</mark>	no
BIOL	<mark>326L</mark>	Biomedical Physiology Lab	<mark>1</mark>	no
BIOL	<mark>423</mark>	Pathogenesis	<mark>3</mark>	no
BIOL	<mark>438/538</mark>	BIOL 438/538 Industrial Microbiology	<mark>3</mark>	no no
BIOL	<mark>444/544</mark>	Emerging and Re-emerging Infectious	<mark>3</mark>	no no
		Diseases		
BIOL	<mark>455/555</mark>	DNA Structure and Function	<mark>3</mark>	no
BIOL	<mark>470/570</mark>	Cancer Biology	<mark>3</mark>	no
BIOL	<mark>478/578</mark>	Microbial Genetics	<mark>3</mark>	no
BIOL	<mark>487/587</mark>	Diagnostic Parasitology	<mark>3</mark>	no
BIOL	<mark>488/588</mark>	Molecular Immunobiology	<mark>3</mark>	no
BIOL	<mark>492</mark>	Topics**	<mark>1-5</mark>	no
BIOL	<mark>498</mark>	Undergraduate Research/Scholarship	<mark>1-3*</mark>	no no
CP	<mark>497</mark>	Cooperative Education**	<mark>1-3*</mark>	no no
MICRO	<mark>433/533</mark>	Medical Microbiology	<mark>3</mark>	no
	Free Ele	ectives (13 credits)	13	

*Up to 3 credit hours will count toward specialization and the BS degree, any alterations will need Department Head approval. ** Departmental approval is required toward specialization.

Total number of hours required for completion of specialization

Total number of hours required for completion of major

Total number of hours required for completion of degree

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	Choose an	
		item.		

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

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u>.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			



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:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Environmental Biological Sciences
	Specialization
NAME OF DEGREE PROGRAM IN WHICH	BS in Biology
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	MBS.BIO
INTENDED DATE OF IMPLEMENTATION:	8/22/2024
PROPOSED CIP CODE:	26.0101
UNIVERSITY DEPARTMENT:	Chemistry, Biology, and Health
	Sciences
BANNER DEPARTMENT CODE:	МСВН
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	4L

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

Click here to enter a date.

Institutional Approval Signature President or Chief Academic Officer of the University Date

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

Baccalaureate ⊠ Master's □ Doctoral □

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

The purpose of the proposed specialization is to provide students with a more specialized curriculum for a Biology Degree focused on Environmental Biological Sciences at the undergraduate level. The *Environmental Biological Sciences Specialization* is designed for the Biology majors who are interested in using biological sciences to address environmental challenges. This specialization requires students to take the 400-level courses in ecology, plant biology, microbiology, and other environmental related courses. The students who earn the *Environmental Biological Sciences Specialization* with the Biology B.S. degree are equipped with in-depth knowledge to effectively apply biological sciences in addressing environmental challenges.

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 specialization is justified as it will provide students focused on environmental biological sciences to be prepared and highly qualified for their next step, e.g., graduate school or the workforce, due to the high quality of their combined academic degree and specialization.

The proposed *Environmental Biological Sciences Specialization* is designed for students who are interested in using biology to address environmental challenges. The *Specialization* offers opportunities for students to gain knowledge and skills in biological processes that address environmental problems, enhancing the value of their B.S. degree in Biology. The department of Chemistry, Biology, and Health Sciences is the appropriate place to offer this *Specialization*. The department offers B.S. degree in Chemistry, B.S. degree in Biology, and B.S. degree in Pre-Professional Health Sciences. The *Specialization* expands the current biology curriculum by offering one new course and two existing courses in the SDBoR system. These courses cover the in-depth knowledge of ecology, plant biology, and microbiology to address environmental issues. The *Specialization* aims to recruit biology majors with more diverse interests and foster the professional growth of biology graduates.

The proposed *Environmental Biological Sciences Specialization* aligns with the boarddesignated mission of the SDSM&T to foster student success and contribute to the state's workforce and economic development. The *Specialization* prepares student for workforce or graduate programs in biology-centric environmental remediation, protection, and technologies. The program opens doors to occupations such as Agricultural Scientists, Biological Technicians, Conservation Scientists and Foresters, Environmental Science and Protection Technicians, Microbiologists, Environmental Scientists and Specialists, and Zoologists and Wildlife Biologists. According to the U.S. Bureau of Labor Statistics, these occupations are projected to experience a 5-6% growth from 2022 to 2032.¹

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	New
		(add or delete rows as needed)	Hours	(yes, no)
Goal 1 and Goal 2 Requirements (9 credits)				
ENGL	101	Composition I	3	no
ENGL	279	Communication in the STEM	3	no
		Workplace		
ENGL	289	Explorations in STEM	3	no
		Communications		
Goal 3 and Go	al 4 (12 credits)		12	no
Goal 5 Math F	Requirements (11 cre	dits)		
MATH	123	Calculus I	4	no
MATH	125	Calculus II	4	no
MATH 321	Differential Equation	S	3	no
or				
MATH 381	Introduction to Proba	bility and Statistics		
Physic Requir	ements (7 credits)			
PHYS 111 Introduction to Physics I and PHYS 113 Introduction to Physics			7	no
II and (PHYS 111L Introduction to Physics I Lab or PHYS 113 L				
Introduction to Physics II L)				
or				
PHYS 207 Fundamentals of Physics I and PHYS 209 Fundamentals of				
Physics II and	(PHYS 20/L Fundam	entais of Physics I Lab or PHYS 209L		
Fundamentals	of Physics II Lab)			
DUVS 211 Uni	varaity Physics I and	212 University Drugics II and (DUVS		
2111 Universit	versity r hysics r and v Physics I I ab or 21'	31 University Physics II I and (11115		
211L Oniversit		SE Oniversity Thysics II Eab)		
Prefix	Number	Course Title	Credit	New
TICHA	1 (umber	(add or delete rows as needed)	Hours	(ves, no)
Chemistry Re	auirements (13 credi	(<u></u>	110415	() () ()
CHEM	112	General Chemistry I	3	no
CHEM	112L	General Chemistry I Lab	1	no
CHEM	114	General Chemistry II	3	no

¹ https://www.bls.gov/ooh/life-physical-and-social-science/home.htm

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

CHEM	114L	General Chemistry II Lab	1	no
CHEM	326	Organic Chemistry I	3	no
CHEM	CHEM 326L Organic Chemistry I Lab		2	no
Biology Core	Requirements (31 cr	edits)		
BIOL	111	Introduction to Chemistry, Biology,	1	no
		and Health Sciences		
BIOL	151	General Biology I	3	no
BIOL	151L	General Biology I Lab	1	no
BIOL	153	General Biology II	3	no
BIOL	153L	General Biology II Lab	1	no
BIOL	311	Principles of Ecology	3	no
BIOL	311L	Principles of Ecology Lab	1	no
BIOL	331	Microbiology	3	no
BIOL	331L	Microbiology Lab	1	no
BIOL	371	Genetics	3	no
BIOL	371L	Genetics Lab	1	no
BIOL	375	Current Bioethical Issues	3	no
BIOL	446	Molecular Cell Biology	3	no
BIOL	480/580	Bioinformatics	3	no
BIOL	490	Seminar	1-3	no
Fnvironments	l al Riology Specializat	tion Required Courses (12 credits)		
BIOL	$\frac{1000 \text{gy Specializa}}{427/527}$	Plant Physiology	3	ves
BIOL/AES	406/506	Global and Environmental Change	3	no no
BIOL	451/551	Applications of Environmental	3	ves
		Microbiology	~	J • •
BIOL	412/512	Freshwater Ecology	2	ves
BIOL	412L/512L	Freshwater Ecology Lab	1	ves
Environmenta	al Biology Specializat	tion Elective Courses (12 credits	Credit	New
from the cour	ses listed below)	(Hours	(ves, no)
BIOL	<mark>438/538</mark>	Industrial Microbiology	<mark>3</mark>	no
BIOL/AES	403/503	Biogeochemistry	<mark>3</mark>	no
BIOL	<mark>444/544</mark>	Emerging and Re-emerging	<mark>3</mark>	no no
		Infectious Diseases		
BIOL	<mark>487/587</mark>	Diagnostic Parasitology	<mark>3</mark>	no no
BIOL	<mark>492/592</mark>	Topics	<mark>1-5</mark>	no no
BIOL	<mark>498</mark>	Undergraduate	<mark>1-3*</mark>	no
		Research/Scholarship		
CHEM	332	Analytical Chemistry	<mark>3</mark>	no no
CHEM	434	Instrumental Analysis	<mark>3</mark>	no no
CHEM	434L	Instrumental Analysis Lab	2	no no
CHEM	462/562	Green Chemistry and Processes	3	no
CHEM	482/582	Environmental Chemistry	3	no
CHEM	///////////////////////////////////////	Toxicology	3	no no
	+03/303			

ATTACHMENT II 11

24 88 120

GEOE	<mark>475/L/575/L</mark>	Groundwater/Lab	<mark>3</mark>	no
GEOL	<mark>416/L/516/L</mark>	Introduction to GIS/L	<mark>3</mark>	no
GEOL	<mark>419/519</mark>	Advanced Geospatial Analysis	<mark>3</mark>	no
GEOL	<mark>435/535</mark>	Geomicrobiology	<mark>3</mark>	no
POLS	<mark>407</mark>	Env Law & Policy	<mark>3</mark>	no
	Free Elective	es (13 credits)	13	

*Up to 3 credit hours will count toward specialization, any alterations will need Department Head approval.

Total number of hours required for completion of specialization	n
Total number of hours required for completion of major	
Total number of hours required for completion of degree	

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 Choose an item.
		2024

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

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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	No		Choose an item. Choose
(online/other distance			an item.
delivery methods)			

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – E (4) DATE: May 13-15, 2024

SUBJECT

New Specialization Request – USD – Specialization in Executive Public Administration – MPA in Public Administration

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 Executive Public Administration within the MPA in Public Administration program. Currently, the proposed specialization is offered as a standalone program, but will be combined with the MPA program moving forward as an optional specialization. The Executive Public Administration program is geared toward working professionals. The proposed specialization would be available to students within the MPA who have at least five years of cumulative full-time professional experience in public service, with three to five years of experience at the middle-to-upper-level. These requirements are consistent with the current program.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on campus and online. 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 – Executive Public Administration – Public Administration (MPA)

DRAFT MOTION 20240513_5-E(4):

I move to authorize USD to offer a specialization in Executive Public Administration within the MPA in Public Administration program, as presented.



New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Executive Public Administration
NAME OF DEGREE PROGRAM IN WHICH	Master of Public Administration
SPECIALIZATION IS OFFERED:	[UMPA.PAD]
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	45.1002
UNIVERSITY DEPARTMENT:	Political Science
BANNER DEPARTMENT CODE:	UPOL
UNIVERSITY DIVISION:	A&S
BANNER DIVISION CODE:	2A

Х	Please check this box to confirm that (place an "X" in the left box):
	• The individual preparing this request has read <u>AAC Guideline 2.6</u> , 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	3/19/2024
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1.	Le	vel	of the Specializat	ion	(place an "X" be	efor	e the specialization	on):
			Baccalaureate	Х	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 proposed change is to create a single Program designed to administer a Master of Public Administration (MPA) degree with an optional Executive Public Administration specialization for individuals who have at least five years of cumulative full-time professional experience in public service, including at least three years at the middle-to-upper level.

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 Political Science Department currently offers a degree called Executive Master of Public Administration and a degree called Master of Public Administration, both coordinated separately. In summary, the proposed change is to create a single Program designed to administer a Master of Public Administration (MPA) degree with a standard track and optional specialization. The program that results from combining the two degree programs into a single program with an optional specialization intends to improve efficiency in teaching and student enrollment in courses. The standard track for Master of Public Administration is designed for typically pre-service students while the Executive Public Administration specialization is designed for experienced working professionals. This is common within the discipline. Different admissions requirements, taking into account things like professional work experience, exist for each track. Students may not switch between the standard track and the specialization.

The MPA program will feature a 15-credit core for all MPA students. The standard track Master of Public Administration requires an additional 12 hours of required courses and 12 hours of program-approved electives for a total of 39 hours (this program of study aligns with accreditation granted by NASPAA-Network of Schools of Public Policy, Affairs, and Administration). The Executive Public Administration specialization requires an additional 15 hours of required specialization courses for a total of 30 hours. The core courses and the outline of courses for each specialization are listed above.

Not shown above is the Fast Track MPA program which will remain and concurrent programs such as JD/MPA.

The Executive Public Administration specialization has a lower credit hour requirement (30) as compared to the standard track MPA due to the acceptance requirement of 5 years of experience.

Prefix	Number	Course Title	Credit	New
			Hours	(yes, no)
LDR	501	Advanced Leadership Theory and Practice	3	No
POLS	722	Budgetary and Fiscal Management	3	No
POLS	723	Public Personnel Management	3	No
POLS	724	Organization and Management	3	No
LDR	<mark>504</mark>	Leadership Communication and Conflict Resolution	3	No
EMPA	<mark>720</mark>	Executive Public Administration	3	No
EMPA	<mark>733</mark>	Administrative Law and Government	3	No
EMPA	<mark>764</mark>	Research in Administrative Practice	3	No
EMPA	<mark>769</mark>	Administrative Thought and Ethics	3	No
		Select one course for 3 credit hours		
POLS	788	Research Problems/Projects	3	No
EMPA	786	EMPA Capstone	3	No
N/A	N/A	9 credit hours eliminated per admissions requirement of 5 years of experience.		

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

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

15
15
30

5. Delivery Location

AAC Form 2.6 – New Specialization (Last Revised 01/2021)
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	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5.</u></i>	Intended Start Date
Distance Delivery	Yes	Online Asynchronous	Fall 2024
(online/other distance			
delivery methods)			

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)			

6. Additional Information:

SOUTH DAKOTA BOARD OF REGENTS

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

AGENDA ITEM: 5 – F (1) DATE: May 13-15, 2024

SUBJECT

New Site Request – SDSU – AS in Agricultural Sciences (Capital City Campus)

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2.3.2</u> – New Programs, Program Modifications, and Inactivation/Termination <u>BOR Policy 2.3.8</u> – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval to offer the AS in Agricultural Sciences at Capital City Campus (CCC) in Pierre. The Agricultural Science program prepares students to manage a farm or ranch enterprise or work in the agricultural industry. Offering a flexible curriculum, the Agricultural Science program also works well for students who are combining multiple fields of interest or exploring areas of interest in agriculture. SDSU will waive the requirement that 8 of the last 15 credit hours for the associate degree must be completed as institutional credits from SDSU.

IMPACT AND RECOMMENDATION

SDSU requests no new resources, and there will be no costs to offering the program Capital City Campus, as all courses will be delivered through distance technology to students at CCC.

Board office staff recommends approval to offer the program at Capital City Campus.

ATTACHMENTS

Attachment I – New Site Request: SDSU – AS in Agricultural Sciences

DRAFT MOTION 20240513 5-F(1):

I move to approve SDSU's new site proposal to offer the AS in Agricultural Sciences at Capital City Campus, as presented.



New Site Request

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Agricultural Science (A.S.)
NEW SITE(S):	Capital City Campus
	925 E Sioux Ave
	Pierre, SD
INTENDED DATE OF IMPLEMENTATION:	2024-2025 Academic Year
CIP CODE:	01.0000
UNIVERSITY DEPARTMENT:	College of Agriculture, Food &
	Environmental Sciences
BANNER DEPARTMENT CODE:	SGNA
UNIVERSITY DIVISION:	College of Agriculture, Food &
	Environmental Sciences
BANNER DIVISION CODE:	3F

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2:11</u>, 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

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 existing Associate of Science degree in Agricultural Science at Capital City Campus in Pierre. This request is in response to students' needs, market demands, and an ever-changing society. The Agricultural Science program prepares students to manage a farm or ranch enterprise or work in the agricultural industry. Offering a flexible curriculum, the Agricultural Science program also works well for students who are combining multiple fields of interest or exploring areas of interest in agriculture. The associate degree program provides access to SDSU's rich academic environment for students who may not meet regular admissions criteria. These students can be admitted into the university through the associate degree program, and upon completing a fifteen-credit core with good academic standing, may enter into a bachelor's degree program.

Some students also choose the associate degree who need or want to return to a family farm or ranch in a faster timeline.

Offering the A.S. in Agricultural Science program at the new site will provide a pathway for working professionals to obtain degree credentials in the agriculture industry. Additionally, graduates of the associate degree will be prepared to continue their education in a main campus bachelor's degree program, including the B.S. in Agricultural Science.

The 2021 South Dakota Agriculture Economic Contribution Study continues to show that agriculture is a significant contributor to South Dakota's economy, supporting 1 in every 5 jobs across the state.¹

Workforce demand for careers related to agriculture, food, and natural resources is strong. The USDA Purdue study projected 2.6% job growth between 2020 and 2025 for positions in food, agriculture, renewable natural resources, and the environment.²

Delivery of the Agricultural Science associate degree at Capital City Campus will support SDSU's Pathway to Premier 2030 strategic plan, specifically in providing educational access to a broader audience by offering a diversity of delivery methods and locations.

The University does not request new state resources or new student fees to support delivery at Capital City Campus. The program is currently delivered by SDSU on campus in Brookings, at Black Hills State University – Rapid City, and 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 other Regental universities offer a similar program at Capital City Campus.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.

SDSU expects most of the students to be new to the university. Students like the flexibility of programs offered through locations which allow them to continue living and working anywhere in the state while completing their degree.

In addition to capturing new students, this program is expected to capture a returning student population of working or place-bound professionals; students with previous coursework who never completed a degree may find this an accessible option for degree completion.

It is not expected that delivery in Pierre will have much impact on the enrollments in SDSU's face-to-face, on-campus courses or in courses at other sites.

The new sites are expected to attract 1 new student to the university the first year and then 2

¹ 2021 South Dakota Agriculture Economic Contribution Study,

https://danr.sd.gov/AboutDANR/docs/2021AgEcStudy.pdf.

² USDA 2015-2020 Employment Opportunities - in Food, Agriculture, Renewable Natural Resources, and the Environment, <u>https://www.purdue.edu/usda/employment/</u>

students each year after. The estimates for the number of total students in the program include limited attrition from year to year. With the target audience for the A.S. degree, the university anticipates students may take part-time credits each term and therefore graduate in an average of three years. Once at equilibrium the program is expected to graduate 2 students a year.

		Fiscal	Years*	
	1 st	2 nd	3 rd	4 th
Estimates	FY 25	FY 26	FY 27	FY 28
Students new to the university	1	2	2	2
Students from other university programs	0	0	0	0
=Total students in the program at the site	1	3	4	5
Program credit hours (major courses)**	6	18	24	30
Graduates	0	0	1	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 negative impact is anticipated. The A.S. in Agricultural Science can provide a pathway for working or place-bound professionals to obtain degree credentials in the agriculture industry. Additionally, graduates of the associate degree will be prepared to continue their education in the B.S. in Agricultural Science or other bachelor's degree programs.

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.

			Credit hours		
		Credit hours	currently		
		currently	available		
		available	from other	Credit hours	
		from this	universities	currently	Credit hours
		university at	available at	available	new to this
Agricultural Science (A.S.)	Credit hours	this site	this site	online	university
System General Education Requirements	24	0	0	24	0
Subtotal, Degree Requirements	24	0	0	24	0
Major Requirements	18	0	0	18	0
Electives	18	0	0	18	0
Total, Degree with Proposed Major	60				

All of the courses listed in the curriculum are offered on the SDSU main campus in Brookings and/or online. Courses will be delivered via distance technology to students at Capital City Campus.

Requirements for the Agricultural Science Major

Associate of Science in Agriculture

System General Education Requirements: 24 credits

• Goal #1: Written Communication (6 credits)

- Goal #2: Oral Communication (3 credits)
- Goal #3: Social Sciences (3-6 credits) *
- Goal #4: Arts and Humanities (3-6 credits) *
- Goal #5: Mathematics (3 credits)
- Goal #6: Natural Sciences (3-6 credits) *

* Three additional credits selected from approved list of courses for Goals #3, #4, or #6 to reach 24 System General Education Requirements for the associate degree.

Major Requirements: 18 credits

- Major Field of Concentration (Courses prefixed ABS, AGEC, AGED, AS, AST, DS, EES, FS, HO, NRM, PRAG, PS, RANG, VET, and WL) (16 credits)
- ABS 119 First Year Seminar (2 credits)

Electives: 18 credits

Total Credit Hours Required: 60 credits

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

Students engaged in the A.S. in Agricultural Science in Pierre will have access to various support services throughout the academic program. Students will work with an academic advisor on the main campus. Students will also have access to the support staff and services available through Continuing and Distance Education at SDSU, and Capital City Campus staff will also be available to assist students with onsite needs.

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 at off-campus centers and online. Library support services will be available to students through a variety of means:

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

Students will have access to technical support provided by SDSU's Information Technology Services or onsite 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 not an accreditation available for this discipline.

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

SDSU will waive the requirement that 8 of the last 15 credits for the associate degree must be completed as institutional credits.

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 College of Agriculture, Food and Environmental Sciences does not request new state resources or new student fees to support delivery of the A.S. in Agricultural Science in Pierre.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – F (2) DATE: May 13-15, 2024

SUBJECT

New Site Request - SDSU - BSN in Nursing (Online)

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2.3.2</u> – New Programs, Program Modifications, and Inactivation/Termination <u>BOR Policy 2.3.8</u> – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval to offer the BSN in Nursing online. The proposal seeks to help meet workforce demands by reaching non-traditional and placebound students across the state of South Dakota. SDSU is well-positioned to delivery the current BSN curriculum through online/hybrid delivery methods and offer clinical experiences at locations across the state of South Dakota through enhanced partnerships with healthcare facilities. Due to licensure and out-of-state Board of Nursing regulations, the online BSN program will only be available to individuals residing in South Dakota.

IMPACT AND RECOMMENDATION

SDSU 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 - BSN in Nursing

DRAFT MOTION 20240513 5-F(2):

I move to approve SDSU's new site proposal to offer the BSN in Nursing online, as presented.



New Site Request

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Nursing (B.S.N.)
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
CIP CODE:	51.3801
UNIVERSITY DEPARTMENT:	Nursing
BANNER DEPARTMENT CODE:	SNUR
UNIVERSITY DIVISION:	Nursing
BANNER DIVISION CODE:	3N

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2:11</u>, 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.

Sarry HDunn

President of the University

3-13-24 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 an online Bachelor of Science in Nursing (B.S.N.). This proposal will help meet nursing workforce demands by reaching non-traditional and place-bound students across the state of South Dakota. SDSU is well-positioned to deliver the current B.S.N. didactic curriculum through online/hybrid delivery methods and offer clinical experiences at locations across the state of South Dakota through enhanced partnerships with healthcare facilities. SDSU recognizes there may be individuals who are interested in the nursing profession but have limited access to education because they are place-bound and located in rural areas of South Dakota. By offering the B.S.N. program online students benefit because they are able to "train in place" with limited trips to the SDSU campus. Healthcare facilities also benefit because they may become the student's future place of employment.

SOUTH DAKOTA BOARD OF REGENTS

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

REVISED AGENDA ITEM: 5 – G DATE: May 13-15, 2024

SUBJECT

Substantive Program Modifications Requiring Board Approval – DSU, SDSMT & SDSU

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2.3.2</u> – New Programs, Program Modifications, and Inactivation/Termination <u>AAC Guideline 2.3.2.3.A</u> – Substantive Program Modifications

BACKGROUND / DISCUSSION

Dakota State University, South Dakota School of Mines & Technology, and South Dakota State University have submitted the following program modification proposals provided in Attachments I through IV. Per AAC Guideline 2.3.2.3.A, certain substantive program modifications may require Board approval. Institutions may submit substantive program modifications to the Board after approval from the Executive Director, following a review by the System Associate VP for Academic Programming.

Existing Program: Substantive Program Modifications Requiring Board Approval

- DSU BSEd in Elementary Education *request to change total credits of required within the discipline and total credits of elective course work*
- DSU BSEd in Elementary Education/Special Education *request to change total credits of required within the discipline and total credits of elective course work*
- DSU BSEd in Special Education request to change total credits of required within the discipline and total credits of elective course work
- DSU BSEd in Physical Education *request to change total credits of required within the discipline and total credits of elective course work*
- SDSMT Green and Sustainable Chemistry (MS) *request to change total credits* of elective course work, program name, CIP Code (updating to MS in Chemical and Biological Sciences)

(Continued)

DRAFT MOTION 20240513 5-G:

I move to approve the substantive program modifications from DSU, SDSMT, & SDSU, as presented.

Program Modifications May 13-15, 2024 Page 2 of 2

- SDSU English (BA) request to change total credits of supportive course work, total credits of elective course work, and add a BS degree for the existing program
- SDSU English English Education Specialization (BA) request to change total credits of supportive course work, total credits of elective course work, existing specialization and add a BS degree for the existing program
- SDSU English Writing Specialization (BA) request to change total credits of supportive course work, total credits of elective course work, existing specialization and add a BS degree for the existing program

IMPACT AND RECOMMENDATION

Upon approval by the Board, the proposals will move forward for implementation and entry into Banner.

ATTACHMENTS

- Attachment I DSU: Substantive Program Modification Request Elementary Education (BSEd)
- Attachment II DSU: Substantive Program Modification Request Elementary Education/Special Education (BSEd)
- Attachment III DSU: Substantive Program Modification Request Special Education (BSEd)
- Attachment IV DSU: Substantive Program Modification Request Physical Education (BSEd)
- Attachment V SDSMT: Substantive Program Modification Request Green and Sustainable Chemistry (MS)
- Attachment VI SDSU: Substantive Program Modification Request English (BA)
- Attachment VII SDSU: Substantive Program Modification Request English Education Specialization – English (BA)
- Attachment VIII SDSU: Substantive Program Modification Request Writing Specialization – English (BA)



Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	DSU
CURRENT PROGRAM DEGREE:	Bachelor of Science
CURRENT PROGRAM	Elementary Education
MAJOR/MINOR:	
CURRENT SPECIALIZATION (If	
applicable):	
CIP CODE:	13.1202
UNIVERSITY DEPARTMENT:	Education
BANNER DEPARTMENT CODE:	DEDU
UNIVERSITY COLLEGE:	College of Education
BANNER COLLEGE CODE:	DED 8E

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.

Abecca d. Heey

Vice President of Academic Affairs or President of the University 12/15/2023 Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

\boxtimes	Total credits required within the discipline	Total credits of supportive course work
\boxtimes	Total credits of elective course work	Total credits required for program
	Program name	Existing specialization
	CIP Code	Other (explain below)

Modification requiring Board of Regents approval
 Must have prior approval from Executive Director or designee

2.	Effective	date	of change:	7/1/2024
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3.	Program Degree Level (place an "X" in the appropriate box):
	Associate 🗆 Bachelor's 🖂 Master's 🗌 Doctoral 🗌
4.	Category (place an "X" in the appropriate box):
	Certificate \Box Specialization \Box Minor \Box Major \boxtimes
5.	If a name change is proposed, the change will occur (<i>place an "X" in the appropriate box</i>):
	\Box On the effective date for all students
	□ On the effective date for students new to the program (enrolled students will graduate from existing program)
	Proposed new name: Reminder: Name changes may require updating related articulation agreements, site approvals, etc.
6.	Is the program being modified associated with a current articulation agreement?

Yes 🗆 No 🖂

- a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:
- 7. Primary Aspects of the Modification (add lines or adjust cell size as needed):

Existing Curriculum				Prope	Proposed Curriculum (<mark>highlight changes</mark>)			
Pref.	Num.	Title	Cr.	Pref.	Num.	Title	Cr.	
			Hrs.				Hrs	
General	Education	Requirement*	30	General	Education	Requirement*	30	
*Majors	must take	e MATH 114 or a course requiri	ing	*Majors	must take	e MATH 114, <mark>or MATH 103,</mark> or	a	
MATH 1	l 14 as a p	rerequisite, INED 211, and HIS	T 151	course re	equiring N	MATH 114 as a prerequisite, INI	ED	
as part of	f the syste	em-wide general education		211, and	HIST 15	1 as part of the system-wide gen	eral	
requirem	ent.			educatio	n require	ment.		
Professi	onal Edu	cation Core	77	Professi	onal Edu	cation	54	
				<mark>EDFN</mark>	<mark>102</mark>	Introduction to Education	<mark>3</mark>	
EDFN	295	Pre Admission Practicum	1					
EDFN	300	Survey of Middle Level	1	EDFN	300	Survey of Middle Level	1	
		Education				Education		
EDFN	338	Foundations of American	2					
		Education						
EDFN	365	Computer-Based	3	EDFN	365	Computer-Based Technology	3	
		Technology and Learning				and Learning		
ELED	462	Teaching English: New	2	ELED	462	Teaching English: New	2	
		Language				Language		
ELED	303	Earth & Physical Science for	4					
		Elementary Teachers/Lab						

ATTACHMENT I 5

ELED	361	Social Studies for	2				
		Elementary Teachers					
EPSY	210	Lifespan Development	3	EPSY	210	Lifespan Development	3
EPSY	302	Educational Psychology	3				
LIBM	205	Children's Literature	2				
MATH	341	Mathematical Concepts for Teachers I	3	MATH MATH	341 342	Mathematical Concepts for Teachers I OR Mathematical Concepts for	3
MATTI	2.42		2			Teachers II	-
MATH	342	Mathematical Concepts for Teachers II	÷				
SPED	100	Introduction to Persons with Exceptionalities	3	SPED	100	Introduction to Persons with Exceptionalities	3
Admissi	on to Te	acher Education Program rec	quired	Admissi	on to Te	eacher Education Program re	quired
for the r	emainin	g courses		for the r	emainin	g courses	1
EDER	415	Educational Assessment	-2				
EDFN	401	Methods of Educational Technology	-1				
EDFN	440	Classroom Management	2	EDFN	440	Classroom Management	2
EDFN	4 65	Multimedia & Web Development in Education	2				
				EDER	<mark>431</mark>	Educational Technology & Assessment	<mark>3</mark>
EDFN	475	Human Relations	3	EDFN	475	Human Relations	3
ELED	310	K-8 Methods of Music, Art	2				
FLED	320	K-8 Science Methods	3	FLED	320	K-8 Science Methods	3
FLED	330	K-8 Math Methods	3	FLED	330	K-8 Math Methods	3
FLED	360	K-8 Social Science Methods	2	FLED	360	K-8 Social Science Methods	2
FLED	440	K-8 Language Arts Methods	2	FLED	440	K-8 Language Arts Methods	2
ELED	455	Evidence-Based Reading	3	ELED	455	Evidence-Based Reading (K_{-3})	3
ELED	456	Evidence-Based Reading (4-	3	ELED	456	Evidence-Based Reading (4-	3
ELED	459	Intro to Literacy Assessment	3	ELED	459	Intro to Literacy Assessment	3
FLED	488	Student Teaching	8	ELED	488	Student Teaching	6
HLTH	420	K-12 Methods of Health Education	1		100		
PE	360	K 8 Physical Education	1				
SPED	441	Inclusive Methods for	2				
SPED	460	Family Systems and Professional Collaboration	2	SPED	460	Family Systems and Professional Collaboration	3
Technology Requirement			6	Technol	ogy Rea	uirement	6
CSC	105	Introduction to Computers	3	CSC	105	Introduction to Computers	3
CIS	123	Problem-Solving &	-	CIS	123	Problem-Solving &	3
		Programming OR				Programming	
CIS	130	Visual Basic Programming	3				
		OR					
CSC	150	Computer Science I					
Elective	s		7	Elective	s		<mark>30</mark>

Total number of hours required for
major, minor or specialization83Total number of hours required for
degree120

Total number of hours required for major, minor or specialization Total number of hours required for 1 degree



8. Explanation of the Change:

Dakota State University (DSU) recently completed a yearlong backward design process to determine the academic degree requirements of our elementary education degree. The backward design process was focused on student success efforts, which included our desire to create a more coherent curriculum and a smoother path through college. This proposed curricular change increases a student's elective credits from 7 credits to 30 credits. Elective credits are valuable to students and provide opportunities for double majors, minors, stackable certificates, and marketable skill development.

DSU currently offers the option of CIS 123, CIS 130, or CSC 150. Since nearly every student takes CIS 123, the CIS 123 course will be the only required option. The requirements of EDFN 295 will be built into our admission to Teacher Education requirements via other required courses and will no longer be a required course. The content of EDFN 401 (1 credit) and EDER 415 (2 credits) will be combined into EDER 431 (3 credits). EDFN 338 (2 credits) will be replaced by a similar course EDFN 102 (3 credits). The student teaching credits will decrease from 8 credits to 6 credits based on student feedback. The content from SPED 441 (2 credits) and SPED 460 (2 credits) will be combined and synthesized into SPED 460 (increasing the credits to 3). ELED 303, ELED 361, EPSY 302, LIBM 205, MATH 342, EDFN 401, EDFN 465, ELED 310, HLTH 420, and PE 360 will all continue to be offered, but as electives, in a minor, or a stackable certificate.

The following courses were moved below the "Admission to Teacher Education Program required for the remaining courses" line: ELED 455 and ELED 456. The following course was moved above the "Admission to Teacher Education Program required for the remaining courses" line: ELED 462.

Dakota State University recently completed the yearlong accreditation process through the Council for the Accreditation of Educator Preparation (CAEP) and the South Dakota Department of Education (SD DOE), and the proposed changes are compliant with accreditation and licensure standards.



Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	DSU
CURRENT PROGRAM DEGREE:	Bachelor of Science
CURRENT PROGRAM	Elementary Education/Special Education
MAJOR/MINOR:	
CURRENT SPECIALIZATION (If	
applicable):	
CIP CODE:	13.1099
UNIVERSITY DEPARTMENT:	Education
BANNER DEPARTMENT CODE:	DEDU
UNIVERSITY COLLEGE:	College of Education
BANNER COLLEGE CODE:	DED 8E

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.

Abecca d. Heey

Vice President of Academic Affairs or President of the University 12/15/2023 Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

\boxtimes	Total credits required within the discipline	Total credits of supportive course work
\boxtimes	Total credits of elective course work	Total credits required for program
	Program name	Existing specialization
	CIP Code	Other (explain below)

Modification requiring Board of Regents approval
 Must have prior approval from Executive Director or designee

2.	Effective date of change: 7/1/2024
3.	Program Degree Level (<i>place an "X" in the appropriate box</i>):
	A second state D Destate 2 Martan?

Associate \square Bachelor's \boxtimes Master's \square Doctoral \square

4. Category (place an "X" in the appropriate box):

Certificate \square Specialization \square Minor \square Major \boxtimes

- 5. If a name change is proposed, the change will occur (*place an "X" in the appropriate box*):
 - \Box On the effective date for all students
 - □ On the effective date for students new to the program (enrolled students will graduate from existing program)

Proposed new name:

Reminder: Name changes may require updating related articulation agreements, site approvals, etc.

6. Is the program being modified associated with a current articulation agreement?

Yes 🗆 No 🖂

- a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:
- 7. Primary Aspects of the Modification (add lines or adjust cell size as needed):

Existing Curriculum				Propo	Proposed Curriculum (<mark>highlight changes</mark>)			
Pref.	Num.	Title	Cr.	Pref.	Num.	Title	Cr.	
			Hrs.				Hrs	
System V	Vide Gene	ral Education Requirement*	30	System V	Vide Gene	ral Education Requirement*	30	
*Majors	must take	e MATH 114 or a course requiri	ng	*Majors	must take	e MATH 114, <mark>or MATH 103,</mark> or	a	
MATH 1	14 as a p	rerequisite, INED 211, and HIS	T 151	course re	quiring N	/IATH 114 as a prerequisite, INE	ED	
as part of	f the syste	em-wide general education		211, and	HIST 15	1 as part of the system-wide gen	eral	
requirem	ent.	-		education	n requirer	ment.		
General	Education	1	30	General	Education	1	30	
Professi	onal Edu	cation Core	99	Professi	Professional Education			
EDFN	295	Pre Admission Practicum	1					
EDFN	300	Survey of Middle Level	1					
		Education						
				EDFN	<mark>102</mark>	Intro to Education	<mark>3</mark>	
EDFN	338	Foundations of American	2					
		Education						
EDFN	365	Computer-Based	3	EDFN	365	Computer-Based Technology	3	
		Technology and Learning				and Learning		
ELED	303	Earth & Physical Science for	4					
		Elementary Teachers/Lab						

ELED	361	Social Studies for Elementary Teachers	2				
ELED	462	Teaching English: New	2	ELED	462	Teaching English: New	2
EPSY	210	Lifespan Development	3	FPSY	210	Lifespan Development	3
EPSY	302	Educational Psychology	3	LIGI	210		5
LIBM	205	Children's Literature	2				
MATH	341	Mathematical Concepts for Teachers I	3	MATH MATH	341 342	Mathematical Concepts for Teachers I OR Mathematical Concepts for	3
MATH	342	Mathematical Concepts for Teachers II	3				
SPED	100	Introduction to Persons with Exceptionalities	3	SPED	100	Introduction to Persons with Exceptionalities	3
Admissi	on to Te	acher Education Program rec	quired	Admissi	on to Te	eacher Education Program re	quired
for the r	emainin	g courses		for the r	emainin	g courses	
EDFN	440	Classroom Management	2	EDFN	440	Classroom Management	2
EDFN	475	Human Relations	3	EDFN	475	Human Relations	3
ELED	310	K-8 Methods of Music, Art & Drama	2				
ELED	320	K-8 Science Methods	3	ELED	320	K-8 Science Methods	3
ELED	330	K-8 Math Methods	3	ELED	330	K-8 Math Methods	3
ELED	360	K-8 Social Science Methods	2	ELED	360	K-8 Social Science Methods	2
ELED	440	K-8 Language Arts Methods	2	ELED	440	K-8 Language Arts Methods	2
ELED	455	Evidence-Based Reading (K-3)	3	ELED	455	Evidence-Based Reading (K-3)	3
ELED	456	Evidence-Based Reading (4- 8)	3	ELED	456	Evidence-Based Reading (4- 8)	3
ELED	459	Intro to Literacy Assessment and Remediation	3	ELED	459	Intro to Literacy Assessment and Remediation	3
ELED	488	Student Teaching	6	ELED	488	Student Teaching	<mark>3</mark>
HLTH	4 20	K 12 Methods of Health Education	1				
PE	360	K 8 Physical Education Methods	1				
SEED	450	Reading and Content Literacy	3	SEED	450	Reading and Content Literacy	3
SPED	410	Behavior Management of Exceptional Children	3	SPED	410	Behavior Management of Exceptional Children	3
SPED	413	Serving Students with Severe Disabilities	3	SPED	413	Serving Students with Severe Disabilities	3
SPED	417	Vocational-Transitional Programming	2	SPED	417	Vocational-Transitional Programming	<mark>3</mark>
SPED	420	K-12 Curriculum & Instructional Strategies	3	SPED	420	K-12 Curriculum & Instructional Strategies	3
SPED	431	Identification & Assessment in Special Ed	3	SPED	431	Identification & Assessment in Special Ed	3
SPED	442	Serving Students with Learning Disabilities	2	SPED	442	Serving Students with Learning Disabilities	2
SPED	443	Serving Students with Learning Disabilities Practicum	1	SPED	443	Serving Students with Learning Disabilities Practicum	1
SPED	460	Family Systems and Professional Collaboration	2	SPED	460	Family Systems and Professional Collaboration	<mark>3</mark>

SPED	465	Computer Applications Special Education	3	SPED	465	Computer Applications Special Education	3
SPED	488	Student Teaching in Special	8	SPED	488	Student Teaching in Special	<mark>3</mark>
		Education				Education	
Technol	ogy Requ	uirement	6	Technol	ogy Req	uirement	6
CSC	105	Introduction to Computers	3	CSC	105	Introduction to Computers	3
CIS	123	Problem-Solving &		CIS	123	Problem-Solving &	3
		Programming OR				Programming	
CIS	130	Visual Basic Programming	3				
		OR					
CSC	150	Computer Science I					
Elective	S		7	Electives	Electives		
Total number of hours required for			102	Total	Total number of hours required for		
major, minor, or specialization				major, minor, or specialization			
Total number of hours required for			142	Total number of hours required for			<mark>120</mark>
degree				degree	•		

8. Explanation of the Change:

Dakota State University (DSU) recently completed a yearlong backward design process to determine the academic degree requirements of our elementary education/special education degree. The backward design process was focused on student success efforts, which included our desire to create a more coherent curriculum and a smoother path through college. This proposed curricular change increases a student's elective credits from 7 credits to 10 credits. Elective credits are valuable to students and provide opportunities for double majors, minors, stackable certificates, and marketable skill development. This proposed curricular change allows future teachers to complete this degree in 120 credits instead of 142 credits.

DSU currently offers the option of CIS 123, CIS 130, or CSC 150. Since nearly every student takes CIS 123, the CIS 123 course will be the only required option. EDFN 338 (2 credits) will be replaced by a similar course EDFN 102 (3 credits). The requirements of EDFN 295 will be built into our admission to Teacher Education requirements via other required courses and will no longer be a required course. Students will have the option to choose either MATH 341 or MATH 342. The importance of the special education content of SPED 417 and SPED 460 is increasing, requiring both courses to increase from 2 credits to 3 credits. Student teaching credits will decrease from 8 credits to 6 credits based on student feedback. EDFN 300, ELED 303, ELED 361, EPSY 302, LIBM 205, ELED 310, HLTH 420, and PE 360 will all continue to be offered, but as electives, in a minor, or a stackable certificate.

The following courses were moved below the "Admission to Teacher Education Program required for the remaining courses" line: ELED 455 and ELED 456. The following course was moved above the "Admission to Teacher Education Program required for the remaining courses" line: ELED 462.

Dakota State University recently completed the yearlong accreditation process through the Council for the Accreditation of Educator Preparation (CAEP) and the South Dakota Department of Education (SD DOE), and the proposed changes are compliant with accreditation and licensure standards.



Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	DSU
CURRENT PROGRAM DEGREE:	Bachelor of Science
CURRENT PROGRAM	Special Education
MAJOR/MINOR:	
CURRENT SPECIALIZATION (If	
applicable):	
CIP CODE:	13.1099
UNIVERSITY DEPARTMENT:	Education
BANNER DEPARTMENT CODE:	DEDU
UNIVERSITY COLLEGE:	College of Education
BANNER COLLEGE CODE:	DED 8E

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.

sebecca & Heey

Vice President of Academic Affairs or President of the University 12/15/2023 Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

\boxtimes	Total credits required within the discipline	Total credits of supportive course work
\boxtimes	Total credits of elective course work	Total credits required for program
	Program name	Existing specialization
	CIP Code	Other (explain below)

Modification requiring Board of Regents approval
 Must have prior approval from Executive Director or designee

Program Forms, Substantive Program Modification Form (last revised 10/2022)

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2.	Effective date of change: 7/1/2024
3.	Program Degree Level (place an "X" in the appropriate box):
	Associate 🗆 Bachelor's 🖂 Master's 🗆 Doctoral 🗆
4.	Category (place an "X" in the appropriate box):
	Certificate \Box Specialization \Box Minor \Box Major \boxtimes
5.	If a name change is proposed, the change will occur (<i>place an "X" in the appropriate box</i>):
	\Box On the effective date for all students
	□ On the effective date for students new to the program (enrolled students will graduate from existing program)
	Proposed new name:
	Reminder: Name changes may require updating related articulation agreements,

6. Is the program being modified associated with a current articulation agreement?

Yes 🗆 No 🖂

site approvals, etc.

- a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:
- 7. Primary Aspects of the Modification (add lines or adjust cell size as needed):

Existing Curriculum				Proposed Curriculum (<mark>highlight changes</mark>)			
Pref.	Num.	Title	Cr.	Pref.	Num.	Title	Cr.
			Hrs.				Hrs
System V	System Wide General Education Requirement* 30				Vide Gene	ral Education Requirement*	30
*Majors	must take	e MATH 114 or a course requiri	ing	*Majors	must take	e MATH 114 <mark>or MATH 103,</mark> or	а
MATH 1	l 14 as a p	rerequisite, INED 211, and HIS	T 151	course re	quiring N	AATH 114 as a prerequisite, INI	ED
as part of	f the syste	em-wide general education		211, and	HIST 15	1 as part of the system-wide gen	eral
requirem	ient.			education	n requirer	ment.	
General	Education	1	30	General	General Education		
Professi	onal Edu	cation Core	78	Professi	Professional Education		
				<mark>EDFN</mark>	<u>102</u>	Intro to Education	<mark>3</mark>
						OR	
				SPED	<mark>100</mark>	Intro to Persons with	
						Exceptionalities	
EDFN	295	Pre Admission Practicum	1				
EDFN	300	Survey of Middle Level	1				
		Education					
EDFN	338	Foundations of American	2				
		Education					

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EDFN	365	Computer Based	3				
ELED	462	Teaching English New	2	ELED	162	Taaahing English, Naw	2
ELED	402	Language	Z	ELED	402	Language	2
EPSY	210	Lifespan Development	3	EPSY	210	Lifespan Development	3
						OR	
				EPSY	<mark>302</mark>	Education Psychology	
EPSY	302	Educational Psychology	3				
MATH	341	Mathematical Concepts for	3	MATH	341	Mathematical Concepts for	3
		Teachers I				Teachers I	
						OR	
				MATH	<mark>342</mark>	Mathematical Concepts for	
MATTI	2.42		2			l eachers II	
MATH	342	Mathematical Concepts for	÷				
SDED	100	Introduction to Demons with	2				
51 20	100	Exceptionalities	3				
Admissi	on to Te	acher Education Program red	wired	Admissi	on to Te	eacher Education Program re	auired
for the r	emainin	σ courses	lunca	for the r	emainin	courses	quircu
EDFN	440	Classroom Management	2	EDFN	440	Classroom Management	2
EDFN	475	Human Relations	3	2011			-
ELED	330	K-8 Math Methods	3	ELED	330	K-8 Math Methods	3
ELED	360	K 8 Social Science Methods	2				
ELED	440	K-8 Language Arts Methods	2	ELED	440	K-8 Language Arts Methods	2
ELED	455	Evidence-Based Reading	3	ELED	455	Evidence-Based Reading	3
		(K-3)				(K-3)	
ELED	456	Evidence-Based Reading (4-	3	ELED	456	Evidence-Based Reading (4-	3
	450	8)	2			8)	
ELED	439	Intro to Literacy Assessment	÷				
SEED	450	Reading and Content	2	SEED	450	Panding and Contant	2
SEED	430	Literacy	3	SEED	430	Literacy	3
SPED	410	Behavior Management of	3	SPED	410	Behavior Management of	3
SILD	110	Exceptional Children	5	SILD	110	Exceptional Children	5
SPED	413	Serving Students with	3	SPED	413	Serving Students with	3
	_	Severe Disabilities	_			Severe Disabilities	
SPED	417	Vocational-Transitional	2	SPED	417	Vocational-Transitional	3
		Programming				Programming	
SPED	420	K-12 Curriculum &	3	SPED	420	K-12 Curriculum &	3
		Instructional Strategies				Instructional Strategies	
SPED	431	Identification & Assessment	3	SPED	431	Identification & Assessment	3
		in Special Ed				in Special Ed	
SPED	442	Serving Students with	2	SPED	442	Serving Students with	2
CDED	4.40	Learning Disabilities	1	CDED	4.42	Learning Disabilities	1
SPED	443	Serving Students with	1	SPED	443	Serving Students with	1
		Prostigum				Practicum	
SDED	460	Facticulii Family Systems and	2	SDED	460	Facticulii Family Systems and	2
	400	Professional Collaboration	۷	SFED	400	Professional Collaboration	<mark>.</mark>
SPED	465	Computer Applications	3	SPED	465	Computer Applications	3
	+05	Special Education	5	SILD	105	Special Education	5
SPED	488	Student Teaching in Special	8	SPED	488	Student Teaching in Special	6
		Education	-			Education	
Technol	ogy Req	uirement	6	Technol	ogy Requ	uirement	6
CSC	105	Introduction to Computers	3	CSC	105	Introduction to Computers	3

CIS	123	Problem-Solving & Programming OP		CIS	123	Problem-Solving & Programming	3	
CIS	130	Visual Basic Programming	3			Tiogramming		
		OR						
CSC	150	Computer Science I						
Electives			6	Electives	Electives			
Total number of hours required for			8 4	Total	number	r of hours required for	<mark>63</mark>	
major, minor or specialization				major,	minor of	or specialization		
Total number of hours required for			120	Total	number	r of hours required for	120	
degree				degree	;			

8. Explanation of the Change:

Dakota State University (DSU) recently completed a yearlong backward design process to determine the academic degree requirements of our special education degree. The backward design process was focused on student success efforts, which included our desire to create a more coherent curriculum and a smoother path through college. This proposed curricular change increases a student's elective credits from 7 credits to 27 credits. Elective credits are valuable to students and provide opportunities for double majors, minors, stackable certificates, and marketable skill development.

DSU currently offers the option of CIS 123, CIS 130, or CSC 150. Since nearly every student takes CIS 123, the CIS 123 course will be the only required option. EDFN 338 (2 credits) will be replaced by a similar course EDFN 102 (3 credits). Since EDFN 102 and SPED 100 are both introductory courses, students will have the option to choose either EDFN 102 or SPED 100. The requirements of EDFN 295 will be built into our admission to Teacher Education requirements via other required courses and will no longer be a required course. Students will have the option to choose either EPSY 210 or ESPY 302. Students will have the option to choose either MATH 341 or MATH 342. The importance of the special education content of SPED 417 and SPED 460 is increasing, requiring both courses to increase from 2 credits to 3 credits. Student teaching credits will decrease from 8 credits to 6 credits based on student feedback. EDFN 300, EDFN 365, EDFN 475, ELED 360, and ELED 459 will all continue to be offered, but as electives, in a minor, or a stackable certificate.

The following courses were moved below the "Admission to Teacher Education Program required for the remaining courses" line: ELED 455 and ELED 456. The following course was moved above the "Admission to Teacher Education Program required for the remaining courses" line: ELED 462.

Dakota State University recently completed the yearlong accreditation process through the Council for the Accreditation of Educator Preparation (CAEP) and the South Dakota Department of Education (SD DOE), and the proposed changes are compliant with accreditation and licensure standards.



Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	DSU
CURRENT PROGRAM DEGREE:	Bachelor of Science in Education
CURRENT PROGRAM	Physical Education
MAJOR/MINOR:	
CURRENT SPECIALIZATION (If	
applicable):	
CIP CODE:	131314
UNIVERSITY DEPARTMENT:	Education
BANNER DEPARTMENT CODE:	DEDU
UNIVERSITY COLLEGE:	College of Education
BANNER COLLEGE CODE:	DED - 8E

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.

Specca d. Heey

Vice President of Academic Affairs or President of the University 1/26/2024 Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

\boxtimes	Total credits required within the discipline	\boxtimes	Total credits of supportive course work
\boxtimes	Total credits of elective course work		Total credits required for program
	Program name		Existing specialization
	CIP Code		Other (explain below)
_			

Modification requiring Board of Regents approval
 Must have prior approval from Executive Director or designee

Program Forms, Substantive Program Modification Form (last revised 10/2022)

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	2.	Effective	date o	of change:	Fall	Semester	2024
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3.	Program Degree Level	(place an "X" in the appropriate box):				
	Associate 🗌	Bachelor's 🖂 Master's 🗌 Doctoral 🗌				
4.	Category (place an "X	" in the appropriate box):				
	Certificate	Specialization \Box Minor \Box Major \boxtimes				
5.	If a name change is pro	oposed, the change will occur (<i>place an "X" in the appropriate box</i>):				
	\Box On the effective	e date for all students				
	On the effective from existing p	e date for students new to the program (enrolled students will graduate rogram)				
	Proposed new name:					
		<i>Reminder: Name changes may require updating related articulation agreements, site approvals, etc.</i>				
6.	Is the program being n	nodified associated with a current articulation agreement?				

Yes 🗆 No 🖂

- a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:
- 7. Primary Aspects of the Modification (add lines or adjust cell size as needed):

	Existing Curriculum				Propos	ed Curi	riculum (<mark>highlight chang</mark> e	es)
Pref.	Num.	Title	Cr.		Pref.	Num.	Title	Cr.
			Hrs.					Hrs.
System V	Wide Ge	neral Education	30		System Wide General Education			30
Require	ment				Require	ment		
Majors n	nust take	INED 211, EPSY 210 and MAT	H 114		Majors n	nust take	INED 211, EPSY 210, and I	MATH
or MAT	H 103 as	a prerequisite as part of the sy	ystem-		114, or N	/ATH 10	03, or a course requiring MAT	<mark>TH 114</mark>
wide gen	eral educ	ation requirement.			as a prei	equisite,	as part of the system-wide g	general
					education	n requirer	nent.	
Major C	Major Core Required Courses		39		Major Core Required Courses			<mark>26</mark>
ELED	395	Practicum	2					
EXS	376	Technology Integration	3		EXS	376	Technology Integration	3
EXS	452	Motor Learning & Dev	3		EXS	452	Motor Learning & Dev	3
HLTH	110	Health Concepts	3					
HLTH	201	ATOD Prevention Ed	2					
HLTH	370	Stress Management	3					
PE	145	Intro to EXS & PE	3		PE	145	Intro to EXS & PE	3
PE	181	Fundamentals of Elem PE	2		PE	181	Fundamentals of Elem PE	2
PE	300	Applied Sport and Exs	3		PE	300	Applied Sport and Exs	3
PE	341	Curriculum Dev & Eval	3		PE	341	Curriculum Dev & Eval	3

DE	252		2				
PE	332	Adapted PE	2	DE	254		2
PE	354	Prevention and Care of	3	PE	354	Prevention and Care of	3
DE	2.62	Athletic Injuries		DE	2.62	Athletic Injuries	
PE	363	Skills concepts	3	PE	363	Skills concepts	3
PE	440	Organization & Admin of HPEA	2				
SEED	395	Practicum	2				
				GAME	<mark>487</mark>	Facility, Risk, & Facility	<mark>3</mark>
						Management in Sport	
Professi	onal Edu	cation Course	28	Professi	onal Edu	cation Courses	<mark>15</mark>
EDFN	338	Foundations of American Ed	2				
EPSY	302	Educational Psychology	3	EPSY	302	Educational Psychology	3
SEED	295	Practicum	1				
SPED	100	Into to Persons with	3	SPED	100	Introduction to Person's	3
		Exceptionalities				with Exceptionalities	
Admissi	on to th	e Teacher Education Progr	am is	Admissi	on to th	e Teacher Education Prog	ram is
required	l for the	remaining courses.		required	l for the	remaining courses.	
ED	488	K-12 Student Teaching	8	ED	488	K-12 Student Teaching	<mark>4</mark>
				EDER	<mark>431</mark>	Educational Technology &	<mark>3</mark>
						Assessment	-
EDFN	4 75	Human Relations	3				
SEED	302	Secondary/Middle Content	2	SEED	302	Secondary/Middle Content	2
SEED	401	Methods of Ed Tech	1				
SEED	440	Classroom Management	2				
SEED	4 50	Reading and Content	3				
		Literacy					
Support	ing Scier	ice and Technology	13	Support	ing Scier	nce and Technology	<mark>10</mark>
Require	ment			Require	ment		
CSC	105	Intro to Computers	3	CSC	105	Intro to Computers	3
CIS	123	Problem Solving and	3	CIS	123	Problem Solving and	3
		Programming				Programming	
		(recommended) OR				(recommended) OR	
CIS	130	Visual Basic Programming		CIS	130	Visual Basic Programming	
		OR				OR	
CSC	150	Computer Science I		CSC	150	Computer Science I	
BIOL	221/	Human Anatomy/Lab	4	BIOL	221/	Human Anatomy/Lab	4
	221L				221L		
CSC	161	Computer Hardware, Data	3				
		Communications and					
		Networking					
Electives			10	Elective	s		<mark>39</mark>
Total	number	of hours required for	80	Total	number	r of hours required for	51
maior	minor.	or specialization		maior	minor	or specialization	
Total mumber of house maning 1 for				Total number of hours required for			120
1.	number	or nours required for	120	1 otal	numbel	of nours required for	120
degree				degree			

8. Explanation of the Change:

The reason for this change is based on several items.

a. Increase the number of electives in the major to allow for greater freedom to double major or to add additional minors.

- b. Allow the student more flexibility in programming.
- c. Work towards the SDBOR emphasis on reducing the number of credits in majors to allow for greater student flexibility.
- d. Change of requiring GAME 487 in place of PE 440

DSU currently offers the option of CIS 123, CIS 130, or CSC 150. Since nearly every student takes CIS 123, the CIS 123 course will be the only required option.



Substantive Program Modification Form

Use this form to request substantive changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	SDSM&T
CURRENT PROGRAM DEGREE:	Master of Science (MS)
CURRENT PROGRAM	Green and Sustainable Chemistry
MAJOR/MINOR:	
CURRENT SPECIALIZATION (If	
applicable):	
CIP CODE:	40.0501
UNIVERSITY DEPARTMENT:	CBHS
BANNER DEPARTMENT CODE:	МСВН
UNIVERSITY COLLEGE:	4L
BANNER COLLEGE 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.

Lance Roberts, Ph.D.	Click here to enter a date.
Vice President of Academic Affairs or President of the University	Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

	Total credits required within the discipline	Total credits of supportive course work
\boxtimes	Total credits of elective course work	Total credits required for program
\boxtimes	Program name	Existing specialization
\boxtimes	CIP Code	Other (explain below)

Modification requiring Board of Regents approval
 Must have prior approval from Executive Director or designee

2. Effective date of change: 5/15/2024

3.	Program Degree Level (<i>place an "X" in the appropriate box</i>):
	Associate Bachelor's Master's Doctoral
4.	Category (place an "X" in the appropriate box):
	Certificate \Box Specialization \Box Minor \Box Major \boxtimes
5.	If a name change is proposed, the change will occur (<i>place an "X" in the appropriate box</i>):
	\Box On the effective date for all students
	On the effective date for students new to the program (enrolled students will graduate from existing program)
	Proposed new name: Chemical and Biological Sciences (New CIP 30.0101) Reminder: Name changes may require updating related articulation agreements, site approvals, etc.
6.	Is the program being modified associated with a current articulation agreement?
	Yes 🗆 No 🖂
	a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:

7. Primary Aspects of the Modification (add lines or adjust cell size as needed):

Existing Name of the Program	Proposed name of the Program
MS in Green and Sustainable Chemistry	MS in Chemical and Biological Sciences

MS, Thesis option

Existing Curriculum			Prop	osed (Curriculum (<mark>highlight chan</mark>	<mark>ges</mark>)	
Pref.	Num.	Title	Cr.	Pref.	Nu	Title	Cr. Hrs.
			Hrs.		m.		
Required Core Courses (5 cr)		Require	d Core	e Courses (8 cr)*			
Chem	600	Emerging Technology	3	Chem	600	Emerging Technology in	3
		in Green and				Green and Sustainable	
		Sustainable Chemistry				Chemistry	
				<mark>Biol</mark>	<mark>702</mark>	Molecular Biotechnology	<mark>3</mark>
				Chem/	<mark>708</mark>	Environmental Biological	<mark>3</mark>
				<mark>Biol</mark>		and Chemical Sciences	
Chem	690	Seminar**	2	Chem/	790	Seminar**	2
				Biol			

Program Forms, Substantive Program Modification Form (last revised 10/2022)

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** two semester seminar courses are required	d.	* at least two courses of Chem 600, Biol Chem/Biol 708 are required. ** two semester seminar courses are required.	702, and
Research Courses (6-12 cr)		Research Courses (6-12 cr)	
Chem 798 Thesis	6-12	Chem 798 Thesis	6-12
 Electives Students must complete 13-19 credit hours chosen from the list of courses below. At least 3 credit hours of the elective courses must have a CHEM prefix. The students need to discuss course selection with their academic advisor. Students must take electives at the 500 level or above. CHEM 420/520 Organic Chemistry III Credits: (3-0) 3 CHEM 426/526 Polymer Chemistry Credits: (3- 0) 3 CHEM 452/552 Inorganic Chemistry Credits: (3- 0) 3 CHEM 452/562 Green Chemistry and Processes Credits: 2 to 3 CHEM 482/582 Environmental Chemistry Credits: (3-0) 3 CHEM 592 Topics Credits: 1 to 4 AES 405/505 Air Quality Credits: (3-0) 3 AES 612 Atmospheric Chemistry Credits: (3-0) 3 BIOL 403/503 Biogeochemistry Credits: (3-0) 3 BIOL 405/546 Molecular Cell Biology Credits: (3-0) 3 BIOL 446/546 Molecular Cell Biology Credits: (3-0) 3 BIOL 440/580 Bioinformatics Credits: (3-0) 3 BME 528/528L Applied Finite Element Analysis/Lab Credits: (3-1) 4 CBE 741 Microbial and Enzymatic Processing Credits: (3-0) 3 CEE 425/525 Sustainable Engineering Credits: (3-0) 3 CEE 622 Environmental Impact Statement Credits: (3-0) 3 CEE 622 Environmental Impact Statement Credits: (3-0) 3 CEE 692 Topics Credits: 1 to 3 ENGM 625 Innovation and Commercialization Credits: (3-0) 3 CEE 692 Topics Credits: 1 to 3 ENGM 625 Innovation and Commercialization Credits: (3-0) 3 MANO 708 Nanomaterials for Photovoltaics Credits: (3-0) 3 NANO 717 Nanochemistry Credits: (3-0) 3 NANO 717 Nanochemistry Credits: (3-0) 3 	30	Electives Students must complete 10-16 credit hours. At least 6 credit hours of the elective courses must have a CHEM or BIOL prefix. Students are required to discuss course selection with their academic advisor. Students must take electives at the 500 level or above.	30
degree	50	degree	50

MS, Non-thesis option Existing Curriculum

Proposed Curriculum (highlight changes)

Pref.	Num.	Title	Cr.	Pref.	Nu	Title	Cr. Hrs.
			Hrs.		m.		
Required Core Courses (5 cr)			Require	ed Core	e Courses (8 cr)*		

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Chem	600	Emerging Technology in Green and Sustainable Chemistry	3	Chem	600	Emerging Technology in Green and Sustainable Chemistry	3
		Ĵ		Biol	<mark>702</mark>	Molecular Biotechnology	<mark>3</mark>
				Chem/ Biol	<mark>708</mark>	Environmental Biological and Chemical Sciences	<mark>3</mark>
Chem	690	Seminar**	2	Chem/ Biol	790	Seminar**	2
** two s	emester se	minar courses are require	d.	* at lea Chem/Bi	st two iol 708	courses of Chem 600, Biol are required.	702, and
		ſ		** two se	emester	r seminar courses are required.	1
D				D			
Researc	h Courses	(3-6 cr)	26	Cham	h Cour	Ses (3-6 cr)	26
Cnem	/88	Research Project	3-0	Cnem	/88	Research Project	3-0
Elective credit ho below. A courses students with thei take elec CHE CHE CHE CHE CHE CHE AES AES BIOI BIOI BIOI BIOI BIOI BIOI BIOI CHE CHE CHE CHE CHE CHE CHE CHE CHE CHE	s Studer urs choser at least 3 cr must have need to C ir academic tives at the M 420/520 C (3-0) 3 M 426/526 P 0) 3 M 452/525 Ir 0) 3 M 462/526 P 0) 3 M 452/525 Ir 0) 3 M 462/526 P Credits: 2 to M 482/582 Credits: (3-0 M 592 Topic Credits: (3-0 M 592 Topic Credits: (3-0 Credits: (3-0 Credits: (3-0 Credits: (3-0 Credits: (3-0 A 480/580 Bid 5 528/528L Analysis/La 485/585 I Energy Cred 741 Microb Credits: (3-0 742 Applied 0) 3 622 Envir Credits: (3-0 692 Topics C 604 Chemists 6 Topics C M 625 Inno- Credits: (3-0 6 Credits: (3-0 711 Matei Generation a 10 708 Nar Credits: (3-0 Credits: (3-0 Cred	nts must complete 19-22 a from the list of courses edit hours of the elective e a CHEM prefix. The liscuss course selection c advisor. Students must e 500 level or above. Organic Chemistry III Credits: olymer Chemistry Credits: (3- organic Chemistry Credits: (3- organic Chemistry Credits: (3- organic Chemistry and Processes 3 Environmental Chemistry 1) 3 s Credits: 1 to 4 Quality Credits: (3-0) 3 heric Chemistry Credits: (3-0) ogeochemistry Credits: (3-0) ogeochemistry Credits: (3-0) ogeochemistry Credits: (3-0) 3 Hobal Environmental Change 1) 3 olecular Cell Biology Credits: binformatics Credits: (3-0) 3 Applied Finite Element b Credits: (3-1) 4 Renewable and Sustainable lits: (3-0) 3 ial and Enzymatic Processing 1) 3 12 Electrochemistry Credits: (3- stainable Engineering Credits: onmental Impact Statement 1) 3 Credits: 1 to 3 vation and Commercialization 1) 3 ry of Materials Credits: (3-0) 3 materials for Photovoltaics 1) 3 chemistry Credits: (3-0) 3	19-22	Elective credit ha elective prefix. S selection must take	s Si burs. A courses tudents with the election	tudents must complete 16-19 at least 6 credit hours of the must have a CHEM or BIOL are required to discuss course heir academic advisor. Students ves at the 500 level or above.	16-19

Total number of hours required for	30	Total number of hours required for	30
degree		degree	

8. Explanation of the Change:

We propose the substantive program modification to broaden the existing MS program in Green and Sustainable Chemistry by incorporating biological sciences and technologies. This modification aims to align with the Chemical and Biological Sciences PhD program, as detailed in justification item 11 below.

The proposed curriculum changes are outlined as follows.

- We propose to increase the required core courses from 5 credits to 8 credits. The current program requires Chem 600 (Emerging Technology in Green and Sustainable Chemistry, 3cr) and Chem 790 (Seminar, 1cr, two semesters). In the proposed curriculum change, we will require two of the three core courses -- Chem 600 (Emerging Technology in Green and Sustainable Chemistry, 3cr), Biol 702 (Molecular Biotechnology, 3cr), and Chem/Biol 708 (Environmental Biological and Chemical Sciences, 3cr) and two semester Chem/Biol 790. By requiring two out three course courses, we provide students options and flexibility to focus on the chemical or biological aspect of the program. The change also strengthens the multidisciplinary aspects of the program.
- As a result of increasing the credits of required core courses, the credits allocated for elective courses are adjusted accordingly to meet the 30-credit requirement for the MS program.
- We propose a modification to the elective course requirements in the current curriculum, aiming to enhance flexibility for students. Instead of a fixed list of approved courses in the catalog, we propose removing the list from the curriculum and incorporating the list in our graduate student handbook. This adjustment allows for easier updates and ensures students receive guidance while also having the flexibility to choose courses aligned with their research needs. As part of this proposed change, students will be required to consult with their academic advisor to tailor their course selection to their academic and research goals.

For substantial modifications requiring Board approval, complete the items below. References to external sources should be documented with a footnote (including web addresses where applicable).

9. Date of approval from the Executive Director or designee.

January 10, 2024

10. Identify the program modification requested.

We request to change the name of MS program in Green and Sustainable Chemistry to MS program in Chemical and Biological Sciences. Curriculum modifications are also requested.

11. Provide justification for the desired modification.

We propose the substantive program modification to broaden the existing MS program in Green and Sustainable Chemistry by incorporating biological sciences and technologies in the program. This modification aims to align with the Chemical and Biological Sciences PhD

program, to provide opportunities to biology students in advanced degree, and to strengthen the multidisciplinary aspects of the program.

- The objective of the MS in Green and Sustainable Chemistry program is to offer advanced training at the master's level for students interested in Chemistry and/or Biology within the context of green and sustainability science and technology. This aligns with the overarching goal of the PhD program in Chemical and Biological Sciences, which seeks to provide advanced studies and research training across applied aspects of chemistry and biology, encompassing green chemistry, sustainable energy, environmental science, biotechnology, and biomedical health sciences. The Ph.D. program in Chemical and Biological Sciences aims to equip students with the knowledge required to address real-world challenges, such as development of new technologies for a sustainable society without destroying the natural environment. By broadening our MS program's focus and considering a name change, we aim to better prepare students for interdisciplinary careers in emerging fields such as sustainable chemistry, green energy, chemical/biological sensing technologies, environmental biology, and molecular biotechnology.
- The change will help retain South Dakota students and attract the out-of-state students and international students to the broader field of chemistry and biology for sustainability. Given the rapid growth in this field and the high demand for expertise, the proposed changes aim to attract a diverse pool of students. As evidenced by Table 1, which illustrates the statistics of chemistry and biology graduates from 2013 to 2020 at South Dakota Mines, approximately 50% of chemistry graduates and 60% of biology graduates pursue advanced degrees, such as graduate school. A substantial number of students pursue advanced degrees in Chemistry and Biology beyond South Dakota, mainly due to the limited options available within the SDBoR system.

South Dakota Mines seeking advanced degrees from A 12013-2020							
Major	Number of	% of Graduate seeking	% of Graduate seeking				
	Graduates	Graduate Education in SD	Graduate Education outside SD				
Chemistry	48	22.9%	29.2%				
Biology/ABS	81	37.0%	22.2%				

Table 1. Percentage of Chemistry and Biology (including Applied Biological Sciences) BS graduates from South Dakota Mines seeking advanced degrees from AY2013-2020

*Data compiled from the South Dakota Mines Career Service Placement Data.

Since its inception in 2021, the Green and Sustainable Chemistry program has experienced consistent growth. Over the past two years, the program has conferred 4 MS degrees in Green and Sustainable Chemistry, with an enrollment of 3 students in Fall 2023 and 8 students in Spring 2024. Predominantly, enrolled students have a background in chemistry. Renaming the program to MS in Chemical and Biological Sciences aims to enhance its appeal to prospective students with backgrounds in both chemistry and biology, thereby facilitating the recruitment of biology students into the graduate program.

- The proposed name change will establish pipelines for both chemistry and biology students into the PhD program in Chemical and Biological Sciences, a crucial step for the growth of the doctoral program.
- The program will help increase the enrollment of graduate students and provide pipelines for the PhD program at South Dakota Mines toward the institutional strategical goal to achieve R2 status.

- Proposed curriculum adjustments are detailed in item 8 to align with the modifications in the MS program.
- 12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

The requested modification would require a modest change to the catalog description including the name of the program and credit distribution of core courses and elective courses, as specified in Question 7 above.

The program learning outcomes are modified slightly to reflect the name change of the program and the broader scope of the program.

MS in Green and Sustainable Chemistry	MS in Chemical and Biological Sciences
Program Learning Outcomes	Program Learning Outcomes
1. Students demonstrate fundamental knowledge	1. Students demonstrate fundamental knowledge
of the Green and Sustainable Chemistry	in chemical and biological sciences.
2. Students demonstrate specific knowledge as	2. Students understand scientific literature in their
pertaining to their area of research in green and	specialized area of chemistry or biology.
sustainable chemistry.	3. Students exhibit proficiency in formulating and
3. Students understand the scientific literature in	executing technically sound plans to solve
the field of green and sustainable chemistry.	problems in chemical and biological sciences.
4. Students demonstrate proficiency in developing	4. Students show specific knowledge and skills
a technically sound plan to address a research	pertaining to their research in chemistry and
problem in green and sustainable chemistry	biology.
5. Students demonstrate effective oral and written	5. Students effectively communicate ideas and
communication skills relevant to Green and	results relevant to chemical and biological
Sustainable Chemistry	sciences in both oral and written formats.

 Indicate the number of students currently enrolled in the program. In Spring 2024, eight students are enrolled in the MS degree in Green and Sustainable Chemistry.

14. Describe the real impact to students.

The substantive change of the program will provide broader training in the field of chemical and biological sciences. The change will provide opportunities for students with strong biology backgrounds to pursue advanced studies in their field. Additionally, the change will strengthen the multidisciplinary aspects of the program, which provide training in knowledge and skills crucial for solving the technological challenges for a sustainable future. The change will not affect students' credit hours and graduation.

15. Describe the real impact to the university.

The substantive change of the program will add a MS graduate program that focuses on Chemistry and Biology, which will strengthen the profile of graduate programs at South Dakota Mines. The program will help increase the enrollment of graduate students and provide pipelines for the PhD program at South Dakota Mines toward the institutional strategical goal to achieve R2 status. The change will not require any additional resources from the university. 16. Describe any cost associated with the program modification.

No additional cost associated with the program modification.

17. Describe any risks and unintended consequences associated with the program modification.

None.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification will be effective for current and future students.



Substantive Program Modification Form

UNIVERSITY:	SDSU
CURRENT PROGRAM DEGREE:	Bachelor of Arts (B.A.)
CURRENT PROGRAM MAJOR/MINOR:	English
CURRENT SPECIALIZATION:	N/A
CIP CODE:	23.0101
UNIVERSITY DEPARTMENT:	School of English & Interdisciplinary
	Studies
BANNER DEPARTMENT CODE:	SENI
UNIVERSITY COLLEGE:	College of Arts, Humanities & Social
	Sciences
BANNER COLLEGE CODE:	38

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.

	Dennis D. Hedge		2/27/2024			
	Vice President of Academic Affairs or	:	Date			
	President of the University					
1.	This modification addresses a change in:					
	Total credits required within the discipline	\boxtimes	Total credits of supportive course work			
\times	Total credits of elective course work		Total credits required for program			
	Program name		Existing specialization			
	CIP Code	\boxtimes	Other: Add B.S. degree for existing program			
\ge	Modification requiring Board of Regents app	roval				
	Must have prior approval from Executive Dir	rector	or designee			
2.	Effective date of change: 2024-2025 Academic	Year				
3.	Program Degree Level:					
	Associate 🗆 Bachelor's 🖂 M	laster	$s \square$ Doctoral \square			
4.	Category:					
	Certificate \Box Specialization \Box	Min	or 🗌 Major 🖂			
5.	If a name change is proposed, the change will o	occur	:			
	\Box On the effective date for all students					
	\Box On the effective date for students new to the program (enrolled students will graduate from					
	existing program)					
_	Proposed new name:					
6.	Is the program being modified associated with	a cui	rrent articulation agreement?			
	Yes \square No \bowtie					
	Page 1 of	6				
a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain: N/A 7. Primary Aspects of the Modification:

Existing Curriculum					<u>Proposed Curriculum (highlight changes</u>			
Pref.	Num.	Title	Cr. Hrs	Pref.	Num.	Title	Cr. Hrs.	
System	Genera	l Education Requirements	30	System	Genera	l Education Requirements	30	
System	General	Education Requirements – Electives	30	System	General	Education Requirements – Electives	30	
		SGR 1 – Written Communication	3			SGR 1 – Written Communication	3	
		SGR 1 – Written Communication	3			SGR 1 – Written Communication	3	
		SGR 2 – Oral Communication	3			SGR 2 – Oral Communication	3	
		SGR 3 – Social Sciences	3			SGR 3 – Social Sciences	3	
		SGR 3 – Social Sciences	3			SGR 3 – Social Sciences	3	
		SGR 4 – Arts and Humanities	3			SGR 4 – Arts and Humanities	3	
		(Recommended to select a foreign				(Recommended to select a foreign		
		language)				language)		
		SGR 4 – Arts and Humanities	3			SGR 4 – Arts and Humanities	3	
		(Recommended to select a foreign				(Recommended to select a foreign		
		language)				lancuace)		
		SGR 5 – Mathematics	3			SGR 5 – Mathematics	3	
		SGR 6 – Natural Sciences	3			SGR 6 – Natural Sciences	3	
		SGR 6 – Natural Sciences	3			SGR 6 – Natural Sciences	3	
System	General	Education Requirements – Required	0	System	General	Education Requirements – Required	0	
b j btem	General		0	bystem	General		0	
AHSS	College I	Requirements	0	AHSS	College 1	Requirements	<mark>4-6</mark>	
Additio	nal reaui	ired credits of coursework beyond SGRs.	v	Additio	nal reau	ired credits of coursework beyond SGRs.	T-U	
Maior.	and Supi	port Courses		Major.	and Supi	port Courses		
	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	One declared minor outside of the major	-	<i></i>		One declared minor outside of the major	-	
		discipline OR a second major OR a				discipline OR a second major OR a		
		teaching specialization. The minor may				teaching specialization. The minor may		
		be a traditional minor within one				be a traditional minor within one		
		department or school or it may be				department or school or it may be		
		interdisciplinary involving more than one				interdisciplinary involving more than one		
		department or school. The minor can be				department or school. The minor can be		
		in a different college. The minor must be				in a different college. The minor must be		
		declared no later than the student's third				declared no later than the student's third		
		semester of enrollment				semester of enrollment		
		Capstone course within major				Capstone course within major		
		ENGL 479 Capstone Course and Writing				ENGL 479 Capstone Course and Writing		
		in the Discipline				in the Discipline		
		33 Upper Division Credits (300-400	_			33 Upper Division Credits (300-400		
		level coursework inside and outside of	_			level coursework inside and outside of	_	
		the major)				the major)		
Bachalo	or of Arts	the major)	0	Bachal	$\frac{1}{2}$		6	
Dacher	J OI AIL	Modern Foreign Language (6)	0	Dachen		Modern Foreign Language (6)	6	
		Compatency at the 202 level	0			Compatency at the 202 level	0	
		Competency at the 202 level				(6 anodita from one approved Modern		
		( <u>o</u> creatis from one approved Modern Equation languages from SCR #4 may be				( <u>o</u> creatis from one approved Modern Equation languages from SCR #4 may be		
		Foreign language from SGR #4 may be				Foreign language from SGR #4 may be		
		countea towara goat)		Dealeal	en ef Ceix	counted toward goat)	4	
				Bachelo	or of Scie		4	
						Natural Sciences (10+)	<mark>4+</mark>	
						Satisfying coursework must include		
						- at least two classes with laboratory		
						components		
						- at least two different prefixes		
						MATH and STATS courses do not count		
						(6 credits of SGR #6 are counted toward this		
						poal)		
Maior	Require	ments	45	Maior	Require	ments	45	
Major C	ore		9	Major C	ore		9	

### ATTACHMENT VI 29

	<i>Existing Curriculum Proposed Curriculum (highlight changes)</i>						
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
ENGL	151	Introduction to English Studies	3	ENGL	151	Introduction to English Studies	3
ENGL	284	Introduction to Criticism	3	ENGL	284	Introduction to Criticism	3
ENGL	479	Capstone Course and Writing in the	3	ENGL	479	Capstone Course and Writing in the	3
		Discipline				Discipline	
English	Major R	Requirements	36	English	Major R	Requirements	36
ENGL	221	British Literature I	3	ENGL	221	British Literature I	3
ENGL	241	American Literature I	3	ENGL	241	American Literature I	3
ENGL	222	British Literature II	3	ENGL	222	British Literature II	3
ENGL	242	American Literature II	3	ENGL	242	American Literature II	3
		Select One 100-200 Level Course: ENGL 210 Intro. to Literature (3) ENGL 211 World Literature I (3) ENGL 212 World Literature II (3) ENGL 240 Juvenile Literature (3) ENGL 248 Women in Literature (3) ENGL 249 Literature of Diverse Cultures (3) ENGL 250 Science Fiction (3) ENGL 256 Literature of the American West (3) ENGL 268 Literature (if multicultural topic) (3) Select Two 300 Level Literature Courses ENGL 343 Selected Authors (3) ENGL 363 Literary Genres (3)	6			Select One 100 200 Level Course:         ENGL 210 Intro. to Literature (3)         ENGL 211 World Literature (3)         ENGL 212 World Literature (13)         ENGL 240 Juvenile Literature (3)         ENGL 240 Literature of Diverse Culturer         (3)         ENGL 250 Science Fiction (3)         ENGL 256 Literature of the American         West (3)         ENGL 268 Literature (if multicultural topic) (3)         Select Two-Four 300-400 Level         Literature (3)         ENGL 330 Shakespeare (3)         ENGL 343 Selected Authors (3)         ENGL 363 Literary Genres (3)	3 12
						<ul> <li>ENGL 445 American Indian Literature</li> <li>(3)</li> <li>ENGL 447 American Indian Literature</li> <li>of the Present (3)</li> <li>ENGL 471 Academic Editing and</li> <li>Publishing (3)</li> <li>ENGL 472 Film Criticism (3)</li> <li>ENGL 473 Creative Writing:</li> <li>Screenwriting (3)</li> <li>ENGL 475 Creative Writing: Non-Fiction (3)</li> <li>ENGL 476 Creative Writing: Poetry (3)</li> <li>ENGL 483 Advanced Creative Writing</li> <li>(3)</li> <li>ENGL 485 Writing Center Tutoring (3)</li> <li>ENGL 492 Topics (on Professional or Creative Writing) (3)</li> </ul>	n
		Select <u>One</u> 400 Level Literature Course ENGL 445 American Indian Literature (3) ENGL 447 American Indian Literature of the Present (3) ENGL 492 Topics (3)	3			(merged courses in category above)	<del>3</del>
		Select <u>One</u> Writing Course ENGL 379 Technical Communication (3) OR ENGL 383 Creative Writing (3)	3			Select <u>One</u> Writing Course ENGL 379 Technical Communication (3) OR ENGL 383 Creative Writing (3)	3
		English Electives	6			English Electives	6

#### ATTACHMENT VI 30

Existing Curriculum					Prop	oosed Curriculum ( <mark>highlight changes</mark> )			
Pref.	Num.	Title	Cr. Hrs	Pref.	Num.	Title	Cr. Hrs.		
		Select One Linguistics Course	3			Select One Linguistics Course	3		
		LING 203 English Grammar (3)				LING 203 English Grammar (3)			
		LING 420 The New English (3)				LING 420 The New English (3)			
		LING 425 Modern Grammar (3)				LING 425 Modern Grammar (3)			
		LING 452 General Semantics (3)				LING 452 General Semantics (3)			
Suppor	ting Cou	irsework	6	Suppor	ting Cou	irsework	6		
HIST	111	World Civilizations I (3)	6	HIST	111	World Civilizations I (3)	6		
AND				AND					
HIST	112	World Civilizations II (3)		HIST	112	World Civilizations II (3)			
OR				OR					
HIST	121	Western Civilizations I (3)		HIST	121	Western Civilizations I (3)			
AND				AND					
HIST	122	Western Civilizations II (3)		HIST	122	Western Civilizations II (3)			
Electiv	es (Take	n as needed to complete any additional	39	<b>Electiv</b>	<mark>es</mark> (Taker	n as needed to complete any additional	<mark>33-35</mark>		
degree	requiren	nents)		degree	requiren	nents)			
To cour	nt toward	I the major, courses must be passed with a		To cour	To count toward the major, courses must be passed with a				
minimu	m grade	of "C." Topics courses may only fulfill		minimu	minimum grade of "C." Topics courses may only fulfill				
the spec	ific requ	irements when approved by the school.		the spec	cific requ	irements when approved by the school.			
All sect	ions of <b>E</b>	ENGL 210 count as a major elective.		All sect	All sections of ENGL 210 count as a major elective.				
		Summai	y of Cre	lits English (B.A.)			-		
System	Genera	l Education Requirements	30	System General Education Requirements			30		
AHSS	College I	Requirements	0	AHSS College Requirements			<mark>6</mark>		
Additio	nal requi	ired credits of coursework beyond SGRs,		Additional required credits of coursework beyond SGRs,					
Major,	and Supp	port Courses		Major,	and Supp	port Courses			
Majors	Requir	ements	45	Majors	Requir	ements	45		
Suppor	ting Co	ursework	6	Suppor	ting Co	ursework	6		
Electiv	es (Take	n as needed to complete any additional	39	<b>Electiv</b>	<mark>es</mark> (Taker	n as needed to complete any additional	<mark>33</mark>		
degree	requiren	nents)		degree	requirem	nents)			
		Summa	ry of Cre	dits Eng	lish <mark>(B.S</mark>	<mark>.)</mark>			
				System	Genera	l Education Requirements	30		
				AHSS	College I	Requirements	<mark>4</mark>		
			Additio	nal requi	ired credits of coursework beyond SGRs,				
			Major,	and Supp	port Courses				
			Majors	Requir	ements	45			
				Suppor	ting Co	ursework	6		
				Electiv	<mark>es</mark> (Taker	n as needed to complete any additional	<mark>35</mark>		
				degree	requiren	ients)			
		Total number of hours required for major	51			Total number of hours required for major	<mark>55-57</mark>		
		Total number of hours required for degree	120			Total number of hours required for degree	120		

#### 8. Explanation of the Change:

The School of English and Interdisciplinary Studies identified the following curriculum changes to the English major:

- Redistribution of the required coursework within the major, specifically the elimination of one 200-level course and increased number of required 300-/400-level courses from three to four. Because majors already are required to complete 18 credits of major coursework at the 100-/200-level, this change will allow majors to focus on more advanced, upper-level major coursework, and it will also help them achieve the required 33 credits of 300-/400-upper-level coursework for graduation.
- Request to offer the B.S. degree for the existing program in order to expand the degree portfolio by offering a degree path to allow majors to pursue interests in the sciences. In addition, offering the B.S. degree also creates a more streamlined path to degree completion for students who wish to double major with another B.S. degree.

#### For substantial modifications requiring Board approval, complete the items below.

References to external sources should be documented with a footnote (including web addresses where applicable).

#### 9. Date of approval from the Executive Director or designee.

January 12, 2024

#### 10. Identify the program modification requested.

SDSU is currently authorized to offer a B.A. in English. This includes the English major plus two specializations – English Education and Writing. The School of English and Interdisciplinary Studies requests to add the B.S. degree for the English major and two specializations. Offering a B.A. and B.S. degree for this major and the specializations will allow their majors to pursue interests in the natural sciences, offer more flexibility, open career pathways, and increase the opportunities for students to pursue dual majors. Most of the programs within the College of Arts, Humanities and Social Sciences currently offer both B.A. and B.S. degree options for their majors. The college's Bachelor of Arts degree requirements (completion of 6+ credits in a Modern Foreign Language including the 202-level) would be replaced by the college's Bachelor of Science requirement to complete 10+ credits of Natural Science coursework.

#### 11. Provide justification for the desired modification.

The addition of the B.S. degree will align the English degree portfolio with other institutions in the state and region including the Black Hills State University, University of South Dakota, University of Minnesota, the University of Nebraska, Iowa State University, and the University of Wisconsin. Both prospective and matriculated students have expressed interest in pursuing the B.S. degree in English. Often, this is because they wish to pursue an English degree, but they also have interest in careers in science-based fields or in double-majoring with a natural sciences degree. For those who wish to double major in English and a natural sciences degree, offering the B.S. degree also creates a more streamlined path to degree completion because they do not have to complete two separate college requirements (14 credits in Modern/Foreign Language and 11+ credits in Natural Sciences). Finally, because English majors often compete for positions in science- and technology-based industries, a natural sciences background is often beneficial in their career training. These positions are often in technical and professional writing, public health and medical communication, software and social media design, and grant writing for the natural sciences, including such careers as a grant writing specialist at universities and/or other institutions with natural sciences-based laboratory settings.

# **12.** Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

The modification would require a minimum change to the catalog description to include the degree requirements for the B.S. No other changes, including to student learning outcomes, would be required.

#### 13. Indicate the number of students currently enrolled in the program.

62 students (22 English major, 21 English Education specialization, 19 Writing specialization)

#### 14. Describe the real impact to students.

Offering additional degree paths will be attractive to both prospective and current students. The school has lost both prospective and enrolled majors to other institutions that offer the B.S. in English as well as to other programs within SDSU that offer the B.S. degree.

#### **15.** Describe the real impact to the university.

The largest impact will be positive in that the school will be better able to recruit and retain students who wish to pursue the B.S. in English.

#### 16. Describe any cost associated with the program modification.

No cost will be associated with this modification.

# 17. Describe any risks and unintended consequences associated with the program modification.

The school anticipates no risks or unintended consequences with the modification.

# **18.** Would this modification be effective for current and future students, or only students who enroll following the change?

This modification will be effective for new students in the 2024-2025 academic catalog. Following SDBOR Policy 2.6.2 existing students may elect a catalog of graduation that is later than their initial catalog.



### SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## Substantive Program Modification Form

UNIVERSITY:	SDSU
<b>CURRENT PROGRAM DEGREE:</b>	Bachelor of Arts (B.A.)
<b>CURRENT PROGRAM MAJOR/MINOR:</b>	English
<b>CURRENT SPECIALIZATION:</b>	English Education
CIP CODE:	23.0101 – Major CIP
	13.1305 – Specialization CIP
UNIVERSITY DEPARTMENT:	School of English & Interdisciplinary
	Studies
BANNER DEPARTMENT CODE:	SENI
UNIVERSITY COLLEGE:	College of Arts, Humanities & Social
	Sciences
<b>BANNER COLLEGE CODE:</b>	38

#### **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.

	Dennis D. Hedge	2/27/2024
	Vice President of Academic Affairs or	Date
	President of the University	
1.	This modification addresses a change in:	
	] Total credits required within the discipline $\boxtimes$	Total credits of supportive course work
$\times$	Total credits of elective course work $\Box$	Total credits required for program
	Program name	Existing specialization
	CIP Code	Other: Add B.S. degree for existing program
$\ge$	Modification requiring Board of Regents approva	1
	Must have prior approval from Executive Director	or or designee
2.	Effective date of change: 2024-2025 Academic Yea	ır
3.	Program Degree Level:	
	Associate 🗆 Bachelor's 🖂 Maste	r's 🗌 Doctoral 🗌
4.	Category:	
	Certificate 🗆 Specialization 🖂 Mi	nor 🗌 Major 🗌
5.	If a name change is proposed, the change will occu	ir:
	$\Box$ On the effective date for all students	
	$\Box$ On the effective date for students new to the prog	ram (enrolled students will graduate from
	existing program)	
	Proposed new name:	
6.	Is the program being modified associated with a cu	urrent articulation agreement?

Yes 🗆 No 🖂

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain: N/A
 7. Primary Aspects of the Modification:

		Existing Curriculum			Prop	posed Curriculum ( <mark>highlight changes</mark> )			
Pref.	Num.	Title	Cr. Hrs	Pref.	Num.	Title	Cr. Hrs.		
System	Genera	l Education Requirements	30	System	30				
System	General	Education Requirements – Electives	24	System	General	Education Requirements – Electives	27		
		SGR 1 – Written Communication	3			SGR 1 – Written Communication	3		
		SGR 1 – Written Communication	3			SGR 1 – Written Communication	3		
						SGR 2 – Oral Communication	<mark>3</mark>		
		SGR 3 – Social Sciences	3			SGR 3 – Social Sciences	3		
		SGR 4 – Arts and Humanities	3			SGR 4 – Arts and Humanities	3		
		(Recommended to select a foreign	_			(Recommended to select a foreign	_		
		language)				language)			
		SGR 4 – Arts and Humanities	3			SGR 4 – Arts and Humanities	3		
		(Recommended to select a foreign				(Recommended to select a foreign			
		language)				language)			
		SGR 5 – Mathematics	3			SGR 5 – Mathematics	3		
		SGR 6 – Natural Sciences	3			SGR 6 – Natural Sciences	3		
		SGR 6 – Natural Sciences	3			SGR 6 – Natural Sciences	3		
System	General	Education Requirements – Required	6	System	General	Education Requirements – Required	3		
CMST	101	Foundations of Communication	3	CMST	<del>101</del>	Foundations of Communication	3		
SOC	100	Introduction to Sociology (SGR #3)	3	SOC	100	Introduction to Sociology (SGR #3)	3		
AND/			_	AND/			_		
OR				OR					
PSYC	101	General Psychology (SGR #3)		PSYC	101	General Psychology (SGR #3)			
AHSS	College I	Requirements	0	AHSS (	College I	Requirements	<mark>4-6</mark>		
Addition	nal requi	ired credits of coursework beyond SGRs,		Additio	nal requi	ired credits of coursework beyond SGRs,			
Major,	and Supp	port Courses		Major,	Major, and Support Courses				
		One declared minor outside of the major	-			One declared minor outside of the major	-		
		discipline OR a second major OR a				discipline OR a second major OR a			
		teaching specialization. The minor may				teaching specialization. The minor may			
		be a traditional minor within one				be a traditional minor within one			
		department or school or it may be				department or school or it may be			
		interdisciplinary involving more than one				interdisciplinary involving more than one	:		
		department or school. The minor can be				department or school. The minor can be			
		in a different college. The minor must be				in a different college. The minor must be			
		declared no later than the student's third				declared no later than the student's third			
		semester of enrollment.				semester of enrollment.			
		Capstone course within major	-			Capstone course within major	-		
		ENGL 479 Capstone Course and Writing				ENGL 479 Capstone Course and Writing			
		in the Discipline				in the Discipline			
		33 Upper Division Credits (300-400	-			33 Upper Division Credits (300-400	-		
		level coursework inside and outside of				level coursework inside and outside of			
		the major)				the major)			
Bachelo	or of Arts	3	0	Bachelo	or of Arts	3	6		
		Modern Foreign Language (6+)	0			Modern Foreign Language (6+)	<mark>6</mark>		
		Competency at the 202 level				Competency at the 202 level			
		( <u>6</u> credits from one approved Modern				( <u>6</u> credits from one approved Modern			
		Foreign language from SGR #4 may be				Foreign language from SGR #4 may be			
		counted toward goal)				counted toward goal)			
				Bachelo	or of Scie	ence	<mark>4</mark>		

### ATTACHMENT VII 36

	-	Existing Curriculum			Prop	posed Curriculum ( <mark>highlight changes</mark> )	
Pref.	Num.	Title	Cr. Hrs	Pref.	Num.	Title	Cr. Hrs.
						Natural Sciences (10+)	<mark>4+</mark>
						Satisfying coursework must include	
						<ul> <li>at least two classes with laboratory</li> </ul>	
						components	
						- at least two different prefixes	
						(MATH and STATS courses do not count	
						toward the Science requirement.)	
						( <u>6</u> credits of SGR #6 are counted toward this	
Materi	D <b>!</b>		20	N	D	goal)	20
Major C	Require	ments	<b>39</b>	Major .	kequire	ments	39
FNGI	151	Introduction to English Studies	3	FNGI	151	Introduction to English Studies	3
ENGL	284	Introduction to Criticism	3	ENGL	284	Introduction to Criticism	3
ENGL	179 179	Capstone Course and Writing in the	3	ENGL	179 A	Capstone Course and Writing in the	3
LINGL	777	Discipline	5	LINCL	777	Discipline	5
English	Education	on Specialization Major Requirements	30	English	Educatio	on Specialization Major Requirements	30
ENGL	221	British Literature I	3	ENGL	221	British Literature I	3
ENGL	240	Juvenile Literature	3	ENGL	240	Juvenile Literature	3
ENGL	241	American Literature I	3	ENGL	241	American Literature I	3
ENGL	271	British Literature II	3	ENGL	271	British Literature II	3
ENGL	242	American Literature II	3	ENGL	222	American Literature II	3
ENGL	330	Shakespeare	3	ENGL	330	Shakespeare	3
ENGL	383	Creative Writing	3	ENGL	383	Creative Writing	3
ENGL	424	7 12 Language Arts Methods	3	ENGL	424	7 12 Language Arts Methods	3
ENGL	424	American Indian Literature (3)	3	ENGL	424	American Indian Literature (3)	3
OP	445	American Indian Enerature (3)	5		445	American metan Enerature (3)	5
ENGI	117	American Indian Literature of the Present			447	American Indian Literature of the	
LINGL	447	(3)			•••	Drosont (2)	
LING	203	English Grammar	3	LING	203	English Grammar	3
Teachi	ng Specia	alization Requirements	34	Teachi	ng Specia	alization Requirements	34
AIS	211	South Dakota American Indian Culture	3	AIS	211	South Dakota American Indian Culture	3
		and Education	_			and Education	
EDFN	101	Exploration of Teaching & Learning	1	EDFN	101	Exploration of Teaching & Learning	1
EDFN	340	Adolescent Development in Educational	3	EDFN	340	Adolescent Development in Educational	3
		Contexts				Contexts	
EDFN	351	Teaching & Learning I	1	EDFN	351	Teaching & Learning I	1
EDFN	352	Teaching & Learning II	3	EDFN	352	Teaching & Learning II	3
EDFN	352L	Teaching & Learning II Lab	2	EDFN	352L	Teaching & Learning II Lab	2
EDFN	453	Teaching & Learning III	3	EDFN	453	Teaching & Learning III	3
EDFN	453L	Teaching & Learning III Lab	4	EDFN	453L	Teaching & Learning III Lab	4
EDFN	454	Teaching & Learning IV: Student	11	EDFN	454	Teaching & Learning IV: Student	11
		Teaching	-			Teaching	_
SEED	450	7-12 Reading and Content Literacy	2	SEED	450	7-12 Reading and Content Literacy	2
SEED	456	Capstone/Action Research	1	SEED	456	Capstone/Action Research	1
		Varies by major - Content Methods (3-				Varies by major - Content Methods (3-	
		4*)				4*)	
		ENGL 424 7-12 Language Arts Methods				ENGL 424 7-12 Language Arts Methods	
		(3) (English Education Requirement)				(3) (English Education Requirement)	
Suppor	ting Cou	irsework	6	Suppor	ting Cou	ırsework	6
HIST	111	World Civilizations I (3)	6	HIST	111	World Civilizations I (3)	6
AND				AND			
HIST	112	World Civilizations II (3)		HIST	112	World Civilizations II (3)	
OR				OR			
HIST	121	Western Civilizations I (3)		HIST	121	Western Civilizations I (3)	
AND				AND			
HIST	122	Western Civilizations II (3)		HIST	122	Western Civilizations II (3)	

#### ATTACHMENT VII 37

Existing Curriculum		Proposed Curriculum (highlight changes)								
Pref. Num. Title	Title	Cr. Hrs.								
Electives (Taken as needed to complete any additional	11	<b>Elective</b>	Electives (Taken as needed to complete any additional							
degree requirements)		degree r	equirem	ents)						
- A grade of "C" or better is required in CMST 101,		- Ag	rade of '	'C" or better is required in CMST 101,						
ENGL 101, PSYC 101, and MATH 103 or higher (if		ENG	GL 101,	PSYC 101, and MATH 103 or higher (if						
these courses are in your plan of study), and all		thes	e course	es are in your plan of study), and all						
courses for the major (classes with school/program		cou	rses for t	the major (classes with school/program						
prefix).		pref	ïx).							
- An overall GPA of 2.5 is required to enroll in any		- An	overall (	GPA of 2.5 is required to enroll in any						
education courses.		edu	cation co	ourses.						
Summary of Credits Engl	ish (B.A.)	) – Englis	h Educa	ation Specialization						
System General Education Requirements	30	System	General	Education Requirements	30					
AHSS College Requirements	0	AHSS C	College I	Requirements	<mark>6</mark>					
Additional required credits of coursework beyond SGRs,		Addition	al requi	red credits of coursework beyond SGRs,						
Major, and Support Courses		Major, a	nd Supp	port Courses						
Majors Requirements	39	Majors	Require	ements	39					
Teaching Specialization Requirements	34	Teachin	g Specia	alization Requirements	34					
Supporting Coursework	6	Support	ing Cou	ırsework	6					
Electives (Taken as needed to complete any additional	11	<b>Elective</b>	<mark>s</mark> (Taker	n as needed to complete any additional	<mark>5</mark>					
degree requirements)		degree requirements)								
Summary of Credits Engl	lish <mark>(B.S.</mark> )	– English Education Specialization								
		System	General	l Education Requirements	30					
		AHSS C	College I	Requirements	<mark>4</mark>					
		Addition	al requi	red credits of coursework beyond SGRs,						
		Major, a	nd Supp	port Courses						
		Majors	39							
		Teaching Specialization Requirements								
		Supporting Coursework								
		<b>Electives</b> (Taken as needed to complete any additional								
		degree requirements)								
Total number of hours required for major	85			Total number of hours required for major	86-88					
Total number of hours required for degree	120			Total number of hours required for degree	120					

#### 8. Explanation of the Change:

The School of English and Interdisciplinary Studies identified the following curriculum changes to the English major – English Education Specialization:

- Removed a specific course selection from SGR #2 to allow students more flexibility in meeting their System General Education requirements.
- Removed ENGL 447 American Indian Literature of the Present and will require only ENGL 445 American Indian Literature as it allows for a broader examination of the literature. This broader examination will be beneficial for aspiring teachers as it does not confine them to one specific literary period.
- Request to offer the B.S. degree for the existing English Education specialization in order to expand the degree portfolio by offering a degree path to allow majors to pursue interests in the sciences. In addition, offering the B.S. degree also creates a more streamlined path to degree completion for students who wish to double major with another B.S. degree.

#### For substantial modifications requiring Board approval, complete the items below.

References to external sources should be documented with a footnote (including web addresses where applicable).

9. Date of approval from the Executive Director or designee.

#### January 12, 2024

#### 10. Identify the program modification requested.

SDSU is currently authorized to offer a B.A. in English. This includes the English major plus two specializations – English Education and Writing. The School of English and Interdisciplinary Studies requests to add the B.S. degree for the English major and two specializations. Offering a B.A. and B.S. degree for this major and the specializations will allow their majors to pursue interests in the natural sciences, offer more flexibility, open career pathways, and increase the opportunities for students to pursue dual majors. Most of the programs within the College of Arts, Humanities and Social Sciences currently offer both B.A. and B.S. degree options for their majors. The college's Bachelor of Arts degree requirements (completion of 6+ credits in a Modern Foreign Language including the 202-level) would be replaced by the college's Bachelor of Science requirement to complete 10+ credits of Natural Science coursework.

#### 11. Provide justification for the desired modification.

The addition of the B.S. degree will align the English degree portfolio with other institutions in the state and region including the Black Hills State University, University of South Dakota, University of Minnesota, the University of Nebraska, Iowa State University, and the University of Wisconsin. Both prospective and matriculated students have expressed interest in pursuing the B.S. degree in English. Often, this is because they wish to pursue an English Education degree, but they also have interest in obtaining teaching credentials in science-based fields by doublemajoring or even minoring in a natural sciences degree. Prospective teachers with this degree portfolio would be very attractive, especially to school districts with multiple teaching needs across disciplines in the humanities and natural sciences. Further, for those who wish to double major in English Education and a natural sciences degree, offering the B.S. degree also creates a more streamlined path to degree completion because they do not have to complete two separate college requirements (14 credits in Modern/Foreign Language and 11+ credits in Natural Sciences). Finally, because English Education majors do change careers to pursue non-education jobs, they often compete for positions in science- and technology-based industries. A natural sciences background, in these cases, is often beneficial in their career transition. These positions are often in technical and professional writing, public health and medical communication, software and social media design, and grant writing for the natural sciences, including such careers as a grant writing specialist at universities and/or other institutions with natural sciencesbased laboratory settings.

# 12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

The modification would require a minimum change to the catalog description to include the degree requirements for the B.S. No other changes, including to student learning outcomes, would be required.

#### 13. Indicate the number of students currently enrolled in the program.

62 students (22 English major, 21 English Education specialization, 19 Writing specialization)

#### 14. Describe the real impact to students.

Offering additional degree paths will be attractive to both prospective and current students. The school has lost both prospective and enrolled majors to other institutions that offer the B.S. in English as well as to other programs within SDSU that offer the B.S. degree.

#### **15.** Describe the real impact to the university.

The largest impact will be positive in that the school will be better able to recruit and retain students who wish to pursue the B.S. in English.

#### 16. Describe any cost associated with the program modification.

No cost will be associated with this modification.

# 17. Describe any risks and unintended consequences associated with the program modification.

The school anticipates no risks or unintended consequences with the modification.

# **18.** Would this modification be effective for current and future students, or only students who enroll following the change?

This modification will be effective for new students in the 2024-2025 academic catalog. Following SDBOR Policy 2.6.2 existing students may elect a catalog of graduation that is later than their initial catalog.



### SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## Substantive Program Modification Form

UNIVERSITY:	SDSU
<b>CURRENT PROGRAM DEGREE:</b>	Bachelor of Arts (B.A.)
<b>CURRENT PROGRAM MAJOR/MINOR:</b>	English
<b>CURRENT SPECIALIZATION:</b>	Writing
CIP CODE:	23.0101 – Major CIP
	23.1301 – Specialization CIP
UNIVERSITY DEPARTMENT:	School of English & Interdisciplinary
	Studies
<b>BANNER DEPARTMENT CODE:</b>	SENI
<b>UNIVERSITY COLLEGE:</b>	College of Arts, Humanities & Social
	Sciences
<b>BANNER COLLEGE CODE:</b>	38

#### **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.

	Dennis D. Hedge				2/27/2024
	Vice President of Academic Affairs of	or			Date
	President of the University				
1.	This modification addresses a change in:				
	Total credits required within the discipline	$\boxtimes$	Total cred	lits of supp	ortive course work
$\geq$	Total credits of elective course work		Total cred	lits require	d for program
	Program name	$\boxtimes$	Existing s	pecializatio	on
	CIP Code	$\boxtimes$	Other: Ad	ld B.S. deg	ree for existing program
$\geq$	Modification requiring Board of Regents ap	proval			
	Must have prior approval from Executive D	irector	or designe	ee	
2.	Effective date of change: 2024-2025 Academi	c Year			
3.	Program Degree Level:				
	Associate 🗌 Bachelor's 🖂 🛛	Master'	s 🗌	Doctoral	
4.	Category:				
	Certificate $\Box$ Specialization $\boxtimes$	Mine	or 🗌	Major	
5.	If a name change is proposed, the change will	loccur	:		
	$\Box$ On the effective date for all students				
	$\Box$ On the effective date for students new to the	e progra	m (enrolle	ed students	will graduate from
	existing program)				
	Proposed new name:				
6.	Is the program being modified associated wit	h a cur	rent artic	ulation ag	reement?

Yes 🗆 No 🖂

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain: N/A
7. Primary Aspects of the Modification:

		Existing Curriculum			Prop	oosed Curriculum ( <mark>highlight changes</mark> )	
Pref.	Num.	Title	Cr. Hrs	Pref.	Num.	Title	Cr. Hrs.
System	General	Education Requirements	30	System	Genera	l Education Requirements	30
System	General	Education Requirements – Electives	30	System	General	Education Requirements – Electives	30
		SGR 1 – Written Communication	3			SGR 1 – Written Communication	3
		SGR 1 – Written Communication	3			SGR 1 – Written Communication	3
		SGR 2 – Oral Communication	3			SGR 2 – Oral Communication	3
		SGR 3 – Social Sciences	3			SGR 3 – Social Sciences	3
		SGR 3 – Social Sciences	3			SGR 3 – Social Sciences	3
		SGR 4 – Arts and Humanities	3			SGR 4 – Arts and Humanities	3
		(Recommended to select a foreign				<del>(Recommended to select a foreign</del>	
		language)				l <del>anguage)</del>	
		SGR 4 – Arts and Humanities	3			SGR 4 – Arts and Humanities	3
		(Recommended to select a foreign				<del>(Recommended to select a foreign</del>	
		language)				l <del>anguage)</del>	
		SGR 5 – Mathematics	3			SGR 5 – Mathematics	3
		SGR 6 – Natural Sciences	3			SGR 6 – Natural Sciences	3
		SGR 6 – Natural Sciences	3			SGR 6 – Natural Sciences	3
System	General	Education Requirements – Required	0	System	General	Education Requirements – Required	0
AHSS	College I	Requirements	0	AHSS (	College I	Requirements	<mark>4-6</mark>
Additio	nal requi	red credits of coursework beyond SGRs,	v	Additio	nal requi	red credits of coursework beyond SGRs,	
Major,	and Supr	port Courses		Major.	and Supp	port Courses	
<b>y</b> ,		One declared minor outside of the major	-	<b>,</b> ,		One declared minor outside of the major	-
		discipline OR a second major OR a				discipline OR a second major OR a	
		teaching specialization. The minor may				teaching specialization. The minor may	
		be a traditional minor within one				be a traditional minor within one	
		department or school or it may be				department or school or it may be	
		interdisciplinary involving more than one				interdisciplinary involving more than one	;
		department or school. The minor can be				department or school. The minor can be	
		in a different college. The minor must be				in a different college. The minor must be	
		declared no later than the student's third				declared no later than the student's third	
		semester of enrollment.				semester of enrollment.	
		Capstone course within major	-			Capstone course within major	-
		ENGL 479 Capstone Course and Writing				ENGL 479 Capstone Course and Writing	
		in the Discipline				in the Discipline	
		33 Upper Division Credits (300-400	-			33 Upper Division Credits (300-400	-
		level coursework inside and outside of				level coursework inside and outside of	
		the major)				the major)	
Bachelo	or of Arts		0	Bachelo	or of Arts		<mark>6</mark>
		Modern Foreign Language (6+)	0			Modern Foreign Language (6+)	6
		Competency at the 202 level				Competency at the 202 level	
		(6 credits from one approved Modern				(6 credits from one approved Modern	
		Foreign language from SGR #4 may be				Foreign language from SGR #4 may be	
		counted toward goal)				counted toward goal)	
				Bachelo	or of Scie	ence	<mark>4</mark>
						Natural Sciences (10+)	<mark>4+</mark>
						Satisfying coursework must include	
						- at least two classes with laboratory	
						components	
						- at least two different prefixes	
						(MATH and STATS courses do not count	
						toward the Science requirement.)	
						( <u>6 credits of SGR #6 are counted toward this</u>	
						goal)	
Major	Kequirer	Major Requirements			Kequire	nents	45



### ATTACHMENT VIII 42

		Existing Curriculum			Prop	posed Curriculum ( <mark>highlight changes</mark> )	
Pref.	Num.	Title	Cr. Hrs	Pref.	Num.	Title	Cr. Hrs.
Major C	ore		9	Major C	ore		9
				ENGL	151	Introduction to English Studies	3
ENGL	284	Introduction to Criticism	3	ENGL	284	Introduction to Criticism	3
ENGL	479	Capstone Course and Writing in the Discipline	3	ENGL	479	Capstone Course and Writing in the Discipline	3
English	Major –	Writing Specialization Technical Electives	36	English	Major –	Writing Specialization Technical Electives	36
ENGL	379	Technical Communication	3	ENGL	379	Technical Communication	3
ENGL	383	Creative Writing	3	ENGL	383	Creative Writing	3
-		English Electives	6			English Electives	6
		Select One 100-200 Level Course	3			Select One 100-200 Level Course	<mark>3</mark>
		$\overline{\text{ENGL} 210}$ Intro. to Literature (3)				ENGL 210 Intro. to Literature (3)	_
		ENGL 211 World Literature I (3)				ENGL 211 World Literature I (3)	
		ENGL 212 World Literature II (3)				ENGL 212 World Literature II (3)	
		ENGL 240 Juvenile Literature (3)				ENGL 240 Juvenile Literature (3)	
		ENGL 248 Women in Literature (3)				ENGL 248 Women in Literature (3)	
		ENGL 249 Literature of Diverse Cultures				ENGL 249 Literature of Diverse Cultures	
		(3)				( <del>3)</del>	
		ENGL 250 Science Fiction (3)				ENGL 250 Science Fiction (3)	
		ENGL 256 Literature of the American				ENGL 256 Literature of the American	
		West (3)				<del>West (3)</del>	
		ENGL 268 Literature (if multicultural				ENGL 268 Literature (if multicultural	
		topic) (3)				t <del>opic) (3)</del>	
		Select <u>Two</u> Courses in Literary History	6			Select <u>Two</u> Courses in Literary History	6
		ENGL 221 British Literature I (3)				ENGL 221 British Literature I (3)	
		ENGL 222 British Literature II (3)				ENGL 222 British Literature II (3)	
		ENGL 241 American Literature I (3)				ENGL 241 American Literature I (3)	
		ENGL 242 American Literature II (3)				ENGL 242 American Literature II (3)	
		Select <u>One</u> 300-400 Level Literature	3			Select <u>Two</u> 300-400 Level Literature	<mark>6</mark>
		Courses				Courses	
		ENGL 330 Shakespeare (3)				ENGL 330 Shakespeare (3)	
		ENGL 343 Selected Authors (3)				ENGL 343 Selected Authors (3)	
		ENGL 363 Literary Genres (3)				ENGL 363 Literary Genres (3)	
		ENGL 392 Topics: Historical Periods (3)				ENGL 392 Topics: Historical Periods (3)	
		ENGL 445 American Indian Literature (3				ENGL 445 American Indian Literature (3	
		ENGL 44 / American Indian Literature of				ENGL 44/ American Indian Lit of the	
		the Present (3)				Presents (3)	
		ENGL 492 Topics (3)	0			ENGL 492 TOPICS (3)	0
		FNGL 283 Intro to Croative Writing (2)	9			ENGL 283 Intro to Croative Writing (2)	<mark>7</mark>
		ENGL 483 Advanced Creative Writing				ENGL 205 multi to Cleanve writing (5) ENGL 471 Academic Editing and	
		(3)				Publishing (3)	
		(5) FNGL 492 Topics (on Professional or				FNGL 472 Film Criticism (3)	
		Creative Writing) (3)				ENGL 473 Creative Writing	
		creative winning) (3)				Screenwriting (3)	
						ENGL 475 Creative Writing: Non-Fiction	
						(3)	
						ENGL 476 Creative Writing: Fiction (3)	
						ENGL 478 Creative Writing: Poetry (3)	
						ENGL 483 Advanced Creative Writing	
						(3)	
						ENGL 485 Writing Center Tutoring (3)	
						ENGL 492 Topics (on Professional or	
						Creative Writing) (3)	
		Select One Linguistics Course	3			Select One Linguistics Course	3
		LING 203 English Grammar (3)				LING 203 English Grammar (3)	
		LING 420 The New English (3)				LING 420 The New English (3)	
		LING 425 Modern Grammar (3)				LING 425 Modern Grammar (3)	
		LING 452 General Semantics (3)				LING 452 General Semantics (3)	
Suppor	ting Cou	irsework	6	Suppor	ting Cou	ırsework	6

#### ATTACHMENT VIII 43

Existing Curriculum					Prop	oosed Curriculum ( <mark>highlight changes</mark> )			
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.		
HIST	111	World Civilizations I (3)	6	HIST	111	World Civilizations I (3)	6		
AND				AND					
HIST	112	World Civilizations II (3)		HIST	112	World Civilizations II (3)			
OR				OR					
HIST	121	Western Civilizations I (3)		HIST	121	Western Civilizations I (3)			
AND				AND					
HIST	122	Western Civilizations II (3)		HIST	122	Western Civilizations II (3)			
Elective	es (Taker	n as needed to complete any additional	39	<b>Electiv</b>	<mark>es</mark> (Taker	n as needed to complete any additional	<mark>33-35</mark>		
degree	requirem	nents)		degree	requirem	pents)			
To cour	nt toward	the major, courses must be passed with a		To cour	nt toward	the major, courses must be passed with a			
minimu	m grade	of "C." Topics courses may only fulfill		minimu	m grade	of "C." Topics courses may only fulfill			
the spec	ific requ	irements when approved by the school.		the spec	ific requ	irements when approved by the school.			
All sect	ions of E	ENGL 210 count as a major elective.		All sect	All sections of ENGL 210 count as a major elective.				
		Summary of Credits	English (	nglish (B.A.) – Writing Specialization					
System	Genera	l Education Requirements	30	System General Education Requirements			30		
AHSS (	College I	Requirements	0	AHSS (	College I	Requirements	<mark>6</mark>		
Addition	nal requi	ired credits of coursework beyond SGRs,		Addition	nal requi	red credits of coursework beyond SGRs,			
Major, a	and Supp	port Courses		Major, and Support Courses					
Majors	Require	ements	45	Majors Requirements			45		
Suppor	ting Cou	ursework	6	Supporting Coursework			6		
Elective	es (Taker	n as needed to complete any additional	39	<b>Electives</b> (Taken as needed to complete any additional			<mark>33</mark>		
degree	requirem	nents)		degree requirements)					
		Summary of Credits	English	<mark>(B.S.)</mark> – `	Writing	Specialization			
				System	Genera	l Education Requirements	30		
				AHSS (	College I	Requirements	<mark>4</mark>		
				Additional required credits of coursework beyond SGRs,					
				Major, and Support Courses					
				Majors Requirements		45			
				Suppor	ting Cou	ırsework	6		
				<b>Electiv</b>	<mark>es</mark> (Taker	n as needed to complete any additional	<mark>35</mark>		
				degree	requirem	pents)			
		Total number of hours required for major	51			Total number of hours required for major	<mark>55-57</mark>		
Total number of hours required for degree						Total number of hours required for degree	120		

### Total number of hours required for degree 120

### 8. Explanation of the Change:

The School of English and Interdisciplinary Studies identified the following curriculum changes to the English major – Writing Specialization:

- Redistribution of the required coursework within the major, specifically the elimination of one 200-level course and the increased number of required 300-/400-level literature courses from one to two. Because majors already are required to complete twelve credits of major coursework at the 100-/200-level, this change will allow majors to focus on more advanced, upper-level major coursework, and it will also help them achieve the required 33 credits of 300-/400-upper-level coursework for graduation.
- Request to offer the B.S. degree for the existing Writing specialization in order to expand the • degree portfolio by offering a degree path to allow majors to pursue interests in the sciences. In addition, offering the B.S. degree also creates a more streamlined path to degree completion for students who wish to double major with another B.S. degree.

### For substantial modifications requiring Board approval, complete the items below.

References to external sources should be documented with a footnote (including web addresses where applicable).

9. Date of approval from the Executive Director or designee.

#### January 12, 2024

#### 10. Identify the program modification requested.

SDSU is currently authorized to offer a B.A. in English. This includes the English major plus two specializations – English Education and Writing. The School of English and Interdisciplinary Studies requests to add the B.S. degree for the English major and two specializations. Offering a B.A. and B.S. degree for this major and the specializations will allow their majors to pursue interests in the natural sciences, offer more flexibility, open career pathways, and increase the opportunities for students to pursue dual majors. Most of the programs within the College of Arts, Humanities and Social Sciences currently offer both B.A. and B.S. degree options for their majors. The college's Bachelor of Arts degree requirements (completion of 6+ credits in a Modern Foreign Language including the 202-level) would be replaced by the college's Bachelor of Science requirement to complete 10+ credits of Natural Science coursework.

#### 11. Provide justification for the desired modification.

The addition of the B.S. degree will align the English degree portfolio with other institutions in the state and region including the Black Hills State University, University of South Dakota, University of Minnesota, the University of Nebraska, Iowa State University, and the University of Wisconsin. Both prospective and matriculated students have expressed interest in pursuing the B.S. degree in English. Often, this is because they wish to pursue an English degree, but they also have interest in careers in science-based fields or in double-majoring with a natural sciences degree. For those who wish to double major in English and a natural sciences degree, offering the B.S. degree also creates a more streamlined path to degree completion because they do not have to complete two separate college requirements (14 credits in Modern/Foreign Language and 11+ credits in Natural Sciences). Finally, because English majors often compete for positions in science- and technology-based industries, a natural sciences background is often beneficial in their career training. These positions are often in technical and professional writing, public health and medical communication, software and social media design, and grant writing for the natural sciences, including such careers as a grant writing specialist at universities and/or other institutions with natural sciences-based laboratory settings.

# **12.** Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

The modification would require a minimum change to the catalog description to include the degree requirements for the B.S. No other changes, including to student learning outcomes, would be required.

#### 13. Indicate the number of students currently enrolled in the program.

62 students (22 English major, 21 English Education specialization, 19 Writing specialization)

#### 14. Describe the real impact to students.

Offering additional degree paths will be attractive to both prospective and current students. The school has lost both prospective and enrolled majors to other institutions that offer the B.S. in English as well as to other programs within SDSU that offer the B.S. degree.

#### **15.** Describe the real impact to the university.

The largest impact will be positive in that the school will be better able to recruit and retain students who wish to pursue the B.S. in English.

#### 16. Describe any cost associated with the program modification.

No cost will be associated with this modification.

# 17. Describe any risks and unintended consequences associated with the program modification.

The school anticipates no risks or unintended consequences with the modification.

# **18.** Would this modification be effective for current and future students, or only students who enroll following the change?

This modification will be effective for new students in the 2024-2025 academic catalog. Following SDBOR Policy 2.6.2 existing students may elect a catalog of graduation that is later than their initial catalog.

#### SOUTH DAKOTA BOARD OF REGENTS

#### Academic and Student Affairs Consent

#### AGENDA ITEM: 5 – H DATE: May 13-15, 2024

#### **SUBJECT**

Inactive Status and Program Termination Requests - BHSU, SDSMT, SDSU & USD

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

BOR Policy 2.3.2 – New Programs, Program Modifications and Inactivation/Termination <u>AAC Guideline 2.3.2.5.A</u> – Programs on Inactive Status <u>AAC Guideline 2.3.2.5.B</u> – Program Termination

#### **BACKGROUND / DISCUSSION**

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

• Degree Program: English Composite (BSEd & BS) Justification: The program is underenrolled and has not met BOR enrollment thresholds.

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

- Degree Program: Electrical Engineering Minor Justification: The EE Industry Advisor Board felt that the EE minor did not imply sufficient EE training to be useful to employers and gave students a false sense of EE expertise. They asked that the minor be removed. The EE faculty agreed.
- Degree Program: Six Sigma (Graduate Certificate) Justification: The current curriculum for the graduate certificate does not require enough 500+ level credits to be awarded at the Graduate level. The IE faculty have decided to maintain the current requirements and offer the certificate at the undergraduate level only.

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

• Degree Program: Early Childhood Education (BS) – Cooperative Elementary Education with DSU

(Continued)

#### **DRAFT MOTION 20240513 5-H:**

I move to approve the program termination requests from BHSU, SDSMT, SDSU, and USD as presented.

Inactivation/Termination May 13-15, 2024 Page 2 of 2

> Justification: The College of Education and Human Sciences requests to terminate the Early Childhood Education (B.S.) – Cooperative Elementary Education program with DSU. In May 2023, the SDBOR approved SDSU to offer an Elementary Education (B.S.) program. Students who are currently enrolled in the cooperative program are allowed to continue with their program of study. All students in the program are anticipated to graduate no later than December 2025.

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

- Degree Program: Administration (MS) Long-Term Care Administration Specialization Justification: The Long-Term Care Administration specialization currently has no students. Enrollment in this specialization has been small since 2019, declining from 5 to 1 across the four-year period of fall 2019 to fall 2022.
- Degree Program: Secondary Education (BSEd) Biology Education Specialization Justification: USD has created a new Science Education Specialization in the Secondary Education BSEd program. Therefore, the Biology Education specialization is no longer needed. Current students will be able to finish their degree, as all courses in the program will continue to be offered by the university.

#### IMPACT AND RECOMMENDATION

Board staff recommends approval.

#### **ATTACHMENTS**

Attachment I – BHSU Program Termination Requests Attachment II – SDSMT Program Termination Requests Attachment III – SDSU Program Termination Requests Attachment IV – USD Program Termination Requests



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:	BHSU	
DEGREE(S) AND PROGRAM:	BBSED.ENC / BBS.ENC (English Com	posite)
CIP CODE:	230101	
UNIVERSITY DEPARTMENT:	College of Liberal Arts	
<b>BANNER DEPARTMENT CODE:</b>	6A	
UNIVERSITY DIVISION:	School of Arts and Humanities	
BANNER DIVISION CODE:	BSAH	

#### **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.

	Jon -	Presider	ounum nt of the Universi	ity			Click her d	re to enter a ate.
1.	Program Degro	ee Level	(place an "X" in	n the appr	opriate box	:):		
	Associate		Bachelor's	$\boxtimes$	Master's		Doctoral	
2.	Category (place	e an "X"	' in the approprie	ate box): ¹				
	Certificate		Specialization		Minor		Major	$\boxtimes$
3.	The program a	ction pr	oposed is (place	an "X" in	the appro	priate box	c): ²	
			Inactiv	ve Status		Te	ermination	$\boxtimes$
			See q	uestion 4		See questi	ons 5 and 6	

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

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

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

#### 4. INACTIVE STATUS

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

15 May 2024

#### 5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This program has too few students. The BOR has determined that we should terminate the program, and BHSU agrees.

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

With careful advising, there will be no negative implications. The courses offered in this program are offered in other majors as well, so required classes will not be cancelled. Students in the program will be able to graduate on time with appropriate courses.

- 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 May, 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 May 2024
- E. What is the last term or date (day/month/year) by which a student can graduate from the program? 15 May, 2028

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?

Because this program is a blend of existing majors and a minor (English, Communication & Media, Spanish, Theater), there will be no savings. The classes in those areas will continue to be taught on their current rotation, and current faculty will therefore still be needed to teach those courses.

G. What are the resulting employee terminations and other possible implications including impact on other programs? There are none.

#### 6. TERMINATION WITHOUT ENROLLED STUDENTS

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



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:	<b>Electrical Engineering Minor</b>
CIP CODE:	141001
UNIVERSITY DEPARTMENT:	MECS
BANNER DEPARTMENT CODE:	MECS
UNIVERSITY DIVISION:	4E
BANNER DIVISION CODE:	<b>4</b> E

#### **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 her d	re to enter a ate.	
		Pres	ident of the University			Γ	Date	
1.	Program Degro	ee Le	vel (place an "X" in the appr	opriate box	x):			
	Associate		Bachelor's 🛛	Master's		Doctoral		
2.	Category (place	e an '	<i>"X" in the appropriate box</i> ): ¹					
	Certificate		Specialization	Minor	$\boxtimes$	Major		
3.	The program a	ction	proposed is ( <i>place an "X" in</i>	n the appro	priat	$e box):^2$		
			Inactive Status			Termination	$\boxtimes$	
			See question 4		See q	uestions 5 and 6		

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

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

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

#### 4. INACTIVE STATUS

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

#### 5. TERMINATION WITH ENROLLED STUDENTS

- **A.** Provide a justification for terminating the program: The EE Industry Advisor Board felt that the EE minor did not imply sufficient EE training to be useful to employers and gave students a false sense of EE expertise. They asked the minor be removed. The EE faculty agreed.
- **B.** What is the plan for completion of the program by current students? Students who already have declared the EE Minor will be allowed to graduate. No new EE minors will be approved starting 2/1/2024.
- 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)?

2/1/2024 start of the phase out and the last date students may enroll.

- **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*)? 2/1/2024
- E. What is the last term or date (day/month/year) by which a student can graduate from the program? 5/10/2027
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

Cost savings is based on lab supplies and equipment wear & tear. These funds will be reinvested into the labs.

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

**G.** What are the resulting employee terminations and other possible implications including impact on other programs? No terminations or other implications.

#### 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?



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:	Six Sigma Grad Certificate
CIP CODE:	143501
UNIVERSITY DEPARTMENT:	Industrial Engineering
<b>BANNER DEPARTMENT CODE:</b>	MIND
UNIVERSITY DIVISION:	4E
BANNER DIVISION CODE:	4E

#### **University Approval**

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

D	r. Jim Rankin					Click her d	e to enter a ate.
		Pres	ident of the University			Ē	Date
1.	Program Degre	ee Le	vel (place an "X" in the appr	opriate box	x):		
	Associate		Bachelor's	Master's	$\boxtimes$	Doctoral	
2.	Category (place	e an '	<i>"X" in the appropriate box</i> ): ¹				
	Certificate	$\boxtimes$	Specialization	Minor		Major	
3.	The program a	ction	proposed is ( <i>place an "X" in</i>	n the appro	priat	$e box):^2$	
			Inactive Status			Termination	$\boxtimes$
			See question 4		See q	uestions 5 and 6	

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

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

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

#### 4. INACTIVE STATUS -N/A

- 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 -N/A

- 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:

The current curriculum for the graduate certificate does not require enough 500+ level credits to be awarded at the Graduate level. The IE faculty have decided to maintain the current requirements and offer the certificate at the undergraduate level only.

- **B.** What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)? Summer 2024 term (5/6/24)
- C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

The same existing courses will continue to be offered through the ENGM and IE master's degrees. There are no cost savings.

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

None; students can still enroll in the certificate at the undergraduate level.



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

<b>UNIVERSITY</b>	SDSU
DEGREE(S) AND PROGRAM:	Early Childhood Education (B.S.) – Cooperative
	Elementary Education Program with DSU
	[SBS.ECE.DSU]
CIP CODE:	13.1202
UNIVERSITY DEPARTMENT:	School of Education, Counseling & Human
	Development
<b>BANNER DEPARTMENT CODE:</b>	SECH
<b>UNIVERSITY DIVISION:</b>	College of Education & Human Sciences
<b>BANNER DIVISION CODE:</b>	3H

#### **University Approval**

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

President of the University Date

**1.** Program Degree Level: Associate  $\Box$  Bachelor's  $\boxtimes$  Master's  $\Box$  Doctoral  $\Box$ 

2.	Category: ¹	Certificate $\Box$	Specialization $\boxtimes$	Minor $\Box$	Major 🗆
----	------------------------	--------------------	----------------------------	--------------	---------

**3.** The program action proposed is:² Inactive Status  $\Box$  Termination  $\boxtimes$ 

#### 5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Education and Human Sciences requests to terminate the Early Childhood Education (B.S.) – Cooperative Elementary Education program with DSU. In May 2023, the SDBOR approved SDSU to offer an Elementary Education (B.S.) program.

**b.** What is the plan for completion of the program by current students? Current students enrolled in the DSU Cooperative Elementary Education program are

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.

allowed to continue with their current program of study. SDSU currently has 39 students enrolled in the program. All students are anticipated to graduate no later than December 2025.

- c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? Fall 2023
- **d.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? Fall 2023
- e. What is the last term or date (day/month/year) by which a student can graduate from the program? Fall 2025
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings? No cost savings anticipated; all costs transfer to new program.
- g. What are the resulting employee terminations and other possible implications including impact on other programs?

No employee terminations are necessary.



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

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Master of Science in Administration- Long-Term
	Care Administration specialization only
	[UMS.ADM-LTA]
CIP CODE:	44.0000
<b>UNIVERSITY DEPARTMENT:</b>	Political Science
<b>BANNER DEPARTMENT CODE:</b>	UPOL
<b>UNIVERSITY DIVISION:</b>	Arts & Sciences
<b>BANNER DIVISION CODE:</b>	2A

#### **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

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

   Associate
   Bachelor's
   X
   Master's
   Doctoral
  - Associate Bachelor's A Master's Doc
- Category (place an "X" in the appropriate box before the category):

   Certificate
   X
   Specialization
   Minor
   Major

#### 3. The program action proposed is:

Termination without enrolled students Section 6

#### 6. TERMINATION WITHOUT ENROLLED STUDENTS

#### A. Provide a justification for terminating the program:

The Long-Term Care Administration specialization currently has no students. Enrollment in this specialization has been small since 2019, declining from 5 to 1 across the four-year period of fall 2019 to fall 2022.

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

The proposed termination date is with the start of the 2024/25 graduate catalog (Summer 2024).

Х

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

Although the termination will not result in the reduction of expenditures, it will produce efficiencies by permitting faculty reassignments to courses that generate more tuition revenue.

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

There will be no employee terminations resulting from this change. The impact on other specializations will be positive, specifically the reallocation of faculty teaching to courses in specializations that attract more enrollments.



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

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Secondary Education BSED Biology Education
	Specialization only [UBSED.SED-BE]
CIP CODE:	13.1322
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
<b>BANNER DEPARTMENT CODE:</b>	UCIN
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

#### **University Approval**

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

President of the University

Date

- **1.** Program Degree Level (place an "X" in the appropriate box before the category): X Bachelor's Associate Master's Doctoral
- 2. Category (place an "X" in the appropriate box before the category):¹ X Specialization Certificate Minor Major
- 3. The program action proposed is (*place an "X" in the appropriate box following the action*):

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

#### 4. INACTIVE STATUS

#### 5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

We have created a new Science Education specialization in the Secondary Education BSED program. Therefore, the Biology Education specialization is no longer needed.

Х

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

Current students will be able to finish their degree as all courses in this program will continue to be offered by the university.

- 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)? 5/13/2024
- **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)? 5/13/2024

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

- E. What is the last term or date (day/month/year) by which a student can graduate from the program? 8/30/2028
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

There are no planned cost savings for this termination as we have created a new Science Education specialization. This new specialization is taking the place of the Biology Education specialization.

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

There are no impacts on staffing.

#### SOUTH DAKOTA BOARD OF REGENTS

#### Academic and Student Affairs Consent

#### AGENDA ITEM: 5 – I DATE: May 13-15, 2024

#### SUBJECT

#### **Revisions to Terminal Degrees Table – BHSU & USD**

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

<u>AAC Guideline 2.7.1.B</u> – Terminal Degree Table Modifications <u>AAC Guideline 2.7.1.B(1)</u> – Terminal Degrees Table

#### **BACKGROUND / DISCUSSION**

Black Hills State University (BHSU) and the University of South Dakota (USD) request to make the following revisions to the terminal degree table (also noted in Yellow within Attachment I):

University	Discipline	Proposed Revisions
BHSU	American Indian / Native Studies	<u>Ph.D., Ed.D.</u>
USD	Health Sciences	MD, DO, DDS/DDM, DPM
USD	Public Health	MD, DO, DDS/DDM, DPM
USD	Music	DM (Doctor of Music)

#### IMPACT AND RECOMMENDATIONS

BHSU & USD have reviewed degrees associated with these programs and have determined that the recommended changes and additions reflect credentials that would be more aligned with the courses and content required of the disciplines. Per AAC Guideline 2.7.1.B, revisions to the terminal degree table are approved by AAC and the Board of Regents.

Board staff recommends approval.

#### ATTACHMENTS

Attachment I – Proposed Revisions to AAC Guideline 2.7.1.B(1) – Terminal Degrees Table

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#### DRAFT MOTION 20240513_5-I:

I move to approve the proposed revisions to AAC Guideline 2.7.1.B(1) – Terminal Degrees Table, as provided in Attachment I.

			1		ī	1			ī	ī	7					7			7				A	ГТАС	HMI	ΞŊ	ΤI	2
	OSD	Ph.D., DBA											Ed.D. or Ph.D. with	Incerisure and climical	practice in addiction or prevention	Ph.D	Ph.D, MD, DO, DPM, PharmD		Ph.D			MFA, PhD	MFA, Ph.D, Ed.D	MA/MS + certification by the Nat'l Athletic Training			Ph.D., MD, DO, DPM, PharmD	Ph.D, MD, DO, DPM,
	*NSQS	Ph.D, DBA	USAF Determines	Ph.D	Ph.D	Ph.D	Ph.D, Ed.D	Ph.D	Ph.D or Ed.D	Ph.D	Ph.D	Ph.D				Ph.D	Ph.D	Ph.D, DVM	Ph.D	Ph.D, MFA	M.Arch, D.Arch, MS in Arch Design (coupled with B.Arch), Doctor of Design (coupled with a B.Arch or M.Arch)	DA, Ph.D, MFA	DA, Ph.D, MFA	Ph.D; Ed.D	Ph.D	Ph.D, Ed.D, DM		Ph.D
	SDSM&T																					Ph.D, MFA			Ph.D			Ph.D
IAL DEGREES	NSN	Ph.D, DBA, Ed.D. with CPA, JD with CPA																				Ph.D, MFA						
TERMIN	DSU	Ph.D, DBA, JD with CPA																				Ph.D, D.A., MFA	Ph.D, DA, MFA, Ed.D					
	BHSU	Ph.D, DBA														Ph.D., Ed.D.						Ph.D, Ed.D, MFA						
	Discipline	Accounting	Aerospace Studies	Agricultural Business	Agricultural Finance	Agricultural Economics	Agricultural Education	Agriculture & Biosystems Engineering	Agricultural Journalism	Agricultural Marketing	Agricultural Systems Technology	Agronomy	Addiction Studies			American Indian / Native Studies	Anatomy	Animal Science	Anthropology	Apparel Merchandising	Architecture	Art	Arts Education	Athletic Training	Atmospheric, Environmental & Water Resources	Aviation Education	Basic Biomedical Sciences	Biochemistry

Updated <u>May 2024</u>

		TERMIN	VAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	NSD
Biology	Ph.D, DA	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Biological Engineering				D''H		
Biological Sciences		Ph.D, Ed.D			Ph.D	Ph.D
Biomedical Engineering				D.hG		Ph.D
Botany		Ph.D, Ed.D			Ph.D	
Business Administration (Management)	Ph.D, DBA, JD*	Ph.D, JD, DBA	Ph.D, DBA, Ed.D, JD		Ph.D, JD, DBA	Ph.D, DBA, JD*
Business Education	Ph.D, Ed.D., DBA	Ph.D, JD,DBA, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D
Chemistry	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Chemical Engineering				Ph.D		
Civil Engineering				Ph.D	Ph.D	
Combined PhD						PhD, MD, DO, DPM, PharmD
Communications/Mass-Journalism	Ph.D, Ed.D, MFA**	Ph.D, MFA, DA			Ph.D, Ed.D	JD, MFA, Ph.D, Ed.D
Communications/Theatre		Ph.D, MFA, DA			Ph.D, DA, MFA	
Communications Arts/Theatre		Ph.D, MFA, DA			Ph.D, MFA, DA	
Communications - English	Ph.D, Ed.D, DA	Ph.D, MFA, DA			Ph.D	
Communications - Speech	Ph.D, Ed.D	Ph.D, MFA, DA			Ph.D	Ph.D
ACommunication Disorders						Ph.D; AuD, SLPD
Computer Applications	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D, D.Sc.			Ph.D	
Computer Game Design		MFA or MS degree in a technical field related to computer science or engineering				
Computer Engineering				Dh.D		
Computer Programming	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D, D.Sc.			Dh.D	
Computer Science/Information Systems		Ph.D, D.Sc.	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Construction Management					Ph.D, DM, Ed.D, DT, DIT	
Counseling & Human Resource Development					Ph.D, Ed.D	
Counseling & Psychology in Education						PhD, EdD

Updated <u>May 2024</u>

<b>TTACHMENT I</b>
$\checkmark$

		TERMII	VAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	USD
Construction Engineering & Management				Either a Ph.D. in Civil Engineering or related field; OR, a terminal degree such as a JD and significant experience in the area of civil engineering or construction engineering management		
Consumer Affairs					Ph.D, Ed.D	
Curriculum & Instruction	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Cyber Sciences		Ph.D, D.Sc.				
Dairy Manufacturing					Ph.D	
Dairy Production					Ph.D	
Dairy Science					Ph.D	
Dental Hygiene						MA/MS*, DDS
Dietetics					Ph.D	
Early Childhood Education	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Earth Science					Ph.D	Ph.D
Economics	Ph.D, DA	Ph.D, DBA	Ph.D, Ed.D, DBA		Ph.D	Ph.D
Education		Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Education Administration					Ph.D, Ed.D	Ph.D, Ed.D
Electrical Engineering				Ph.D	Ph.D	
Electronics Engineering Technology					Ph.D, DM, Ed.D, DT, DIT	
Elementary Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
Engineering Management				Ph.D		
Engineering Physics					Ph.D	
English	Ph.D, DA, Ed.D****, MFA for composition and creative writing positions only	Ph.D, DA, MFA, Ed.D	Ph.D, Ed.D, DA	D''H	Ph.D, MFA for creative writing positions only	Ph.D, MFA for creative writing positions only
Environment Management					Ph.D	
Environmental Engineering				Ph.D		
Environmental Physical Science	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D	
European Studies					Ph.D	
Exercise Science		Ph.D, Ed.D			Ph.D, Ed.D, DPH	
Family & Consumer Science Education					Ph.D, Ed.D	

### ATTACHMENT I

Updated <u>May 2024</u>
		TERMI	NAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	*USQS	OSN
ily Medicine						DO, MD, Ph.D
nce						Ph.D
ss-Wellness Management, Health, Physical Education					Ph.D, Ed.D, DPH	Ph.D, Ed.D, Pe.D
ch Studies						Ph.D
eral Agriculture					Ph.D	
Iraphy	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	
raphic Information Systems					Ph.D	
ógy				Ph.D		
ogical Engineering				Ph.D		
hysics and Seismology				Ph.D.		
an					Ph.D	Ph.D
Itology					Ph.D	
ו Education					Ph.D, Ed.D, DPH	Ph.D, Ed.D
Information Management		MA or MBA or MS degree plus registered health information administrator or registered health information technician certification				
, Physical Education & Recreation						Ph.D, Ed.D, Pe.D
Promotion						Ph.D, Ed.D
Science					Ph.D, DPH	Ph.D, Ed.D, <u>MD, DO,</u> <u>DDS/DDM, DPM</u> or clinical doctorate
Services Administration	Ph.D, Ed.D, DHA					Ph.D Ed.D
	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	Ph.D
y & Criticism						Ph.D
ulture					Ph.D	
tality Management					Ph.D, DM	
ın Development & Family Studies					Ph.D, Ed.D	
n Resource Management	Ph.D, DBA					Ph.D
n Services	Ph.D, Ed.D, DA		Ph.D, Ed.D, DA			
ו Studies	Ph.D, Ed.D, DA, JD*				Ph.D	Ph.D
trial Engineering				Ph.D		

		TERMI	NAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	OSD
Industrial Management/Technology		Ph.D, DBA				
Instrumental Music	Ph.D, Ed.D, DMA	Ph.D, MFA, DMA, DA	Ph.D, Ed.D, DMA, DA		Ph.D, DMA, MFA	MFA, DMA
Interior Design					Ph.D, MFA, M. Arch., D. Arch., MS in Arch (coupled with an ID undergraduate degree), and Doctor of Design (coupled with an ID undergraduate degree	
Internal Medicine						DO, MD
International Studies						Ph.D
Journalism		Ph.D, MFA, DA			Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Kinesiology and Sport Science						PhD, EdD
Lab Animal Services					DVM	DVM,
Landscape Design					PH.D or MLA	
Law						JD*
Law Library Director						MLS and JD
BLibrary					Ph.D or MLS + 2nd	MLIS, MLS*
``````````````````````````````````````					Masters; MLS or MLIS for	
					Assistant Librarian rank;	
					MLS or MLIS + Ph.D or	
					2 nd Masters for Associate	
					Librarian and Librarian ranks	
Library Media (Teaching)	Ph.D, Ed.D, MLS		Ph.D, Ed.D, MLS			Ph.D, Ed.D
Library Media (Non-Teaching)	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS			
Library Science		MLS from an ALA accredited program		Ph.D, MLS		
Marketing	Ph.D, DBA	Ph.D, DBA	Ph.D, DBA		Ph.D, DBA	Ph.D, DBA
Mass Communication					Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Materials Engineering & Science				Ph.D		
Mathematics	Ph.D, DA	Ph.D	Ph.D, Ed.D, DA	Ph.D, DA	Ph.D	Ph.D
Mechanical Engineering				Dh.D	Ph.D	
Medical Library						WLS*
Medical Laboratory Science					Ph.D, DCLS, Ed.D in conjuction with MLS (ASCP)	MA/MS*
Metallurgical Engineering				Ph.D		

	TERMI	NAL DEGREES			
	nsa	NSN	L%MSDS	*USOS	USD
			Ph.D	D''U	Ph.D, MD, DO, DPM, PharmD
Ph.D	, Ed.D			Ph.D, Ed.D	Ph.D, Ed.D
				Determined by US Army	Determined by U.S. Army
			Ph.D		
				Ph.D	Ph.D
			Ph.D		
Ph.D,	DA,MFA, DMA	Ph.D, DA, DMA	Ph.D, DMA	Ph.D, DMA, MFA, DA	DMA, PhD, D.A., <u>D.M.</u>
Ph.D, Ed.D	DA,MFA, DMA,			Ph.D, DMA, MFA, DA	Ph.D, Ed.D
				Ph.D, DMA, MFA, DA	
		Ph.D, DA, DMA		Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
				Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
			Dh.D		
				Ph.D, Doc N Science,	Ph.D (nursing or related
				Ed.D, DNP	Tield), UNS, Ed.U, and D.N.P.
				DNP	PhD (nursing or related
					(doctorally-prepared), DNAP, MD, DO
				Ph.D	
					PhD, DrOT, OTD, EdD, DSc*
Ph.D, E(	d.D, DBA	Ph.D, Ed.D, DBA			
				Ph.D, DM, Ed.D, DT, DIT	Ph.D
					Ph.D
				Ph.D	
				Ph.D, Pharm.D	
				Ph.D, Pharm.D	
				Ph.D	Ph.D
Ph.D, E	Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
					DPT, PhD, EdD, or DSc—all plus licensure
					to practice MA/MS*

		TERMI	NAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	OSD
gy/Pharmacology					Ph.D	Ph.D, MD, DO, DPM, PharmD
	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	D.Sc, Ph.D	Ph.D	Ph.D
oduction					Ph.D	
Science	Ph.D, DA,	Ph.D, DA	Ph.D, Ed.D, DA, JD		Ph.D, JD	Ph.D, DPA
Science/Criminal Justice					Ph.D, JD	Ph.D, DPA, JD
2						Ph.D, MD, DO
ß	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
dministration					Ph.D, DPA	Ph.D, DPA
aalth					M.P.H., D.P.H., Ph.D, or dinical doctorate	M.P.H., D.P.H., Ph.D, Ed.D, <u>MD, DO,</u> <u>DDS/DDM, DPM</u> or clinical doctorate
elations					Ph.D, Ed.D	
cience					Ph.D	
s Studies					Ph.D, Div.	
bry Care					MS + RRT or	
					MA + RRT	
ciology					Ph.D	
Physical	Ph.D	Ph.D, Ed.D			Ph.D	
ience	Ph.D, DA		Ph.D, Ed.D, DA	Ph.D	Ph.D	
ork					Ph.D, DSW	MSM
	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA, JD	Ph.D	Ph.D	Ph.D
rsity Affiliated Program						MSW, Ph.D, Ed.D, MD, DO
	Ph.D		Ph.D, Ed.D		Ph.D	Ph.D
ducation	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
	Ph.D, MFA***	Ph.D, DA, MFA	Ph.D, Ed.D, DA		Ph.D	Ph.D
creation, and Park Management					Ph.D, Ed.D	
				Ph.D		
						LLM or MT, Ph.D, DBA
бð	Ph.D, Ed.D	Ph.D, Master's plus industry experience, D.Sc.				
		Ph.D, DA, MFA	Ph.D, Ed.D, MFA, DA		Ph.D, DA, MFA	MFA, Ph.D, Ed.D
and Hospitality	Ph.D, DBA					
ts-Studio					Ph.D, DA, MFA	MFA
Isic	Ph.D, Ed.D, D.M.A.		Ph.D, Ed.D, DMA		Ph.D, DMA, MFA	MFA, DMA
s Management	Ph.D, Ed.D					Ph.D, Ed.D

# ATTACHMENT I

		TERMIN	AL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	USD
Wildlife Fisheries					Ph.D	
Veterinary Science					Ph.D, DVM	
Black Hills State University						
*In cases where the institution hires a J.D. fo	ir the specific purpose of i	using his/her legal expertise	in law-related classes, th	at degree shall be conside	red terminal.	
** Graphics, Photography, or Multi-media On	ly					
*** Theatre						
**** Applies only to English Education						
South Dakota School of Mines & Technol	oqv					
We do not hire on a tenure track contract unl	less the person has an ea	irned doctorate. Doctorates	represented by our curre	nt faculty are:		
Doctor of Philosophy (Ph.D)						
Doctor of Arts (D.A.)						
Doctor of Music Arts (D.M.A.)						
Doctor of Education (Ed.D)						
Juris Doctor (JD)						
Doctor of Science (D.Sc.)						
The degrees and discipline areas shown in the	he table are those of our o	current permanent faculty.				
Part-Time faculty are hired in various discipli	nes on an as needed bas	is.				
The following degrees are considered to be t	terminal degrees for purp	oses of promoton amoung o	ur Lecturer Series faculty			
Master of Arts (M.A.)						
Master of Science (M.S.)						
Master of Library Science (M.L.S.)						
Master of Fine Arts (M.F.A.)						
Master of Philosophy (M.PHIL.)						
With the exception of our professional librari.	ans, these positions are a	II ones with substantial soft	money support.			
South Dakota State University						
Wherever a Ph.D is noted, other doctorates	such as Ed.D. DTA. DA. I	Doc. Sci. etc. will be conside	ered terminal degrees in p	ace of the Ph.D in anv are	a if appropriate to the assid	nment.
Degrees regarded by South Dakota State Ur	niversity as terminal degre	es for appointment, promoti	ion, and tenure purposes	are as follows:		
Master of Fine Arts (MFA)						
Master of Landscape Architecture (MLA)						
Master of Library Science (MLS) when con	nbined with a second mas	ters degree				
Master of Social Work (MSW) (in the past;	would be reevaluated wit	h new appointments)				

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ATTACHMENT I

		TERM	IINAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	USD
Director of Education (Ed.D)						
Doctor of Arts (DA)						
Doctor of Business Administration (DBA)						
Doctor of Dental Science (DDS)						
Doctor of Divinity (DD)						
Doctor of Engineering (D.Eng)						
Doctor of Industrial Technolgoy (DIT)						
Doctor of Jurisprudence (JD)						
Doctor of Medicine (MD)						
Doctor of Music Arts (DMA)						
Doctor of Pharmacy (PharmD) (if a first entry	v into practice degre	e, it would be necessary for i	individual to have experience	and/or a residency or post	doctoral experience to prog	gress through the ranks)
Doctor of Philosophy (Ph.D)						
Doctor of Public Administration (DPA)						
Doctor of Public Health (DPH)						
Doctor of Science (D.Sci)						
Doctor of Teaching Arts (DAT or DTA)						
Doctor of Technology (DT)						
Doctor of Veterinary Medicine (DVM)						
In addition there are administratively approved	d explanations/justifi	cations for:				
Journalism - a combination of degree plus w	ork in the field is de	scribed relative to the various	s ranks			
Engineering Technology - a combination of c	degree plus industri	al experience is described rel	lative to the various ranks			
Both of these internally approved documents a experience is more relevant than looking solel	are justified with data y at the doctorate as	a about faculty in the profess s the terminal degree.	ion and reference to accredita	tion criteria. In both areas	the combination of academ	nic degree and work
University of South Dakota						
Dental Hygiene: MA or MS in an approved re	elated area plus a b	accalaureate degree in Denta	al Hygiene			
Law: Issued by a school accredited by the Ar	merican Bar Associ	ation				
Law Library: MLS issued by a school accredi	ited by the America	ר Library Association and a J	D issued by a school accredit	ed by the American Bar As	sociation	
Library: Issued by a school accredited by the	e American Library A	vssociation plus a second me	asters or a Specialist or a Doc	torate in a disciplinary area		
Medical Library: With certification by the Mec	dical Library Associa	ation plus a second masters i	in a discipline area			
Occupational Therapy: Plus licensure if the	degree is in Occupa	ational Therapy.				
Physical Therapy: Plus licensure if the degre	e is in Physical The	rapy.				
Physician Assistant: Master's degree in any o	discipline					

# ATTACHMENT I 10

#### SOUTH DAKOTA BOARD OF REGENTS

#### Academic and Student Affairs Consent

#### AGENDA ITEM: 5 – J (1) DATE: May 13-15, 2024

#### **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.

This agreement was previously approved at the April 2024 Board meeting, but required revisions were discovered by Mines following that approval. Attachment I reflects the revisions to the agreement since that time.

Board staff recommends approval.

#### ATTACHMENTS

Attachment I – Agreement on Academic Cooperation – SDSMT & Oslo Metropolitan University

#### 

#### DRAFT MOTION 20240513_5-J(1):

I move to approve South Dakota School of Mines & Technology to finalize and execute the agreement on academic cooperation between SDSMT and the Oslo Metropolitan University in substantially similar form to that set forth in Attachment I.

#### **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 students.

Each host institution will send the nomination and application processes and deadlines in a timely manner. The host institution reserves the right of final approval on the admission of a student. If no deadlines are specified, each home institution will endeavor to send completed applications for their

#### ATTACHMENT I 4

students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester. 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

Oslo Metropolitan University **by** 

Dr. Laurence Marie Anna Habib Dean Faculty of Technology, Art and Design

Date:

Signed on behalf of South Dakota School of Mines and Technology by

Jim Rankin, PhD PE President

Date:

#### SOUTH DAKOTA BOARD OF REGENTS

#### Academic and Student Affairs Consent

#### AGENDA ITEM: 5 – J (2) DATE: May 13-15, 2024

#### **SUBJECT**

Agreement 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 an agreement on academic cooperation with the University of Agriculture in Krakow, located in Krakow, Poland.

#### IMPACT AND RECOMMENDATION

The agreement with the University of Agriculture in Krakow will allow the two universities to explore collaborations in disciplines related to Agriculture in SDSU's College of Agriculture, Food, and Environmental Sciences, as well as the Ness School, Geography, and Geospatial Sciences, and the J.J. Lohr College of Engineering. Collaborations may include exchange of scientific and technical expertise, educational practices, and joint research.

Board staff recommends approval.

#### **ATTACHMENTS**

Attachment I – Agreement on Academic Cooperation – SDSU & University of Agriculture in Krakow

#### ******

#### DRAFT MOTION 20240513_5-J(2):

I move to approve South Dakota State University to finalize and execute the agreement on academic cooperation between SDSU and the University of Agriculture in Krakow in substantially similar form to that set forth in Attachment I.

# AGREEMENT ON ACADEMIC COOPERATION BETWEEN SOUTH DAKOTA STATE UNIVERSITY AND UNIVERSITY OF AGRICULTURE IN KRAKOW

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, South Dakota State University (SDSU) and the University of Agriculture in Krakow (URK) 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 departments in the College of Agriculture, Food and Environmental Sciences (CAFES) as well as those departments outside CAFES related to Precision Agriculture.

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

# UMOWA O WSPÓŁPRACY AKADEMICKIEJ MIĘDZY UNIWERSYTETEM STANOWYM DAKOTY POŁUDNIOWEJ ORAZ UNIWERSYTETEM ROLNICZYM im. Hugona Kołłątaja W KRAKOWIE

Na podstawie wzajemnego zobowiązania do dalszego międzynarodowego zrozumienia i przyjaźni, dzielenia się wiedzą akademicką oraz nawiązywania i rozwijania wzajemnie korzystnych kontaktów akademickich, South Dakota State University (SDSU) i Uniwersytet Rolniczy im. Hugona Kołłątaja w Krakowie (URK) zgadzają się na następujące postanowienia:

#### I. Zakres współpracy

- Instytucje zgadzają się na wymianę Artykuł 1. doświadczeń i informacji w kwestiach pedagogicznych, organizacji i treści nauczania oraz szkolenia wykładowców i studentów, stosownie do potrzeb. Obszar wymiany obejmuje dyscypliny akademickie, które zostaną określone i wynegocjowane przez obie strony, i może w szczególności obejmować wydziały w Szkole Rolnictwa, Żywności i Nauk o Środowisku (College of Agriculture, Food and Environmental Sciences CAFES), a także te wydziały poza CAFES związane z Rolnictwem Precyzyjnym.
- Artykuł 2. Instytucje zgadzają się na wymianę wiedzy naukowej i technicznej, praktyk edukacyjnych, a także wystaw i innych materiałów, w stosownych przypadkach, ilustrujących działania i osiągnięcia obu instytucji.

Artykuł 3. Instytucje zgadzają się, w stosownych przypadkach, pomóc członkom wydziałów obu stron w prowadzeniu wspólnych projektów badawczych. DocuSign Envelope ID: C89C764C-5403-4FFC-9AAD-3904830D6525

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# ATTACHMENT I 3

norman per series de la series de La series de la series	exchange, and other similar projects as appropriate.	Artykuł 4.	Obie instytucje zgadzają się omówić inne propozycje związane z przyszłą
II.	Appointment of Coordinators		możliwość krótkich wizyt w ramach wymiany, wspólnych publikacji
Article 5.	Each institution shall designate an		badań, wymiany studentów i
	individual who will serve as		wykładowców oraz innych
	coordinator for this agreement. The		podobnych projektów w stosownych
	coordinator will be responsible for		przypadkach.
	maintaining, revising, and/or and		
	renewing the agreement, as	II.	Mianowanie koordynatorów
	appropriate. In addition, each		
	institution shall name at least one	Artykuł 5.	Każda instytucja wyznaczy osobę, która
	will coordinate the specific aspects of		będzie pełnic funkcję koordynatora
	the agreement		hedzie odpowiedzialny za
	the agreement.		utrzymanie, rewizie i/lub odnowienie
	and the second		umowy, stosownie do potrzeb.
Article 6.	The following individuals at each		Ponadto każda instytucja wyznaczy
	institution will be responsible for		co najmniej jedną osobę do
	coordinating this agreement:		kontaktów akademickich, która
			będzie koordynować poszczególne
			aspekty umowy.
		Artylant 6	Nastonujaca asahu u katalai instratusii
		Altykui 0.	heda odnowiedzialne za koordynacie
			niniejszej umowy:
			minejszej uniówy.
South Dakota State University USA     Uniwersytet Stanowy Południowej Dakoty       PRIMARY CONTACT FOR AGREEMENT     Image: Contact for the standard state of the state o		t Stanowy Południowej Dakoty USA	
PRIMARY C	ARY CONTACT FOR AGREEMENT Sally A. Gillman, Ph.D. GŁÓWNA OSOBA DO KONTAKTU W		
Name: Sally	A. Gillman, Ph.D.	GŁÓWNA	OSOBA DO KONTAKTU W
Title: Direc	ctor for Education Abroad	SPRAWIE	UMOWY
Office: Offic	:: Office of International Affairs ng Address: Briggs Library, Suite 119 Imie i nazwisko: Sally A. Gillman, Ph.D.		
Mailing Addi	ress: Briggs Library, Suite 119	orary, Suite 119Imię i nazwisko: Sally A. Gillman, Ph.D.5, SD 57007Tytuł: Dyrektor ds. edukacji za granicą	
E	Brookings, SD 57007	Tytuł: Dyrektor ds. edukacji za granicą Biuro: Biuro Spraw Międzynarodowych	
Telephone: 6	os 688 6004	Biuro: Biuro Spraw Międzynarodowych Adres do korespondencji: Briggs Library, Suite 119	
Fax: 6	05-688-6540	Adres do korespondencji: Briggs Library, Suite 119 Brookings, SD 57007	
1 u.A. 0	05-000-0540	Brookings, SD 57007 E-mail: sally.gillman@sdstate.edu	
ACADEMIC	E-mail: sally.gillman@sdstate.edu Telefon: 605-688-6094		5-688-6094
Name: James	EMIC UNIT CONTACTTelefon: 605-688-6094James Connors, Ph.D.Faks: 605-688-6540		88-6540
Title: Profess	or and Associate Dean	Faks: 605-688-6540	
Office: Colle	ge of Agriculture, Food and Environmental	KONTAKT	Z JEDNOSTKĄ AKADEMICKĄ
Science	ces	Imię i nazw	isko: James Connors, Ph.D.
Mailing Add	ress: Berg Agricultural Hall 162, Box 2207,	Tytuł: Profe	sor i prodziekan
	Brookings, SD 57007 USA	Biuro: Kole Środowisku	gium Rolnictwa, Żywności i Nauk o
Email: james	.connors@sdstate.edu	Adres do ko	respondencji: Berg Agricultural Hall
Telephone: 6	05-688-5135	162, Box 22	207, Brookings, SD 57007 USA
University of	f Agriculture in Krakow PL	E-mail: iam	es connors@sdstate.edu
or sity of		Telefon: 60	5-688-5135
PRIMARY C	CONTACT FOR AGREEMENT		a character d'a
Name: Urszu	la Jabłońska-Korta	Uniwersyte	t Rolniczy w Krakowie PL

Office: Administrative Supporting Center for Projects Mailing Address: Av. Adama Mickiewicza 21, 31-120 Krakow, Poland Email: u.jablonska@urk.edu.pl Telephone: + 48 12 662 42 78 Fax: + 48 12 662 42 78	GŁÓWNA OSOBA DO KONTAKTU W SPRAWIE UMOWY Imię i nazwisko: Urszula Jabłońska-Korta Tytuł: Dyrektor Centrum Administracyjnego Wsparcia Projektów Biuro: Centrum Administracyjnego Wsparcia Projektów Adres do korespondencji: Aleja Adama Mickiewicza
ACADEMIC UNIT CONTACT Name: Tomasz Czech, PhD, Prof. of UAK Title: Head of Technology Transfer Center and member of the Department of Agricultural and	21, 31-120 Krakow, Poland E-mail: u.jablonska@urk.edu.pl Telefon: + 48 12 662 42 78 Fax: + 48 12 662 42 78
Environmental Chemistry Office: Technology Transfer Center Mailing Address: Av. Adama Mickiewicza 21 c, 31-120 Krakow, Poland Email: tomasz.czech@urk.edu.pl Telephone: +48 12 662 41 93 Fax: +48 12 662 41 93	KONTAKT Z JEDNOSTKĄ AKADEMICKĄ Imię i nazwisko: dr inż. Tomasz Czech, Prof. URK, Tytuł: Dyrektor Centrum Transferu Technologii i członek zespołu Katedry Chemii Rolnej i Środowiskowej Biuro: Centrum Transferu Technologii Adres do korespondencji: Aleja Adama Mickiewicza 21 c, 31-120 Krakow, Poland
	E-mail: tomasz.czech@urk.edu.pl Telefon: +48 12 662 41 93 Fax: +48 12 662 41 93
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.	Artykuł 7. Osoby na wyżej wymienionych stanowiskach zgadzają się odpowiadać na zapytania i korespondencję z instytucji partnerskiej w sposób terminowy i skuteczny.
III. Terms of Agreement	
Article 8. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of	III. Warunki umowy Artykuł 8. Niniejsze porozumienie obowiązuje

przez okres pięciu lat. Niniejsza the responsible authority of each umowa wchodzi w życie z chwilą institution and may be terminated by podpisania przez właściwe organy either party by given written notice każdej z instytucji i może zostać to the other institution six months in rozwiązana przez każdą ze stron w advance of the date of termination. A drodze pisemnego powiadomienia termination of the agreement will not affect persons who have already drugiej instytucji z sześciomiesięcznym wyprzedzeniem begun an exchange under its przed datą rozwiązania. provisions. Wypowiedzenie umowy nie będzie miało wpływu na osoby, które już Matters not provided in this agreement Article 9. rozpoczęły wymianę na podstawie jej shall be decided by mutual postanowień. agreement between the two

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#### ATTACHMENT I 5

do roszczenia wobec stanu.

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<ul> <li>institutions. Additional joint activities, such as student or faculty exchange, will require the execution of a separate agreement.</li> <li>Article 10. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.</li> </ul>	Artykuł 9. Kwestie nieprzewidziane w niniejszej umowie będą rozstrzygane w drodze wzajemnego porozumienia między obiema instytucjami. Dodatkowe wspólne działania, takie jak wymiana studentów lub wykładowców, będą wymagały zawarcia odrębnej umowy.
<ul><li>Article 11. Nothing in the above agreement shall be construed as being legally binding.</li><li>Article 12. This agreement depends upon the continued availability of appropriated</li></ul>	Artykuł 10. Modyfikacje niniejszej umowy będą dokonywane w formie pisemnego aneksu podpisanego przez obie strony.
funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to	Artykuł 11. Żadne z postanowień powyższej umowy nie może być interpretowane jako prawnie wiążące.
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.	Artykuł 12. Niniejsza umowa zależy od ciągłej dostępności środków finansowych i uprawnień do wydatków na ten cel od Ustawodawcy stanu Dakota Południowa. Jeśli z jakiegokolwiek powodu ustawodawca nie przyzna środków lub nie udzieli upoważnienia do dokonywania wydatków lub jeśli środki staną się niedostępne z mocy prawa lub z powodu ograniczenia funduszy federalnych, niniejsza umowa zostanie rozwiązana przez stan. Rozwiązanie umowy z któregokolwiek z tych powodów nie stanowi niewykonania zobowiązania
	stanowi niewykonania zobowiązania przez stan ani nie stanowi podstawy

In the spirit of international friendship and cooperation, we hereby set our signatures:	W duchu międzynarodowej przyjaźni i współpracy, niniejszym składamy nasze podpisy:
for South Dakota State University	za South Dakota State University
DocuSigned by:	DocuSigned by:
Bany Hour	Lary H.Dunn
Barry H. Dunn, President	Barry H. Duilin, Plezydent
Date: 1/18/2024   22:10 CST	Data: 1/18/2024   22:10 CST
for the University of Agriculture in Krakow	za Universytet Roolniczy w Krakowie
Sylwester Tabor, Rector	Sylwester Tabor, Rektor
Date:	Data:

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#### SOUTH DAKOTA BOARD OF REGENTS

#### Academic and Student Affairs Consent

AGENDA ITEM: 5 – K DATE: May 13-15, 2024

#### **SUBJECT**

Memorandum of Understanding – DSU & United States Army Cyber Center of Excellence

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

**BOR Policy 5.3** – Agreements and Contracts

#### **BACKGROUND / DISCUSSION**

Dakota State University (DSU) seeks to enter into a Memorandum of Understanding with the United States Army Cyber Center of Excellence (CCoE).

#### IMPACT AND RECOMMENDATION

The MOU establishes the terms for awarding course credit from DSU to enlisted personnel that have completed training/education courses at the CCoE. Credits will apply towards select DSU programs in the Beacome College of Computer and Cyber Sciences and the College of Arts and Sciences Cyber Leadership and Intelligence Program as outlined in Appendix A of the MOU.

#### **ATTACHMENTS**

Attachment I – MOU – DSU & United States Army Cyber Center of Excellence

#### **DRAFT MOTION 20240513_5-K:**

I move to approve Dakota State University to finalize and execute the MOU between DSU and the United States Army Cyber Center of Excellence in substantially similar form to that set forth in Attachment I.

# MEMORANDUM OF UNDERSTANDING BETWEEN THE UNITED STATES ARMY CYBER CENTER OF EXCELLENCE FORT EISENHOWER, GEORGIA AND DAKOTA STATE UNIVERSITY MADISON, SOUTH DAKOTA

MOU #: _____

SUBJECT: Continuing Education Degree Program Articulation Agreement and Academic Partnership

This Memorandum of Understanding (MOU) is made as of the date of the last signature to this Agreement by and between Dakota State University (DSU) and the Cyber Center of Excellence (CCoE) (referred to collectively, as the "Parties").

DSU's mission is to prepare cyber-savvy graduates who are lifelong learners, problem solvers, innovators, and leaders to live lives of positive purpose and consequence.

The CCoE mission is to develop Warfighters, leaders, and capabilities to operate, defend, attack, and influence through cyberspace and the electromagnetic spectrum to fight and win in multi-domain operations.

### 1. **REFERENCES/AUTHORITIES:**

a. Executive Order 13607: Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members, 27 April 2012

b. Department of Defense Instruction (DoDI) 4000.19, Support Agreements, 16 December 2020

c. Department of Defense University Affiliated Research Center (UARC) Management Plan, 23 June 2010

- d. Department of Defense Strategy for Operating in Cyber Space, 2011
- e. Department of Defense Cyberspace Workforce Strategy, 2023-2027
- f. Department of Defense Cyber Strategy, 18 September 2018
- g. Department of Defense Instruction (DoDI) 1322.25, Voluntary Education
- h. South Dakota Board of Regents

Programs, 15 March 2011, Incorporating Change 3, Effective 7 July 2014

i. Army Regulation 621-1, Advanced Education Programs and Requirements for Military Personnel

j. Army Regulation 621-5, Army Continuing Education System

k. United States Army Cyber Center of Excellence Strategic Plan, 2023

2. **PURPOSE:** This MOU establishes the terms for awarding course credit from DSU to enlisted personnel that have completed training/education courses at the CCoE, as outlined in paragraph 4. The credits will apply towards select DSU programs in the Beacom College of Computer and Cyber Sciences and the College of Arts and Sciences Cyber Leadership and Intelligence Program as outlined in Appendix A. The MOU also establishes a relationship between said Parties to support the growth of each organization's students and workforce while detailing the objectives and scope of education, training, technical support, and outreach provided by the Parties.

3. **UNDERSTANDING OF THE PARTIES:** The Parties hereby mutually agree to undertake and promote the benefits of this collaboration as follows:

a. CCoE will list the DSU Beacom College of Computer and Cyber Sciences and the College of Arts and Sciences Cyber Leadership and Intelligence degree programs on the CCoE website for Continued Education Degree Programs (CEDP) and assist DSU in working with Army Continuing Education Services to access and/or update the ArmylgnitEd web portal. Updating the ArmylgnitEd portal will help inform Soldiers of the benefits available to them pursuant to this MOU, and to inform them of their ability to receive course credit from DSU in accordance with theterms of this MOU. CCoE will refer interested students to ArmylgnitEd, the CCoE CEDP website, and/or Army University's webpage to obtain such information.

b. DSU will implement and maintain a publicly accessible webpage that identifies the degree and/or class enrollment options for students who are eligible to obtain credit pursuant to this MOU. The DSU webpage(s) will provide a degree map and contact information for the programs described in Appendix A. The system institution webpage(s) will be updated regularly as needed to publicize the official listing and status of programs.

c. Each Party grants to the other a royalty-free, nonexclusive, non- transferable revocable license to use its name, logos, and other identifying symbols for the limited purpose of this section. Except as specifically authorized in this MOU, however, neither Party shall use 1) the name or marks of the other; 2) the name or likeness of any student; or 3) the name or likeness of an employee or officer of the other in connection with any product, service, promotion, news release or other

publicity without the prior written permission of the other Party and of the individual(s) whose name(s) or likeness may be under consideration.

# 4. CONTINUING EDUCATION DEGREE PROGRAM (CEDP) REQUIREMENTS:

a. Students enrolling in the DSU Beacom College of Computer and Cyber Sciences and the College of Arts and Sciences Cyber Leadership and Intelligence programs under the provisions of this MOU must:

(1) Be currently serving in the Department of the Army while possessing MOS 17A, 170A, 170B, 170D, 255A, 255N, or 255S; or having recently been retired (no more than three years from the date of this agreement) from the aforementioned MOS'.

(2) Have completed the MOS courses outlined in item 4.b, for which they are seeking course credit.

(3) Present a Joint Service Transcript (JST), as well as, course completioncertificates in order to receive credit for the courses outlined in this MOU.

(4) Meet all admission requirements for DSU and their Beacom College of Computer and Cyber Sciences and College of Arts and Sciences Cyber Leadership and Intelligence programs. Information pertaining to adult and military students is available at <u>Admissions - Dakota State University (dsu.edu)</u> and <u>Military</u> <u>Programs - Dakota State University (dsu.edu)</u>.

(5) Submit all standard examinations scores for college credit completed (such as College Level Examination Program (CLEP), and other competency exams). A full list of how credit can be awarded at DSU for these exams can be found by visiting <u>Testing Services - Dakota State University (dsu.edu)</u>.

(6) Meet all graduation requirements as defined by the DSU catalog and South Dakota Board of Regents (SDBOR) policies. DSU's degree residency is outlined in their course catalog at <u>Graduation Requirements and Procedures -</u> <u>Dakota State University - Acalog ACMS™ (dsu.edu)</u>.

b. DSU agrees to:

(1) Award academic credit towards the Beacom College of Computer and Cyber Sciences and the College of Arts and Sciences Cyber Leadership and Intelligence programs for enrollees who have completed the following Military Occupational Specialty (MOS) Courses:

• 17A - Cyber Warfare Officer 4C-17-C22 (Hold a Bachelor of Science or higher degree in electrical engineering, computer science, computer engineering, information systems, information assurance/cyber security or mathematics);

- 170A Cyber Operations Technician;
- 170B Electromagnetic Warfare Technician;
- 170D Cyberspace Capability Developer Technician;
- 255A Data Operations Technician;
- 255N Network Management Technician; and
- 255S Cyberspace Defense Technician.

The credits awarded for each course are as follows:

Military Specialty	DSU's Course	Course Credit Hours
17A	At the graduate level: 6 INFA 700-level elective credits	6
170A	CSC 105 Intro to Computers	3
	CSC 134 Intro to Cyber	3
	CSC 321 Cyber Law and Policy	3
	CSC 388 Computer Forensics Fundamentals	3
	CLI 101 Introduction to Cyber Leadership	3
	CLI 110 The US Intelligence Community	3
170B	CSC 321 Cyber Law and Policy	3
	CLI 101 Introduction to Cyber Leadership	3
	CLI 110 The US Intelligence Community	3
170D	CSC 150 Computer Science I	3
	CSC 250 Computer Science II	3
	CLI 101 Introduction to Cyber Leadership	3
	CLI 110 The US Intelligence Community	3
255A	ENGL 101 Composition*	3
	ENGL 201 Composition II*	3
	MATH 114 College Algebra*	3
Phase I	CSC 105 Intro to Computers	3
	CSC 134 Intro to Cyber	3
	CLI 110 The US Intelligence Community	3
Phase II	CIS 325 Management Information Systems	3
	CIS 484 Database Management Systems	3
255N	CSC 105 Intro to Computers	3
	CSC 285 Networking I	3
	CSC 385 Networking II	3
	CLI 110 The US Intelligence Community	3
255S	CSC 134 Intro to Cyber	3
	CSC 150 Computer Science I	3
	CSC 163 Hardware, Virtualization, and Data Communication	3
	CSC 285 Networking I	3
	CSC 328 Operating Environments	3
	CSC 432 Malware Analysis	3

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CLI 101 Introduction to Cyber Leadership	3
CLI 110 The US Intelligence Community	3

* These credits will be validated through the transfer credit process, but they are prerequisites for 255As.

Please refer to Appendix B for mapping of CCoE specific courses to the program of study for the Beacom College of Computer and Cyber Sciences and the College of Arts and Sciences Cyber Leadership and Intelligence programs.

(2) Provide distance learning opportunities for students enrolling in the DSU Program/s under this agreement.

(3) Charge its publicly published tuition rate to active duty military and active reservists, including members of the National Guard, for both online courses worldwide and face-to-face courses offered in the United States, as per Army Regulation 621-5. DSU tuition rates are subject to change. Current tuition rates can be found at <u>Tuition & Fees - Dakota State University (dsu.edu)</u>. The Student's Military Service will pay up to \$250.00 in tuition and fees per semester hour. The Student is responsible forpaying any tuition and fees in excess of \$250.00 per semester hour.

(4) Maintain institutional authority of the terms of student matriculation, degree offerings, requirements, and awarding of degrees in accordance with each institution's policies and procedures, and applicable U.S. Army regulations. Terms for CCoE articulation agreements with participating institutions will include but not be limited to:

(5) Maintain the Department of Homeland Security (DHS) and National Security Agency (NSA) designation as Centers of Academic Excellence (CAE) in Cyber Defense (CAE-CD), Cyber Operations (CAE-CO), and Research (CAE-R) for cyber programs.

(6) If on-site at Fort Eisenhower, comply with installation policies, procedures, and requirements for physical security and information technology access and use, complying with the Installation Access guidance that is integral to DODI 1322.25and in keeping with Executive Order 13607. Also, onsite institutions must fulfill requirements for postsecondary institutions that present instruction on a militaryinstallation, as stated in AR 621-1.

(7) Adopt the ArmylgnitEd processes. ArmylgnitEd is the Army Continuing Education System (ACES) centralized management system for the Army's postsecondary voluntary education programs. Sign the DoD MOU and adhere to its policies. Other contracts that participating institutions may have with military installations and ACES remain in place and are supplemented with DOD Instruction (DODI) 1322.25.

(8) To the extent that student data must be provided to representatives of

the Army, pursuant to such policies and procedures, institutions will provide such information for students who have consented to the release of such information, in accordance with the Family Educational Rights and Privacy Act (FERPA).

(9) During normal business hours, provide students with regular and accessible academic advisement services at the institution where the student is enrolled via walk-in appointments, telephone, email, and/or synchronous web chat/video services, or other established or new student services.

(10) Provide online coordinators via the ArmylgnitEd portal to assist with soldier registrations and resolution of help desk cases submitted by the Education ServicesOfficer (ESO) within 2 business days of receipt.

(11) In the event of program termination, participating institutions will make reasonable efforts to assist students affected by the change.

(12) Provide or arrange for library and other reference and research resources that are appropriate for the level of the academic offerings, and which correspond with the Guidelines for Extended Library Services published by the Association of College and Research Libraries.

(13) Make education resources and materials available for students to fully participate in the courses in which they enroll on the same basis as such materials are available to other students of the Institution.

(14) Annually, provide projected term and registration dates, along with class schedules for Army Continuing Education Services (ACES) approval before posting courses on ArmylgnitEd. Advise ACES of any change in, or deletion of, scheduled course offerings.

(15) Provide guidance to students on alternatives for course enrollments in the event of course cancellation. Notify students when a class (or a class related activity) is cancelled due to an emergency, hazardous weather conditions, breach in security, or instructor unavailability.

(16) Maintain policies and procedures that outline how, if awarded, academic credit is awarded for successful completion of relevant military training, college-level curricula, and standardize examinations offered by nationally recognized organizations, such as the Advanced Placement Program (AP), the International Baccalaureate Program (IB), the College Level Examination Program (CLEP), and DANTES Subject Standardized Test Program (DSST). The policy and procedures shall apply to both in-state and out-of-state students and comply with the guidelines set forth in the institution's academic/student affairs handbook.

(17) Provide all Cyber and Signal Soldiers with written withdrawal policies, procedures, and provisions for tuition refund as it pertains to ArmylgnitEd at the time of academic advisement and registration periods.

(18) Provide advisement of and assistance to pursue any supplemental financial aid other than Army tuition assistance for those students who are ineligible for Army tuition assistance (e.g. Veterans Administration benefits, basic grants, and scholarships).

(19) Provide a certificate, diploma, or degree to those students meeting the Institution's requirements, and to provide, at a minimum, an annual graduation ceremony consistent with the policies of the Institution.

# 5. OTHER KEY REQUIREMENTS:

a. CCoE agrees to:

(1) Provide advisory assistance to participating DSU institutions in curriculum development and, at the discretion of the CCoE and invitation of DSU, serve as guest instructors and speakers during seminars and courses.

(2) Facilitate for the possibility of field experiences including internships, capstone projects, and more for students enrolled in approved programs or classes at DSU.

(3) Inform DSU representatives of collaboration opportunities for capability experimentation and research.

(4) Support efforts to promote cybersecurity teaching and learning throughout South Dakota in areas that align with the CCoE mission and responsibilities.

b. DSU agrees to:

(1) Designate a representative to liaise with CCoE personnel through regular engagements and appointments to facilitate this agreement as needed.

(2) Promote and support DSU student attendance and/or participation in CCoE-affiliated conferences and symposiums.

(3) Identify faculty that can serve on CCoE-affiliated Subject Matter Expert Panels, conferences, or symposiums and support that service.

6. **EFFECTIVE DATE AND TERMINATION:** This MOU will be effective from the last date of signing and will have a duration of three years (the "Term"). This MOU may be renewed in writing by both Parties for additional one (1) year terms. Either Party may terminate this MOU upon 90 days written notice to the other Party made to the institutional contact address, via U.S. Certified mail. Termination must be in writing and signed by the approving officials or their designee(s). However, the termination

will not affect Soldiers/veterans already in the program or course work.

7. **MODIFICATION:** This MOU may only be modified by the written agreement of the Parties, duly signed by their authorized representatives. Programs and articulation agreements may be unilaterally updated during the Term by the DSU provost to reflect currently available programs. Also, the CCoE CEDP and DSU webpages will be updated regularly as needed to publicize the most current official listing of programs. Any amendments will be dated, consecutively numbered, and appended to each copy of this document.

8. **NOTICES**: Any notice or communication permitted or required between the Parties under this MOU shall be in writing and given by hand delivery, delivery by United States mail, email, or delivery by commercial overnight carrier. Notice shall be effective upon receipt to the person to whom it was addressed or ten (10) days after notice was sent, whichever is earlier. Notice shall be given to the following individuals:

# CCoE:

Mr. Sean Barns Director, Commander's Planning Group Division Cyber Center of Excellence 419 B Street Fort Eisenhower, GA 30905 Phone: 706-791-7477 Email: sean.w.barnes3.civ@army.mil

# DSU:

Dr. Rebecca Hoey Provost and Vice President of Academic Affairs Dakota State University 820 North Washington Avenue Madison, SD 57042 Phone: 605-256-5136 Email: rebecca.hoey@dsu.edu

9. Either party may change the notice address set forth in this Agreement by providing notice to the other party.

10. The parties have executed this Agreement by signing below.

REBECCA HOEY Provost and Vice President of Academic Affairs Dakota State University

PAUL T. STANTON Brigadier General, U.S. Army U.S. Army Cyber Center of Excellence

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SUBJECT: Continuing Education Degree Program Articulation Agreement and Academic Partnership

(Date)

(Date)

# Appendix A

# Dakota State University Program Offerings

Master of Science in Artificial Intelligence To be published in April 2024

Master of Science in Computer Science <u>Program: Computer Science, M.S. - Dakota</u> <u>State University - Acalog ACMS™ (dsu.edu)</u>

Master of Science in Cyber Defense <u>Program: Cyber Defense, M.S. - Dakota State</u> <u>University - Acalog ACMS™ (dsu.edu)</u>

Bachelor of Science in Artificial Intelligence <u>Program: Artificial Intelligence, B.S. -</u> <u>Dakota State University - Acalog ACMS™ (dsu.edu)</u>

Bachelor of Science in Computer Science <u>Program: Computer Science, B.S. - Dakota</u> <u>State University - Acalog ACMS™ (dsu.edu)</u>

Bachelor of Science in Cyber Leadership and Intelligence <u>Program: Cyber Leadership</u> and Intelligence, B.S. - Dakota State University - Acalog ACMS[™] (dsu.edu)

Bachelor of Science in Cyber Operations <u>Program: Cyber Operations, B.S. - Dakota</u> <u>State University - Acalog ACMS™ (dsu.edu)</u>

Bachelor of Science in Network and Security Administration <u>Program: Cyber</u> <u>Operations, B.S. - Dakota State University - Acalog ACMS™ (dsu.edu)</u>

# Appendix B

# Mapping of MOS courses (17A, 170A, 170B, 170D, 255A, 255N, 255S) to the Bachelor of Science and/or Master of Science degrees at Dakota State University.

# <u> 17A – Cyber Warfare Officer</u>

(holds BS degree – depending on the degree, the officer is likely to have additional classes that will articulate)

Master of Science in Artificial Intelligence Master of Science in Computer Science Master of Science in Cyber Defense

Approved DSU transfer credits for each of the three above Master of Science degree programs	Transfer Credit
INFA 700-level elective credits	3 Credits
INFA 700-level elective credits	3 Credits

# 170A – Cyber Operations Technician

Bachelor of Science in Artificial Intelligence

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber as an elective	3 Credits
CSC 321 Cyber Law and Policy towards a minor	3 Credits
CSC 388 Computer Forensics Fundamentals towards a minor	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

#### Bachelor of Science in Computer Science

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber as an elective	3 Credits
CSC 321 Cyber Law and Policy	3 Credits

CSC 388 Computer Forensics Fundamentals as an elective	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: Digital Forensics

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber	3 Credits
CSC 321 Cyber Law and Policy	3 Credits
CSC 388 Computer Forensics Fundamentals	3 Credits
CLI 101 Intro to Cyber Leadership	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: World Affairs and Human Behavior

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber	3 Credits
CSC 321 Cyber Law and Policy	3 Credits
CSC 388 Computer Forensics Fundamentals as an elective	3 Credits
CLI 101 Intro to Cyber Leadership	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

## Bachelor of Science in Cyber Operations

Approved DSU transfer credits	Transfer Credit

CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber	3 Credits
CSC 321 Cyber Law and Policy	3 Credits
CSC 388 Computer Forensics Fundamentals as an elective	3 Credit
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Bachelor of Science in Network and Security Administration

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber	3 Credits
CSC 321 Cyber Law and Policy	3 Credits
CSC 388 Computer Forensics Fundamentals	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# <u>170B – Electromagnetic Warfare Technician</u> Bachelor of Science in Artificial Intelligence

Approved DSU transfer credits	Transfer Credit
CSC 321 Cyber Law and Policy as an elective	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Computer Science

Approved DSU transfer credits	Transfer Credit
CSC 321 Cyber Law and Policy	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: Digital Forensics

Approved DSU transfer credits	Transfer Credit
CSC 321 Cyber Law and Policy	3 Credits
CLI 101 Introduction to Cyber Leadership	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: World Affairs and Human Behavior

Approved DSU transfer credits	Transfer Credit
CSC 321 Cyber Law and Policy	3 Credits
CLI 101 Introduction to Cyber Leadership	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Bachelor of Science in Cyber Operations

Approved DSU transfer credits	Transfer Credit
CSC 321 Cyber Law and Policy	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course	

credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.

# Bachelor of Science in Network and Security Administration

Approved DSU transfer credits	Transfer Credit
CSC 321 Cyber Law and Policy	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# **170D – Cyberspace Capability Developer** Bachelor of Science in Artificial Intelligence

achelor of Science in Artificial Intelligence	
Approved DSU transfer credits	Transfer Credit
CSC 150 Computer Science I	3 Credits
CSC 250 Computer Science II	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Bachelor of Science in Computer Science

Approved DSU transfer credits	Transfer Credit
CSC 150 Computer Science I	3 Credits
CSC 250 Computer Science II	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: Digital Forensics

Approved DSU transfer credits	Transfer Credit
CSC 150 Computer Science I as an elective	3 Credits
CSC 250 Computer Science II as an elective	3 Credits
CLI 101 Introduction to Cyber Leadership	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: World Affairs and Human Behavior

Approved DSU transfer credits	Transfer Credit
CSC 150 Computer Science I as an elective	3 Credits
CSC 250 Computer Science II as an elective	3 Credits
CLI 101 Introduction to Cyber Leadership	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Bachelor of Science in Cyber Operations

Approved DSU transfer credits	Transfer Credit
CSC 150 Computer Science I	3 Credits
CSC 250 Computer Science II	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Network and Security Administration

Approved DSU transfer credits	Transfer Credit
CSC 150 Computer Science I	3 Credits

CSC 250 Computer Science II	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# 255A – Data Operations Technician

* These credits will be validated through the transfer credit process, but they are prerequisites for 255As.

# Bachelor of Science in Artificial Intelligence

Approved DSU transfer credits	Transfer Credit
ENGL 101 Composition*	3 Credits
ENGL 201 Composition II*	3 Credits
MATH 114 College Algebra*	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

### Phase I

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

#### Phase II

Approved DSU transfer credits	Transfer Credit
CIS 325 Management Information Systems as an elective	3 Credits
CIS 484 Database Management Systems as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined	

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in SD Board of Regents policy.

B	achelor of Science in Computer Science	
	Approved DSU transfer credits	Transfer Credit
	ENGL 101 Composition*	3 Credits
	ENGL 201 Composition II*	3 Credits
	MATH 114 College Algebra*	3 Credits
	DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

#### Phase I

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

#### Phase II

Approved DSU transfer credits	Transfer Credit
CIS 325 Management Information Systems as an elective	3 Credits
CIS 484 Database Management Systems as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: Digital Forensics

Approved DSU transfer credits	Transfer Credit
ENGL 101 Composition*	3 Credits
ENGL 201 Composition II*	3 Credits
MATH 114 College Algebra*	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined	

	in SD Board of Regents policy.	
Ρ	hase I	
	Approved DSU transfer credits	Transfer Credit
	CSC 105 Intro to Computers	3 Credits
	CSC 134 Intro to Cyber	3 Credits
	CLI 110 The US Intelligence Community	3 Credits
	DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	
Ρ	hase II	
	Approved DSU transfer credits	Transfer Credit

CIS 325 Management Information Systems as an elective	3 Credits
CIS 484 Database Management Systems as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: World Affairs and Human Behavior

Approved DSU transfer credits	Transfer Credit
ENGL 101 Composition*	3 Credits
ENGL 201 Composition II*	3 Credits
MATH 114 College Algebra*	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	
Phase I	
Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber as an elective	3 Credits
-	
CLI 110 The US Intelligence Community	3 Credits
# Phase II

Approved DSU transfer credits	Transfer Credit
CIS 325 Management Information Systems as an elective	3 Credits
CIS 484 Database Management Systems as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Bachelor of Science in Cyber Operations

Approved DSU transfer credits	Transfer Credit
ENGL 101 Composition*	3 Credits
ENGL 201 Composition II*	3 Credits
MATH 114 College Algebra*	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Phase I

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Phase II

Approved DSU transfer credits	Transfer Credit
CIS 325 Management Information Systems as an elective	3 Credits
CIS 484 Database Management Systems as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Bachelor of Science in Network and Security Administration

Approved DSU transfer credits	Transfer Credit
ENGL 101 Composition*	3 Credits
ENGL 201 Composition II*	3 Credits
MATH 114 College Algebra*	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Phase I

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 134 Intro to Cyber as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	
hase II	

Approved DSU transfer credits	Transfer Credit
CIS 325 Management Information Systems as an elective	3 Credits
CIS 484 Database Management Systems	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# 255N – Network Management Technician

Bachelor of Science in Artificial Intelligence

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 285 Networking I as an elective	3 Credits
CSC 385 Networking II as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined	

in SD Board of Regents policy.

Bachelor of Science in Computer Science	
Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 285 Networking I	3 Credits
CSC 385 Networking II as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: Digital Forensics

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 285 Networking I as an elective	3 Credits
CSC 385 Networking II as an elective	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: World Affairs and Human Behavior

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 285 Networking I as an elective	3 Credits
CSC 385 Networking II as an elective	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Bachelor of Science in Cyber Operations

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits

CSC 285 Networking I	3 Credits
CSC 385 Networking II	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Bachelor of Science in Network and Security Administration

Approved DSU transfer credits	Transfer Credit
CSC 105 Intro to Computers	3 Credits
CSC 285 Networking I	3 Credits
CSC 385 Networking II	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# **255S – Cyberspace Defense Technician** Bachelor of Science in Artificial Intelligence

Approved DSU transfer credits	Transfer Credit
CSC 134 Intro to Cyber as an elective or minor	3 Credits
CSC 150 Computer Science I	3 Credits
CSC 163 Hardware, Virtualization, and Data Communication as an elective or minor	3 Credits
CSC 285 Networking I as an elective or minor	3 Credits
CSC 328 Operating Environments as an elective or minor	3 Credits
CSC 432 Malware Analysis as an elective or minor	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Computer Science

Approved DSU transfer credits	Transfer Credit
CSC 134 Intro to Cyber as an elective	3 Credits
CSC 150 Computer Science I	3 Credits
CSC 163 Hardware, Virtualization, and Data Communication as an elective	3 Credits
CSC 285 Networking I	3 Credits
CSC 328 Operating Environments as an elective	3 Credits
CSC 432 Malware Analysis as an elective	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: Digital Forensics

Approved DSU transfer credits	Transfer Credit
CSC 134 Intro to Cyber	3 Credits
CSC 150 Computer Science I as an elective or minor	3 Credits
CSC 163 Hardware, Virtualization, and Data Communication as an elective or minor	3 Credits
CSC 285 Networking I as an elective or minor	3 Credits
CSC 328 Operating Environments as an elective or minor	3 Credits
CSC 432 Malware Analysis as an elective or minor	3 Credits
CLI 101 Introduction to Cyber Leadership	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Leadership and Intelligence: World Affairs and Human Behavior

Approved DSU transfer credits	Transfer Credit
CSC 285 Networking I as an elective or minor	3 Credits
CSC 163 Hardware, Virtualization, and Data	3 Credits
Communication as an elective or minor	

CSC 328 Operating Environments as an elective or minor	3 Credits
CSC 150 Computer Science I as an elective or minor	3 Credits
CSC 432 Malware Analysis as an elective or minor	3 Credits
CSC 134 Intro to Cyber	3 Credits
CLI 101 Introduction to Cyber Leadership	3 Credits
CLI 110 The US Intelligence Community	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Cyber Operations

Approved DSU transfer credits	Transfer Credit
CSC 285 Networking I	3 Credits
CSC 163 Hardware, Virtualization, and Data Communication	3 Credits
CSC 328 Operating Environments	3 Credits
CSC 150 Computer Science I	3 Credits
CSC 432 Malware Analysis	3 Credits
CSC 134 Intro to Cyber	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits
CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

Bachelor of Science in Network and Security Administration

Approved DSU transfer credits	Transfer Credit
CSC 285 Networking I	3 Credits
CSC 163 Hardware, Virtualization, and Data Communication	3 Credits
CSC 328 Operating Environments	3 Credits
CSC 150 Computer Science I	3 Credits
CSC 432 Malware Analysis as an elective	3 Credits
CSC 134 Intro to Cyber	3 Credits
CLI 101 Introduction to Cyber Leadership as an elective	3 Credits

# ATTACHMENT I 27

SUBJECT: Continuing Education Degree Program Articulation Agreement and Academic Partnership

CLI 110 The US Intelligence Community as an elective	3 Credits
DSU will apply any remaining available course credit or military training as elective credits to meet program and graduation requirements as outlined in SD Board of Regents policy.	

# Academic and Student Affairs Consent

# AGENDA ITEM: 5 – L DATE: May 13-15, 2024

### **SUBJECT**

Memorandum of Understanding – DSU & Concordia College

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

BOR Policy 5.3 – Agreements and Contracts

# **BACKGROUND / DISCUSSION**

Dakota State University (DSU) seeks to enter into a Memorandum of Understanding with the Concordia College (Concordia) in Moorhead, Minnesota.

# IMPACT AND RECOMMENDATION

The MOU establishes a partnership between DSU & Concordia. DSU will agree to make available to Concordia students selective educational experiences in the field of cybersecurity and technology, including coursework, training, badges, certificates, and graduate degrees in cybersecurity, network security, artificial intelligence, cyber leadership and intelligence, and other technology-specific disciplines. Concordia will agree to make available to DSU students learning experiences in language development, specifically in the US Department of State-identified critical languages, including Russian, Arabic, Korean, and Chinese. The partnership may potentially include 4+1 articulation agreements into graduate programs, immersive language experiences, near-term short duration activities, remote and in-person teaching, remote and in-person research collaboration, campus visits by administration and faculty, student exchanges, curricular collaboration and other activities as deemed beneficial to the institutions and their students.

Board staff recommends approval.

# ATTACHMENTS

Attachment I - MOU - DSU & Concordia College

# 

### **DRAFT MOTION 20240513_5-L:**

I move to approve Dakota State University to finalize and execute the MOU between DSU and Concordia College in substantially similar form to that set forth in Attachment I.

# MEMORANDUM OF UNDERSTANDING (MOU)

# BETWEEN

# Dakota State University, South Dakota

# AND

# Concordia College, Moorhead

This Memorandum of Understanding (MOU) sets the terms and understanding between Dakota State University (DSU) and Concordia College (Concordia) to develop a collaboration and exchange program in critical languages, cybersecurity, and technology.

# Background

WHEREAS, DSU, founded in 1881, has a mission to prepare cyber-savvy graduates who are lifelong learners, problem solvers, innovators, and leaders to live lives of positive purpose and consequence, the university has a statutory mission to offer academic programs in computer management, computer information technologies, cybersecurity, education with an emphasis in computer and technology systems, and other related undergraduate and graduate programs. DSU has authority to credential certificates, associate degrees, baccalaureate degrees, master's degrees and doctoral degrees from its residential campus in Madison, South Dakota, through online programs, and at a center in Rapid City, South Dakota; and,

WHEREAS, Concordia, founded in 1891, has a mission to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life. It serves as a four-year liberal arts college focused on preparing students "to be ready for anything." Concordia has authority to credential certificates, baccalaureate degrees, and master's degrees from its residential campus in Moorhead, Minnesota and through online programs.

WHEREAS, DSU possesses all three National Security Agency, Department of Homeland Security, Center of Academic Excellence designations for Cyber Operations, Cyber Defense and Cyber Research; and,

WHEREAS, Concordia College is a recognized language training center for the United States Department of Defense offering education in United States Department of State-designated critical languages including Russian, Arabic, Korean and Chinese; and,

WHEREAS, DSU and Concordia in recognizing their common expertise, goals and capabilities seek to build a relationship between their institutions to enhance learner preparation, academic collaboration, institutional cooperation, student exchanges and achievements in various areas of study and research in critical languages, technology, cybersecurity and related fields; and,

WHEREAS, the South Dakota Board of Regents, Dakota State University and Concordia College, Moorhead, MN desire to enter into this Memorandum of Understanding setting out the following working arrangements that each of the partners agree are necessary to complete the project; and, THEREFORE we seek a partnership ensuring the mutual academic development of our students.

# Intent

The intent of this partnership and agreement is to build an enduring relationship between the two institutions that serves our students, the reputations of both institutions, our states, and the prosperity and safety of our country. This relationship may include 4+1 articulation into graduate programs, immersive language experiences, near-term short duration activities, remote and inperson teaching, remote and in-person research collaboration, campus visits by administration and faculty, student exchanges, curricular collaboration and other activities as deemed beneficial to the institutions and their students.

DSU agrees to make available to Concordia students selective educational experiences in the field of cybersecurity and technology, including coursework, training, badges, certificates, and graduate degrees in cybersecurity, network security, artificial intelligence, cyber leadership and intelligence, and other technology-specific disciplines. Concordia agrees to make available to DSU students learning experiences in language development, specifically in US Department of State-identified critical languages including Russian, Arabic, Korean and Chinese. The terms of specific activities shall be further considered and agreed upon in writing by DSU and Concordia prior to the initiation of any particular activity. Any specific activities will be subject to mutual consent, availability of funds and approval of both DSU and Concordia.

# Commitments by the Two Institutions

- 1. Delivery Modes: Both institutions agree to deliver coursework through online learning environments, short-course formats, blended learning environments, and face-to-face learning situations as appropriate.
- 2. Excellent Learning Environments: Both DSU and Concordia commit to maintaining excellent learning environments by adhering to high-quality instructional standards, utilizing advanced technologies, and ensuring that faculty members possess the necessary expertise in their respective fields.
- 3. Outcome-Based Credentials: The institutions will seek to document outcome-based credentials, such as badges, certificates, and degrees that reflect the competencies acquired by students during their educational experiences.
- 4. Recording Competencies: DSU and Concordia will work to jointly establish a mechanism for recording and documenting competencies achieved by students during the educational experiences provided under this MOU. This will include providing students with transcripts of courses taken for credit at their respective institutions. Transcripts will note credentials and competencies earned based on institutional practices and policies. Transcripts must be requested by the student using each institution's request process.
- 5. Responsibility for Educational Experiences: Each institution is responsible for scheduling, executing, and evaluating the educational experiences they provide to students from the partner institution.

# **Costs and Expenses**

Unless otherwise agreed, each of the parties will bear its own costs and expenses incurred in carrying out their respective duties and obligations set forth in this Agreement. Students will be

responsible for tuition, fees, travel, lodging and any additional expenses associated with opportunities arising from this MOU unless otherwise funded through external sources. Practices will be in alignment with institutional financial aid policies and practices.

# Agreement

This MOU shall enter into force upon signature by both Parties and remains in force for a period of five (5) years from the latest date of signature, unless terminated by either Party upon ninety (90) days written notice to the other Party.

# Amendments

Any amendments to this MOU must be made in writing and agreed upon by both parties.

# **Non-Binding**

The Parties agree that this MOU is not a formal legal agreement giving rise to any legal relationship, rights, duties or consequences, but it is only a definite expression and record of the intention of the Parties to which the Parties are bound in honor only.

**IN WITNESS WHEREOF**, the undersigned being duly authorized by the respective agencies, has signed this MOU.

Done on the _____04/08/2024 _____, 2024.

Signed on behalf of Dakota State University

Dr. José-Marie Griffiths President Dakota State University Madison, SD Signed on behalf of Concordia College (Join Invine A51888B3753143D...

Dr. Colin Irvine President Concordia College Moorhead, MN

# <u>Academic and Student Affairs</u> <u>Consent</u>

# AGENDA ITEM: 5 – M DATE: May 13-15, 2024

### **SUBJECT**

### **Dual Credit In-District Delivery MOU: Brookings High School (SDSU)**

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

BOR Policy 2.2.2.1 – Seamless Transfer of Credit AAC Guideline 2.2.1.6.A – Dual / Concurrent Credit Administration Guidelines

# **BACKGROUND / DISCUSSION**

South Dakota State University (SDSU) is requesting authorization to renew a preexisting Memorandum of Understanding (MOU) to offer In-District Delivery of High School Dual Credit (HSDC) to the Brookings School District for the Fall 2024 and Spring 2025 semesters.

Previous agreements between SDSU & Brookings High School were approved at the Board's <u>April 2019</u>, <u>December 2021</u>, <u>October 2022</u>, and <u>October 2023</u> meetings.

# **IMPACT AND RECOMMENDATION**

Board office staff recommends approval.

# ATTACHMENTS

Attachment I – In-District HSDC Memorandum of Understanding – SDSU & Brookings School District

# DRAFT MOTION 20240513_5-M:

I move to approve the Memorandum of Understanding between the Board of Regents and the Brookings School District for in-district delivery of High School Dual Credit courses, as presented in Attachment I.

# MEMORANDUM OF UNDERSTANDING

South Dakota Board of Regents/Brookings High School/District 2024- 2025

# 1. Purpose

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and Brookings High School/District. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites. This MOU will be effective July 1, 2024 through June 30, 2025.

# 2. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the Brookings High School/District. The South Dakota Board of Regents designates South Dakota State University as the institution providing instruction under this MOU.

# 3. Responsibilities

# 3.1 Authority

- **3.1.1** All current and applicable regental and university policies, guidelines, and procedures apply to all course offerings and enrollment requirements.
- **3.1.2** University academic departments, faculty, and/or personnel will determine the textbooks and course materials required for each course.
- **3.1.3** Brookings High School/District accepts responsibility for providing appropriate facilities, equipment, and technology to deliver university courses in a manner that meets university standards.

# 3.2 Development and coordination of course offerings

- **3.2.1** Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments, and schedule of classes.
- **3.2.2** Brookings High School/District will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

# 3.3 Scheduling and delivery of courses

- **3.3.1** The calendar and schedule for courses will align with the university calendar for each semester.
- **3.3.2** Course schedules must meet university accreditation requirements regarding total hours of class time for the semester, as outlined in SDBOR Policy <u>2:32</u>, Definition and Assignment of Credit Hours.
- **3.3.3** All courses will be taught by university personnel, to be approved by South Dakota State University for each course.

# 3.4 Enrollment

**3.4.1** South Dakota State University will determine the minimum/maximumenrollment for each course and the number of course sections offered each semester with input from Brookings High School/District. However, guidelines and policies established by the Board of Regents require that in-district delivery shall only occur for sections with a minimum of 18 students; Brookings High School/District shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

# 3.5 Tuition and course materials

- **3.5.1** Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Brookings High School/District responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
- **3.5.2** Brookings High School/District or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

# 3.6 Registration and advising

- **3.6.1** South Dakota State University staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.
- **3.6.2** All students enrolled in South Dakota State University courses will be assigned an advisor to manage all questions, issues, and concerns. Students should not rely on school district staff for guidance on any issues involving university courses.
- **3.6.3** Course registration processes will follow regental system and university requirements and procedures, and South Dakota State University staff will process registrations and assist students as needed.
- **3.6.4** Instructors for university courses will utilize their university's internal early alert system to inform Institutional advisors of any academic performance concerns.
- **3.6.5** South Dakota State University staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:

Brookings High School/District

Date

South Dakota Board of Regents

Date

# Academic and Student Affairs Consent

# AGENDA ITEM: 5 – N DATE: May 13-15, 2024

# **SUBJECT**

**Revised BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirements** (Formerly 2:29) (Second Reading)

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

BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirements

# **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 second reading and approved this change. No changes have been made since the April 2024 BOR Meeting.

The Board academic staff supports the recommended revisions to BOR Policy 2.6.1 -Academic Program Student Credit Hour Requirements.

# ATTACHMENTS

Attachment I – Proposed Revised Draft of BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirements (Formerly 2:29)

### 

# **DRAFT MOTION 20240513_5-N:**

I move to approve the second and final reading of the proposed revisions to BOR Policy 2.6.1 – Academic Program Student Credit Hour Requirements, as presented.

# **Policy Manual**

# **SUBJECT:** Academic Program Student Credit Hour Requirements

# **NUMBER:** 2.6.1

# A. <u>PURPOSE</u>

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. <u>DEFINITIONS</u>

- **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.

Academic Program Student Credit Hour Requirements

- **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. <u>PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS</u>

- **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. <u>UNDERGRADUATE DEGREE GRANTING INSTITUTIONAL CREDIT</u> <u>REQUIREMENTS FOR DEGREE-SEEKING STUDENTS</u>

- 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.

Academic Program Student Credit Hour Requirements

**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).

¹ / ₂ Time Status	6 credit hours minimum
³ / ₄ 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.

Academic Program Student Credit Hour Requirements

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. <u>GRADUATE INSTITUTIONAL CREDIT REQUIREMENTS FOR DEGREE-</u> <u>SEEKING STUDENTS</u>

- 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. <u>REQUEST FOR EXCEPTION</u>

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.

Academic Program Student Credit Hour Requirements

# **REFERENCES:**

• <u>BOR Policy 2.2.2</u> – 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; October 2023 (Clerical); BOR May 2024.

Academic Program Student Credit Hour Requirements

# Budget and Finance Consent

# AGENDA ITEM: 5 – O DATE: May 13-15, 2024

# **SUBJECT**

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

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

BOR Policy 6.6 – Maintenance and Repair

# **BACKGROUND / DISCUSSION**

### Northern State University

**Softball Locker Room Upgrade:** NSU is requesting approval to use \$255,770.72 of institutional funds for a title IX locker room upgrade to the Barnett Center Women's softball locker room.

# IMPACT AND RECOMMENDATIONS

Recommends approval of these projects

# ATTACHMENTS

None

### DRAFT MOTION 20240513_5-O:

I move to approve the requested maintenance and repair projects as described in this item.

# Budget and Finance Consent

# AGENDA ITEM: 5 – P DATE: May 13-15, 2024

### **SUBJECT**

FY25 General Fund M&R Allocation and Projects

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

**BOR Policy 6.6** – Maintenance and Repair

# **BACKGROUND / DISCUSSION**

Table 1 identifies the distribution of the FY25 general fund M&R funding for the universities. The University of South Dakota – Sioux Falls and Black Hills State University – Rapid City (formerly known as the University Centers) are not in this allocation because they do not receive general fund support. The general fund M&R allocation formula is based on 50% of the replacement values and 50% of the gross square footage for academic buildings. BOR Policy 6.6 allows that up to 5% of the M&R allocation may be assigned towards planning and design to assist the universities in determining appropriate work scope of each proposed project.

		1120 000	erar i una maere i moe	unon	
		А	cademic Buildings		
	Square Feet	Allocation	Replacement Value	Allocation	Total Allocation
BHSU	534,279	\$942,469	\$175,942,792	\$966,025	\$1,908,494
DSU	375,158	\$661,778	\$115,128,196	\$632,119	\$1,293,897
NSU	675,615	\$1,191,785	\$208,591,494	\$1,145,285	\$2,337,070
SDSMT	596,948	\$1,053,016	\$213,756,709	\$1,173,645	\$2,226,661
SDSU	2,345,266	\$4,137,048	\$734,815,527	\$4,034,551	\$8,171,599
USD	1,821,527	\$3,213,174	\$604,117,015	\$3,316,943	\$6,530,117
SSOM	91,895	\$162,103	\$16,902,919	\$92,807	\$254,910
	6,440,688	\$11,361,373	\$2,069,254,652	\$11,361,375	\$22,722,748

# FY25 General Fund M&R Allocation

(Continued)

# **DRAFT MOTION 20240513 5-P:**

I move to approve the FY25 General Fund M&R projects as presented in Attachment I.

FY25 General Fund M&R Projects May 13-15, 2024 Page 2 of 2

> Attachment I provides the FY25 general fund maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Campus Infrastructure according to BOR Policy 6.6. The policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost \$100,000 to \$250,000 must be submitted for the Executive Director's approval and projects more than \$250,000 must be submitted for Board approval. Projects under \$100,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

# IMPACT AND RECOMMENDATIONS

The FY25 available funding is \$22,722,748.

Approval of the FY25 General Fund Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

# ATTACHMENTS

Attachment I – FY25 General Fund Maintenance and Repair projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class	Cost Estimate
<b>Black Hills Sta</b>	tte University				
6G2501		Planning & Design			\$95,425
6G25XX	Lyle Hare Stadium	Outdoor Track Replace	Campus Infrastructure	Renovation	\$1,313,069
6G25XX	Young Center	Title IX Locker Room Upgrades	Programmatic Suitability	Alteration	\$500,000
Dakota State U	Jniversity		FY25 General Fu	und M&R Projects Total	\$1,908,494
8G2501		Planning & Design			\$64,695
8G25XX	East Hall	Window Replacement	Energy and Utility Savings	Renovation	\$775,000
8G25XX	Dakota Prairie Playhouse	Siding Replacement	Building Integrity	Renovation	\$250,000
8G25XX	Community Center	Phase II Roof Replacement	Building Integrity	Renovation	\$150,000
8G25XX	Beadle Hall	Renovation	Building Integrity	Renovation	\$54,202
Northern State	e University		FY25 General Fu	und M&R Projects Total	\$1,293,897
5G2501		Planning & Design			\$116,854
5G25XX	Barnett Center	Locker Room Remodel	Programmatic Suitability	Alteration	\$935,000
5G25XX	Mewaldt/Library	Window Replacement	Building Integrity	Renovation	\$150,000
5G25XX	Technology Center	Roof Replacement	Building Integrity	Renovation	\$260,000
5G25XX	Spafford Hall	Roof Replacement	Building Integrity	Renovation	\$200,000
5G25XX	Spafford Hall	Replace Air Conditioning	Energy and Utility Savings	Renovation	\$225,000
5G25XX	Dacotah Hall	HVAC Upgrade	Energy and Utility Savings	Renovation	\$200,000
5G25XX	Graham Hall	Install Sprinkler System	Building Integrity	Alteration	\$200,000
5G25XX	Campus Quad	Outdoor Electrical and Light Upgrades	Campus Infrastructure	Renovation	\$50,216
South Dakota S	School of Mines & Technology		FY25 General Fu	und M&R Projects Total	\$2,337,070
4G2501	1	Planning & Design			\$111,333
4G25XX	EEP Building	Electrical and Architectural Match	Building Integrity	Repair	\$1,330,328
4G25XX	Music Center	AC Replacements	Building Integrity	Repair	\$40,000
4G25XX	Mineral Industries	Asbestos Abatement	Building Integrity	Maintenance	\$600,000
4G25XX	Various	Fire Alarm Replacement	Building Integrity	Maintenance	\$50,000
4G25XX	Various	Cathodic Protection	Public Health, Safety, and Complian	nce Maintenance	\$10,000
4G25XX	CBEC	Lab Renovation	Building Integrity	Renovation	\$40,000
4G25XX	Various	Energy Project IRP Matching	Building Integrity	Maintenance	\$45,000
South Dakota S	State University		FY25 General Fu	und M&R Projects Total	\$2,226,661
3G2501	Campus	Planning & Design			\$408,580
3G25XX	Campus	Emergency HVAC Repairs (SJM, SYEH, SCEH)	Building Integrity	Maintenance	\$250,000
3G25XX	<b>Crothers Engineering Hall</b>	HVAC Upgrades	Building Integrity	Repair	\$2,400,000
3G25XX	Stanley J. Marshal Center	HVAC Upgrades - Study	Building Integrity	Repair	\$100,000
3G25XX	Campus	Storm Water Improvements	Campus Infrastructure	Renovation	\$200,000

FY25 General Fund Maintenance & Repair Projects

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\$30,000	\$30,000	\$65,000	\$60,000	\$1,005,594	\$942,425	\$150,000	\$700,000	\$40,000	\$480,000	\$60,000	\$1,250,000	\$8,171,599	\$326,506	\$229,002	\$25,000	\$670,000	\$1,000,000	\$350,000	\$800,000	\$75,000	\$400,000	\$1,250,000	\$350,000	\$185,000	\$50,000	\$175,000	\$119,609	\$350,000	\$175,000	\$6,530,117	\$12,746	\$200,000	\$42,164	\$254,910
Repair	Repair	Repair	Renovation	Repair	Repair	Repair	Repair	Repair	Repair	Repair	Renovation	M&R Projects Total		Maintenance	Maintenance	Renovation	Renovation	Renovation	Renovation	Maintenance	Maintenance	Renovation	Maintenance	Renovation	Renovation	Maintenance	Maintenance	Renovation	Maintenance	M&R Projects Total		Repair	Repair	M&R Projects Total
Public Health, Safety, and Compliance	Public Health, Safety, and Compliance	Energy and Utility Savings	Energy and Utility Savings	Building Integrity	Building Integrity	Building Integrity	Building Integrity	Building Integrity	Building Integrity	Building Integrity	Energy and Utility Savings	FY25 General Fund 1		Energy and Utility Savings	Energy and Utility Savings	Building Integrity	Programmatic Suitability	Building Integrity	Building Integrity	Building Integrity	Energy and Utility Savings	Building Integrity	Building Integrity	Public Health, Safety, and Compliance	Programmatic Suitability	Energy and Utility Savings	Building Integrity	Public Health, Safety, and Compliance	Building Integrity	FY25 General Fund		Building Integrity	Building Integrity	FY25 General Fund ]
Concrete Walk & Pavement Repairs	Campus Site Repairs & Improvements	HVAC Control Upgrades (SAM, SAD, SCE)	HVAC Upgrades & Repairs	Roof Replacement	Roof Replacement	Rammed Earth Garden Wall Repairs	Roof Replacement	HVAC Repairs	Roof Replacement - Partial	Roof Repairs - Above Clinic	Exhaust Air Improvements		Planning & Design	Mechanical Repairs and Upgrades	Electrical Repairs and Upgrades	Building Renovation	East Side Renovation to Old Pool Area	Interior Renovation	Renovate Main Floor	Interior Renovation	Exterior Window Replacement	Main Floor and Faculty Suite Renovation	Chiller Replacement	Chemical Storage Room Upgrades	Renovate Old Business Office	Main Boiler Plant Economizer Replacement	Replace Exterior Windows	Restroom Renovations	Roof Replacement		Planning & Design	Roof Replacement	Exterior Repairs	
Campus	Campus	Campus	Central Heating Plant	Agricultural Heritage Museum	Pugsley Center	Woodbine Cottage	Berg Hall	Daktronics Engineering Hall	Performing Arts Center	Wellness Center	McFadden Hall	th Dakota	Campus	Campus	Campus	Arts & Sciences	Dakota Dome	Delzell	East Hall	Fine Arts	ID Weeks	Law School	Old Main	Pardee Lab	Slagle Hall	Davidson	Lee Medical	Delzell	Belbas	of Medicine	USD-SSOM	USD-SSOM	USD-SSOM	
3G25XX	3G25XX	3G25XX	3G25XX	3G25XX	3G25XX	3G25XX	3G25XX	3G25XX	3G25XX	3G25XX	3G25XX	University of Sou	2G2501	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	2G25XX	Sandford School	2G2551	2G255X	2G255X	

FY25 General Fund Maintenance & Repair Projects

Projects
Repair
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FY25

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Project #	Building Name	Project Name	M&R Category 🦈	M & R Class 🦈	Cost Estimate
Refer to BOR F	olicy 6.6 Maintenance & Repair				
(1) M&R Catego	ry				
Α.	Public Health, Safety, and Compl	liance			
B.	<b>Building Integrity</b>				
IJ	Programmatic Suitability				
D.	Energy and Utility Savings				
н	Campus Infrastructure				
⁽²⁾ M&R Class					
A.	Maintenance				
B.	Repair				
ن ن	Renovation				
D.	Alteration				

# Budget and Finance Consent

# AGENDA ITEM: 5 – Q DATE: May 13-15, 2024

### **SUBJECT**

### FY25 Fee M&R Projects

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

<u>SDCL § 13-53-6</u> – Tuition Rates and Fees <u>BOR Policy 6.6</u> – Maintenance and Repair

# **BACKGROUND / DISCUSSION**

In March 1993, the Board approved a per-credit-hour maintenance and repair fee on all oncampus courses. In 2007, the fee was increased to fund bonded, critical deferred maintenance projects. The per-credit-hour fee, now part of the on-campus tuition rate, is currently \$3.47 per credit hour. The M&R fee is retained by each campus and is used to pay bonded indebtedness and to fund new maintenance and repair projects. Available funds are based on the estimated credit hour totals multiplied by the approved \$3.47 per credit hour fee. The FY25 projected revenues are as follows:

	FY25	\$3.47 M&R Fee
	Projected Credit Hours	Projected Revenue
BHSU	34,567	\$119,947
DSU	28,602	\$96,102
NSU	21,574	\$72,488
SDSM&T	51,435	\$172,822
SDSU	204,247	\$686,270
USD	146,314	\$491,615
	486,739	\$1,639,244

### IMPACT AND RECOMMENDATIONS

The FY25 available funding is projected to be \$1,639,244, an increase of \$11,002 from FY24.

(Continued)

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### DRAFT MOTION 20240513 5-Q:

I move to approve the FY25 Maintenance and Repair Fee projects as presented in Attachment I.

FY25 Fee M&R Projects May 13-15, 2024 Page 2 of 2

Approval of the FY25 Maintenance & Repair Fee projects will allow the universities to begin project planning and completion in a timely manner.

# ATTACHMENTS

Attachment I – FY25 Maintenance & Repair Fee projects

-				6	
Project #	Building Name	Project Name	M&K Category	M&K Class	Cost Estimate
6R2501		Series 2007 Critical M&R Bond Payment			\$47.146
6R25XX	Campus	Mechanical Upgrades	Building Integrity	Maintenance	\$72,801
Dakota State Ui	niversity		FY25 Fee N	A&R Projects Total	\$119,947
8R2501		Series 2007 Critical M&R Bond Payment			\$27,647
8R25XX	Campus Wide	Door Security and ADA Upgrades	Public Health, Safety, and Compliance	Alteration	\$50,000
8R25XX	Campus Wide	Flooring Replacement	Building Integrity	Repair	\$18,455
Northern State	University		FY25 Fee N	A&R Projects Total	\$96,102
5R25XX	Campus Wide	Landscape/Concrete Repair	Campus Infrastructure	Maintenance	\$40,000
5R25XX	Campus Wide	Office and Classroom upgrades	Building Integrity	Maintenance	\$32,488
South Dakota S	chool of Mines & Technology		FY25 Fee N	A&R Projects Total	\$72,488
4R2501		Series 2007 Critical M&R Bond Payment			\$29,103
4R25XX		Planning & Design			\$7,186
4R25XX	Various	Lab Improvements	Programmatic Suitability	Renovation	\$50,000
4R25XX	Classroom Building	General Maintenance	Building Integrity	Maintenance	\$25,000
4R25XX	Grounds	Concrete Repair	Public Health, Safety, and Compliance	Repair	\$25,000
4R25XX	Various	HVAC Repair	Building Integrity	Maintenance	\$26,533
4R25XX	Various	Painting	Building Integrity	Maintenance	\$10,000
South Dakota S	tate University		FY25 Fee N	A&R Projects Total	\$172,822
3R2501		Series 2007 Critical M&R Bond Payment			\$353,740
3R25XX	Campus	Planning & Design			\$34,313
3R25XX	Wagner Hall	Restrooms - ADA Modifications	Public Health, Safety, and Compliance	Renovation	\$120,000
3R25XX	Campus	Emergency Roof Repairs (SPEC, SPCA, SWEX)	Building Integrity	Maintenance	\$98,217
3R25XX	Campus	Classroom Upgrades	Programmatic Suitability	Renovation	\$80,000
University of So	uth Dakota		FY25 Fee N	A&R Projects Total	\$686,270
2R2501		Series 2007 Critical M&R Bond Payment			\$167,339
2R25XX	Campus	Mechanical Repairs and Upgrades	Energy and Utility Savings	Maintenance	\$89,276
2R25XX	Campus	IT Infrastructure Upgrades	Campus Infrastructure	Maintenance	\$85,000
2R25XX	Campus	Academic Building Maintenance and Upgrades	Public Health, Safety, and Compliance	Maintenance	\$80,000
2R25XX	Dakota Dome	Pool Maintenance	Public Health, Safety, and Compliance	Maintenance	\$25,000
2R25XX	Campus	Softball Field Renovations	Programmatic Suitability	Maintenance	\$45,000
			FY25 Fee N	A&R Projects Total	<u>\$491,615</u>

FY25 Fee Maintenance & Repair Projects

350

Grand Total FY25 Fee M&R Projects \$\$1,639,244

jects
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Repair
8
Maintenance
Fee
FY25

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
Refer to BOR Po	vlicy 6.6 Maintenance & Repair				
(1) M&R Categor	ŕ.				
A.	Public Health, Safety, and Com	pliance			
B.	Building Integrity				
IJ.	Programmatic Suitability				
D.	Energy and Utility Savings				
ш	Campus Infrastructure				
(2) M&R Class					
Α.	Maintenance				
B.	Repair				
Ċ.	Renovation				
D.	Alteration				

# Budget and Finance Consent

# AGENDA ITEM: 5 – R DATE: May 13-15, 2024

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### SUBJECT

### FY25 Deferred HEFF M&R Projects

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

<u>SDCL 13-51-2</u> – Educational Facilities Fund – Purposes <u>SDCL 13-53-15</u> – Receipt by State Treasurer of Institutional Moneys - Distribution <u>SDCL 13-53-15.3</u> – Medical School Funds <u>BOR Policy 6.6</u> – Maintenance and Repair

# **BACKGROUND / DISCUSSION**

During the 2024 Legislative Session, the FY24 General Bill Amendment (SB52) appropriated \$16,834,604 in one-time general funds to the Board of Regents to support Higher Education Facilities Fund (HEFF) bonded-debt retirement and maintenance and repair (M&R). The Letter of Intent from the Joint Committee on Appropriations (Attachment I) details the expected use of the freed-up HEFF funds to go toward deferred M&R projects with \$8 million specifically for renovation of the Churchill-Haines Lab at the University of South Dakota.

Attachment II provides the FY25 deferred HEFF maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Other according to BOR Policy 6.6. The policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost \$100,000 to \$250,000 must be submitted for the Executive Director's approval and projects more than \$250,000 must be submitted for Board approval. Projects under \$100,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

### IMPACT AND RECOMMENDATIONS

The FY25 additional funding available is \$16,834,604.

(Continued)

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### **DRAFT MOTION 20240513_5-R:**

I move to approve the FY25 Deferred HEFF M&R projects as presented in Attachment II.

FY25 Deferred HEFF M&R Projects May 13-15, 2024 Page 2 of 2

Approval of the FY25 Deferred HEFF Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

# ATTACHMENTS

- Attachment I 2024 Letter of Intent Regarding HEFF Bond Payment/Paydown for M&R Utilization (Churchill-Haines Lab M&R)
- Attachment II FY25 Deferred HEFF Maintenance and Repair projects requested by the institutions



PRESIDENT PRO TEMPORE LEE SCHOENBECK, CHAIR | SPEAKER HUGH M. BARTELS, VICE CHAIR JOHN MCCULLOUGH, INTERIM DIRECTOR | JUSTIN GOETZ, CODE COUNSEL

500 EAST CAPITOL AVENUE, PIERRE, SD 57501 | 605-773-3251 | SDLEGISLATURE.GOV

Joint Committee on Appropriations REPRESENTATIVE MIKE DERBY, CO-CHAIR SENATOR JEAN HUNHOFF, CO-CHAIR

March 26, 2024 Nathan Lukkes, Executive Director Board of Regents 306 E. Capitol Avenue, Suite 200 Pierre, SD 57501

# Letter of Intent Regarding HEFF Bond Payment/Paydown for M&R Utilization (Churchill-Haines Lab M&R)

Dear Executive Director Nathan Lukkes,

This Letter of Intent sets forth a particular view held by the Joint Committee on Appropriations (JCA) in approving your appropriation in the 2024 Legislative session. As such, this Letter of Intent seeks to supplement that legislation with specific policy guidance as approved on March 26, 2024.

While the guidance does not have the direct force of statutory law, it rests solidly on a longstanding tradition of Legislative-Executive relationships in South Dakota and it will be used by the Joint Committee as one basis for the fiscal oversight of your agency and its continued funding.

During the 2024 legislative session, the JCA approved \$16,834,604 in general funds (SB 52) for Higher Education Facility Fund bond payments and Maintenance and Repair (M&R) paydown use. It is the intent of the committee \$8,000,000 will be set aside for M&R of the Churchill-Haines Lab at the University of South Dakota. A report detailing the use of the funding shall be presented during the 2025 budget hearing.

Thank you for your cooperation.

Representative Mike Derby / Lead Co-Chair, Joint Committee on Appropriations

/ / Senator Jean Huthoff Co-Chair, Joint Committee on Appropriations

cc: Russell Olson, Auditor General Jim Terwilliger, Commissioner, Bureau of Finance and Management

Burdt HIR Start University 0025X Laping and Electrical Elec	Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾ C	st Estimate
	Black Hills	s State University				
Buck HIL Start Universit FYS Deternal HEFY M&R Pojetes Frad SFYS 357   Buck HIL Start Universit FYS Deternal HEFY M&R Pojetes Frad SFYS 36   Distant Libric Start Remontic Starbility Programmatic Starbility Programmatic Starbility Starting SFYS 36   Distant Libric Start Remontic Starbility Remontic Starbility Remontic Starbility Programmatic Starbility </td <td>6D25XX</td> <td>Woodburn</td> <td>Lighting and Electrical Upgrades</td> <td>Energy and Utility Saving</td> <td>Renovation</td> <td>\$879,578</td>	6D25XX	Woodburn	Lighting and Electrical Upgrades	Energy and Utility Saving	Renovation	\$879,578
matter interview NetRod Anertion 100,000   Distant Burneriew WERK Addition Renorations Programmatic Statishilty Programmati					FY25 Deferred HEFF M&R Projects Total	\$879,578
NUMBER Anstantion Anstantion Anstantion Anstantion Anstantion   Statistic latteristic Entropolity Kenovation FV32 Defret ILEF M&R Pojeter Taal \$10,000   SD2XX Kenovation Renovation Renovation \$40,000   SD2XX Kenovation Renovation Renovation \$40,000   SD2XX Kenovation Renovation Renovation \$40,000   SD2XX Kenovation Renovation \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000 \$40,000	Black Hill	State University - KC				1001010
Default State University PFX Detered BLFF MAK Project Gai NUMBIC   DSXX Kai Mual Likeny Recording \$60,000   DSXX State Direction Comput Infrastruction \$60,000   DSXX Building Breginy Recording \$60,000   DSXX Building Breginy Recording \$60,000   DSXX Comput Infrastruction Recording \$60,000   DSXX Comput Recording Recording \$60,000	XCC2U0	BHSU-Kapid City	WKHSC Addition Kenovations	Programmatic Suitability	Alteration	\$100,000
Mathematication Renoration S450.00   R02-XX Kan Mand Liber Kanovation S450.00   R02-XX Kanoby Catert Renovation S450.00   R02-XX Kanoby Catert Renovation S450.00   R02-XX Kanoby Catert Renovation S450.00   R02-XX Ranoby Catert Renovation S450.00   R02-XX Renovation Renovation S450.00   R01 Renovation Re					FY25 Deferred HEFF M&R Projects Total	\$106,006
SD:XX Kan bland Llarey Kanovation Servation	Dakota St	ate University	-		-	
Biolog Incgring Remotion Serontion S50.975   Norme State Untersity Remotion First Deternal IRFP M&R Project Tani 750.975   DEXXX Named Cance Named Cance Named Cance 890.975   DEXXX Named Cance Remotion 750.975 890.975   DEXXX Named Cance Remotion 750.976 890.975   DEXXX Remotion Remotion 750.976 890.975   DEXXX Remotion Remotion 890.976 890.975   DEXXX Campas Remotion 890.976 890.976 890.976   DEXXX Campas Remotion Remotion 890.976 890.976	8D25XX	Karl Mundt Library	Kenovations	Building Integrity	Kenovation	\$450,000
Mutericatic FY25 Deferred HEFF MoR R Projects Total 500.075   3D2XX Wahingne Privation 500.075 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 500.001 </td <td>8D25XX</td> <td>Kennedy Center</td> <td>Renovations</td> <td>Building Integrity</td> <td>Renovation</td> <td>\$250,975</td>	8D25XX	Kennedy Center	Renovations	Building Integrity	Renovation	\$250,975
Nother State University Numerican State University Second Instatucture Second Instat					FY25 Deferred HEFF M&R Projects Total	\$700,975
	Northern .	State University				
	5D25XX	Washington Parking lot	Overlay Parking Lot	Campus Infrastructure	Maintenance	\$500,000
FY25 Defered HEFK M&R Projects Total933.353Subin Data K theologyfrequencia893.375QDXXXGampafrequencia897.379QDXXXGampaKepair897.379QDXXXGampaKepair897.379QDXXXGampaKepair897.379QDXXXGampaKepair897.379QDXXXGampaKepair897.379QDXXXGampaKepair897.379QDXXXGampaKepair897.379QDXXXGampaKepair897.379QDXXXAcfadatuMasony RepairsBuilding InegrityRepairQDXXXAriabaMasony RepairsBuilding InegrityRepair897.010QDXXXAriabaMasony RepairsBuilding InegrityRepair897.010QDXXXAriabaMasony RepairsBuilding InegrityRepair897.010QDXXXAriabaMasony RepairsBuilding InegrityRepair897.010QDXXXAriabaMasony RepairsBuilding InegrityRepair897.010QDXXXAriabaRenorationRepair897.010897.010QDXXAriabaMasony RepairsBuilding InegrityRenoration897.010QDXXMasony RepairsBuilding InegrityRenoration897.010QDXXMasony RepairsBuilding InegrityRenoration897.010QDXXMasony RepairsBuilding InegrityRenoration897.010QDXXUDNSSON	5D25XX	Barnett Center	Remodel Restrooms	Building Integrity	Renovation	\$433,751
Senti Dates School of Nines & TechnologyEarthou School of Nines & TechnologySeni Not School of Nines & Technology $125XX$ CampasInfractucueInfractucueRepair\$\$03,000 $125XX$ CampasRead RefriNot School of Nines X\$\$00,000\$\$00,000 $125XX$ CampasRead RefriNot School of Nines\$\$00,000\$\$00,000 $205XX$ Valido HullEducationRenovation\$\$00,000\$\$00,000 $302XX$ Valido HullEducationNot School of Nines\$\$00,000\$\$00,000 $302XX$ Valido HullEducationNot School of Nines\$\$00,000\$\$00,000 $302XX$ Valido HullEducationNot School of Nines\$\$00,000\$\$00,000 $302XX$ Valido HullMisony School PublicNot Nines\$\$00,000\$\$00,000 $302XX$ Valido HullNot NinesNot Nines\$\$00,000\$\$00,000 $302XX$ Valido HullMisony School PublicNot Nines\$\$00,000 $302XX$ Valido HullNot NinesNot Nines\$\$00,000 $302XX$ Valido HullNot Nines<					FY25 Deferred HEFF M&R Projects Total	\$933,751
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	4D25XX	Campus	Infrastructure	Campus Infrastructure	Repair	\$923,992
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					FY25 Deferred HEFF M&R Projects Total	\$184,314
				Gra	nd Total FY25 Deferred HEFF M&K Projects	\$16,834,604

FY25 Deferred HEFF Maintenance & Repair Projects

# ATTACHMENT II 4

Project # Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
Refer to BOR Policy 6.6 Maintenance & Repair				
⁽¹⁾ M&R Category				
A. Public Health, Safety, and Compliance				
B. Building Integrity				
C. Programmatic Suitability				
D. Energy and Utility Savings				
E. Campus Infrastructure				
⁽²⁾ M&R Class				
A. Maintenance				
B. Repair				
C. Renovation				
D. Alteration				

# FY25 Deferred HEFF Maintenance & Repair Projects

# Budget and Finance Consent

AGENDA ITEM: 5 – S DATE: May 13-15, 2024

### **SUBJECT**

Contract for Services greater than 5 years and over \$100,000 a per year – SDSU Laundry Service and Maintenance Agreement

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

<u>SDCL § 13-49-15</u> – Purchasing and contracting for institutions BOR Policy 5.3 – Agreements and Contracts

### **BACKGROUND / DISCUSSION**

South Dakota State University (SDSU), Dakota State University (DSU), and Northern State University (NSU) issued a system-wide RFP for laundry services and maintenance. Required upgrades with the current laundry payment technology were going to significantly increase costs and prompted the system to look for an alternative laundry provider that would provide equipment as well as service. Caldwell and Gregory was selected as the vendor of choice for all three campuses and, based on the proposed contract terms, other campuses will have the ability to participate at the same unit rate for the next three years if desired. In addition to approval of the system contract, due to the duration of the agreement, SDSU's contract addendum also requires BOR approval because its annual expenditure under the proposed terms exceeds \$100,000 per year for the equipment and service.

# IMPACT AND RECOMMENDATIONS

The proposed contract will permit the three participating campuses to provide adequate and efficient laundry services and maintenance to students for a seven-year period, as well as providing a framework for the remaining three institutions to take advantage of the system contract when their current operations allow.

Board staff recommends approval.

# ATTACHMENTS

Attachment I – Master Agreement and Addendum for SDSU Caldwell & Gregory Special Laundry Service and Maintenance for South Dakota Board of Regents Universities

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### DRAFT MOTION 20240513_5-S:

I move to approve the Master Special Laundry Service and Maintenance Agreement for South Dakota Board of Regents Universities and the SDSU addendum in substantially similar form as presented in Attachment I.
### CALDWELL & GREGORY 129 Broad Street Road Suite A Manakin-Sabot, Virginia 23103

(800) 927-9274 (804) 784-6100 (804) 784-7418 (Fax) service@caldwellandgregory.com

### SPECIAL LAUNDRY SERVICE AND MAINTENANCE FOR SOUTH DAKOTA BOARD OF REGENTS UNIVERSITIES

This agreement is between <u>Caldwell & Gregory ("C&G"</u>), whose offices are at the address listed above, and **South Dakota Board of Regents**, and the Universities they govern, an Institution of Higher Education, with a principal place of business at 306 E Capitol Ave, Suite 200, Pierre, SD 57501 ("Management"). Management, wishing to provide the residents of certain campus residence halls ("premises") with laundry facilities, agrees to allow C&G to access all common area laundry areas within the premises set forth in this agreement for the purpose of installing, maintaining, and servicing commercial washing, drying and laundry equipment within the premises.

### 1.0 AGREEMENT SPECIFIC TERMS AND CONDITIONS

1.1 C&G agrees to service the Equipment and keep it in repair at C&G's expense during the term of this agreement. The parties agree that the Equipment, together with all fixtures installed in conjunction with the Equipment furnished by C&G under this agreement, shall at all times remain the property of C&G. C&G shall be entitled to remove the Equipment and any fixtures installed in conjunction with the Equipment upon the termination of this agreement. Management shall not move, alter, or tamper with the Equipment except upon the written authorization of C&G.

For the purposes of this agreement, the machine count will be determined as follows:

- Top load washers =1 machine
- Single dryers: = 1 machine
- Front load washers = 1 machine
- Stacked dryer = 2 machines
- Washer/dryer combo = 2 machines

1.2 The term of the award shall be for one (1) seven-year period. The Addendums to each school may be shorter in time. Within the first three years of the contract, the South Dakota Board of Regents reserves the right to utilize RFP SDSU12202023 and resulting contract to source equipment and implement laundry services at the University of South Dakota, South Dakota School of Mines & Technology, and Black Hills State University, should any or all of these universities request such services. The addition of any or all of these universities is subject to successful negotiations on contract pricing.

1.3 Management may deploy a pay per use laundry program. Under this program Management selects vend prices to wash and dry during the contract. Payment takes place on the Speed Queen App with an integration to the Transact Campus Card System for Payment. Management's applicable University is responsible for any Transact integration costs to the Speed Queen App. The credit and debit portion of the Speed Queen App to be turned off with only Transact payments allowed. Management's applicable University shall report laundry usage to Caldwell & Gregory each month.

1.4 Management has the option to deploy a Governed laundry program at any time throughout the contract or individual addendum. The initial laundry program at the beginning of the contract to be Pay per Use.

Residents will be given a laundry allowance of 6 cycles/3 loads of laundry per week, on a per semester basis at the beginning of each semester.

- The initial total per semester is 100 cycles. Semester amount can be adjusted up or down by the applicable University.
- Residents who go over their allotment for the semester can have additional cycles added by the applicable University.
- > Special cycle allocations available for Summer Conferences, Summer Sessions, International Students, etc.
- Option to change program from Governance to Unlimited Push Button start at any time during the contract or addendum.
- Optional Transact Integration available to Speed Queen App to administer Governance Program. The Universities are required to purchase interface from Transact.
- > Option to Administer Governance Program directly on Speed Queen App at no additional cost.

### 2.0 STANDARD CONTRACT TERMS AND CONDITIONS

2.1 C&G will perform those services described in the Scope of Work, attached hereto as Section 3 of this and by this reference incorporated herein.

2.2 The services to be provided under the contract shall commence and terminate on mutually agreed upon dates.

Terms for early termination shall be included in the agreement as negotiated by the parties.

2.3 C&G will not use State equipment or supplies. C&G will provide Management with its Employer Identification Number, Federal Tax Identification Number or Social Security Number upon execution of this Agreement.

2.4 Management will make payment for services upon satisfactory completion of the services. Management will not pay C&G's expenses as a separate item. Unless otherwise negotiated and agreed upon by the parties, Management will make payment in compliance with the Prompt Payment Act, SDCL 5-26 for services provided under the contract. Management will not pay C&G's expenses as a separate item.

2.5 C&G agrees to indemnify and hold Management, its officers, agents and employees, harmless from and against any and all actions, suits, damages, liability or other proceedings that may arise as the result of performing services hereunder. This section does not require C&G to be responsible for or defend against claims or damages arising solely from errors or omissions of Management, its officers, agents or employees.

2.6 C&G, at all times during the term of this Agreement, shall obtain and maintain in force insurance coverage of the types and with the limits as follows:

2.6.1 Commercial General Liability Insurance: C&G shall maintain occurrence based commercial general liability insurance or equivalent form with a limit of not less than \$1,000,000.00 for each occurrence. If such insurance contains a general aggregate limit, it shall apply separately to this Agreement or be no less than two times the occurrence limit.

2.6.2 Professional Liability Insurance or Miscellaneous Professional Liability Insurance: C&G agrees to procure and maintain professional liability insurance or miscellaneous professional liability insurance with a limit not less than \$1,000,000.00.

2.6.3 Business Automobile Liability Insurance: C&G shall maintain business automobile liability insurance or equivalent form with a limit of not less than \$1,000,000.00 for each accident. Such insurance shall include coverage for owned, hired and non-owned vehicles.

2.6.4 Worker's Compensation Insurance: C&G shall procure and maintain workers' compensation and employers' liability insurance as required by South Dakota law.

Before beginning work under this Agreement, C&G shall furnish Management with properly executed Certificates of Insurance which shall clearly evidence all insurance required in this Agreement. In the event a substantial change in insurance, issuance of a new policy, cancellation or nonrenewal of the policy, C&G agrees to provide immediate notice to Management and provide a new certificate of insurance showing continuous coverage in the amounts required. C&G shall furnish copies of insurance policies if requested by Management.

2.7 While performing services hereunder, C&G is an independent contractor and not an officer, agent, or employee of Management.

2.8 C&G agrees to report to Management any event encountered in the course of performance of this Agreement which results in injury to the person or property of third parties, or which may otherwise subject C&G or Management to liability. C&G shall report any such event to Management immediately upon discovery.

C&G's obligation under this section shall only be to report the occurrence of any event to Management and to make any other report provided for by their duties or applicable law. C&G's obligation to report shall not require disclosure of any information subject to privilege or confidentiality under law (e.g., attorney-client communications). Reporting to Management under this section shall not excuse or satisfy any obligation of C&G to report any event to law enforcement or other entities under the requirements of any applicable law.

2.9 This Agreement or applicable Addendum may be terminated for convenience by Management or the respective Universities upon one hundred and eighty (180) days written notice. In the event C&G breaches any of the terms or conditions hereof, this Agreement or applicable Addendum may be terminated by Management at any time with or without notice. If termination for such a default is effected by Management, any payments due to C&G at the time of termination may be adjusted to cover any additional costs to Management because of C&G's default. Upon termination Management may take over the work and may award another party an agreement to complete the work under this Agreement. If after Management terminates for a default by C&G it is determined that C&G was not at fault, then C&G shall be paid for eligible services rendered and expenses incurred up to the date of termination.

2.10 This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate funds or grant expenditure authority, or funds become unavailable by operation of law or federal funds reductions, this Agreement or a University specific addendum will be terminated by Management. Termination for any of these reasons is not a default by Management nor does it give rise to a claim against Management. Any buyout provisions will not be effective if termination occurs for this reason.

2.11 This Agreement may not be assigned without the express prior written consent of Management. This Agreement may not be amended except in writing, which writing shall be expressly identified as a part hereof and be signed by an authorized representative of each of the parties hereto.

2.12 This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes

### County, South Dakota.

2.13 C&G will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

2.14 C&G may not use subcontractors to perform the services described herein without the express prior written consent of Management. C&G will include provisions in its subcontracts requiring its subcontractors to comply with the applicable provisions of this Agreement, to indemnify the State, and to provide insurance coverage for the benefit of Management in a manner consistent with this Agreement. C&G will cause its subcontractors, agents, and employees to comply, with applicable federal, state and local laws, regulations, ordinances, guidelines, permits and requirements and will adopt such review and inspection procedures as are necessary to assure such compliance.

2.15 C&G hereby acknowledges and agrees that all reports, plans, specifications, technical data, miscellaneous drawings, software system programs and documentation, procedures, or files, operating instructions and procedures, source code(s) and documentation, including those necessary to upgrade and maintain the software program, and all information contained therein provided to Management by C&G in connection with its performance of services under this Agreement shall belong to and is the property of Management and will not be used in any way by C&G without the written consent of Management. Papers, reports, forms, software programs, source code(s) and other material which are a part of the work under this Agreement will not be copyrighted without written approval of Management.

2.16 C&G certifies that neither C&G nor its principals are presently debarred, suspended, proposed for debarrent or suspension, or declared ineligible from participating in transactions by the federal government or any state or local government department or agency. C&G further agrees that it will immediately notify Management if during the term of this Agreement C&G or its principals become subject to debarrent, suspension, or ineligibility from participating in transactions by the federal government or agency.

2.17 Any notice or other communication required under this Agreement shall be in writing and sent to the address and individuals indicated in the applicable Addendum, or such authorized designees as either party may from time to time designate in writing. Notices or communications to or between the parties shall be deemed to have been delivered when mailed by first class mail, certified mail, or, if personally delivered, when received by such party. Notice may also be initiated via email with tracking of electronic receipt that email has been delivered.

2.18 In the event that any court of competent jurisdiction shall hold any provision of this Agreement unenforceable or invalid, such holding shall not invalidate or render unenforceable any other provision hereof.

2.19 All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

### 3.0 SCOPE OF WORK

3.1 C&G will, at C&G's expense, purchase, install to manufacture's specification, service and maintain all laundry equipment located in each University's Housing Complexes and Apartments (set forth in the applicable Schedule). C&G may buyout existing University laundry equipment upon approval by the State Office of Property Management. C&G will furnish all supplies, materials, management, and labor necessary for the professional, efficient, safe, sanitary, and economical operation of laundry facilities on a fixed annual per machine rate. Each University will provide all utilities and access to the buildings for installation of the new equipment, maintenance calls and service calls done by C&G.

3.2 Equipment: C&G shall provide brand new energy efficient commercial grade laundry equipment or buyout existing University laundry equipment upon approval by the State Office of Property Management. The laundry equipment shall be of the most recent design, of adequate size, capacity, and proven energy efficiency for the intended use. Unless otherwise stated in the applicable Addendum, laundry equipment shall be white and shall be of the same modular design and the same height to give uniformity of appearance. Speed Queen commercial equipment is required. C&G shall provide handicapped accessible equipment in accordance with ANSI Code A117.1, in residence halls designated as providing handicapped accessible facilities. A description of the brand and model of handicapped accessible machines to be provided by C&G is set forth in the applicable Addendum.

C&G shall be responsible for all costs of delivery and installation of equipment including positioning of equipment and connection to utility services currently provided by the Universities. Each University will have the right to determine, at any time during the course of the contract, whether the amount of equipment should be increased. The initial quantity of machines provided by C&G shall be of equal or greater number than the number of machines currently on site at the applicable University. Equipment which is no longer required by the Universities shall be promptly removed by C&G, at C&G's expense. Any additional machines required by the Universities shall be provided by and at the sole expense of C&G. Any such additional machines shall meet the requirements of those initially installed. Quantities listed shall be considered minimum acceptable quantities per location. Additional equipment may be added during the applicable term as a new residence hall may be added to the current facilities. Each University reserves the right to have equipment removed or relocated in order to accommodate changes in student population or facility use.

3.3 Delivery and Installation: C&G shall deliver and install all equipment in accordance with the installation schedule to be developed set forth in the applicable Addendum. C&G to inform Universities at least 90 days in advance of installation of any utility requirements and will make all connections with utility outlets at the site. C&G will comply

with all applicable codes and safety rules including those of the Universities, the County, the State, and the Federal Authorities.

3.3.1 All electrical plugs will be of the three-wire grounded type. In buildings not equipped with three-wire grounded installation, all machines will be properly grounded by C&G in accordance with industry standard electrical practices. C&G will be responsible to provide adequate venting for all machines per current uniform building standards. Each machine will be positioned in such a manner that the areas around the machines can be easily cleaned, will create no insect harborage, and will present a neat and pleasing appearance.

3.3.2 C&G shall be responsible for the removal of all debris, waste or packaging material that results from the delivery and installation of the equipment in an environmentally friendly manner.

3.4 Removal of Equipment: Upon the expiration of this contract, and at the sole expense of C&G, all moveable laundry and auxiliary equipment furnished by C&G for the purposes of this contract must be promptly removed without damage to the Universities property. Title to all equipment furnished and installed by C&G will remain the property of C&G and none of the equipment will become a part of the building.

3.5 Service Technicians: C&G shall maintain a staff of trained service personnel to ensure prompt, efficient maintenance of the equipment. C&G shall employ a minimum of two service technicians. Personnel must be readily identifiable as C&G's employees by wearing a uniform with the company logo on the shirt and/or jacket. All service technicians will follow the appropriate check-in/check-out procedure(s), badging, parking rules, etc. via each University Housing and Residential Life Office and their processes. Vendor vehicles must be marked with the company logo and be equipped with the parts necessary to make repairs.

3.6 Service Response Time and Reports: C&G must respond to reports of malfunctioning equipment Monday through Friday 8am to 5pm, excluding holidays. C&G shall provide a web-based online system to be utilized by the students, University Housing and Residence Life staff and/or the Facilities Office to report malfunctioning equipment to C&G. C&G's system shall automatically notify each University Housing and Residence Life Office when a report of malfunctioning equipment has been received. C&G shall also provide a notification to each University Housing and Residence Life Office and the designated University Contract Administrator of the corrective action taken to repair malfunctioning equipment. C&G shall provide each University's' designated Contract Administrator with online access to the service history report indicating what repairs were made on campus. Additionally, machines on campus will be equipped with inventory plates identifying machine type and location. These control numbers will be used to request service through an app on smartphones or tablets. This app will be available for download on the Google Play Store or iTunes Store. The requester will be sent a notification of receipt of malfunction and at completion. Each University can request an administrator to receive copies of all communications regarding equipment malfunctions. Web-based online system shall be proprietary to C&G. Any upgrades to the system will be available to the Universities during the term.

C&G shall also provide on call and onsite support of all equipment including the following:

3.6.1 Provide four (4) hour call back service during normal business hours as it relates to any problem or issue with the rented equipment.

3.6.2 Monday thru Friday 8am-5pm provide onsite assistance within 48 hours if the issue cannot be fixed remotely. Emergency service on weekends and holidays. If the issue cannot be fixed after a technician has been on site to look at the machine C&G will provide a timeline for repair of the machine to the University Housing and Residential Life Office. C&G will also place an appropriate sign on the machine with the timeline to ensure residents are being communicated with.

3.7 Maintenance and Repair of Equipment: C&G is responsible for providing both preventative maintenance and general repairs to all washers and dryers provided by C&G. C&G will provide quarterly and annual preventative maintenance on all rented equipment per a mutually agreeable schedule set between the applicable University Housing and Residential Life Department and C&G. C&G to ensure all units are operating according to the manufacturer's minimum specifications.

3.7.1 C&G will also be responsible to inspect each laundry room on a monthly basis to ensure normal operations. C&G will provide back to the University Housing and Residential Life Office on a monthly basis a report specifying when equipment was inspected, the results of the inspection, the operating status of each machine and a list detailing all repair work performed on the equipment.

3.7.2 Preventative maintenance on each piece of equipment shall be conducted at a minimum of each semester or as requested by each University and shall include a thorough check of the equipment conducted semi-annually to indicate possible need for repair/replacement.

3.7.4 Clean all equipment for dust and soap residue on a quarterly basis.

3.7.5 Disconnect and clean all equipment under and around normal working areas annually.

3.7.6 Maintain an inventory of spare parts for machine repair.

3.7.7 An annual review meeting will be held between each University and C&G to determine if machines need to be removed or refreshed.

3.7.8 C&G to replace any machine, at no cost to Universities, if there are continual service issues with that machine that require ongoing service calls to resolve the issue.

3.7.9 Replacement of any machine requiring more than 3 repairs within a 30-day period. Any ongoing issues repeating themselves beyond 30 days to be discussed and machine/s in question to be replaced upon mutual agreement.

3.8 Cleaning: C&G shall visit each campus to maintain the equipment and facilities. This shall include a semiannual inspection and cleaning as necessary of the exhaust venting systems for dryers from the back of the dryer to the laundry room wall. C&G will work with the designated Contract Administrator or University designee to establish and maintain an effective cleaning schedule.

3.9 Access to Facilities: Access to buildings must be at the entrances and during hours specified by each University. Access to facilities outside the stated hours will be coordinated with the Contract Administrator or University designee.

3.10 Customer Service (Claims/ Refunds/ Signage): C&G shall be responsible for reimbursing customers for damage to clothing due to equipment malfunction. Instructional signage must be provided in each location to familiarize customers with equipment, basic instructions, and proper detergent usage. Signs will include information for reporting machine malfunctions.

3.11 Liability for Damage: C&G is responsible for all damage done to any University property during the installation, operation, maintenance and/or removal of equipment. Clean up and repair of all damage shall be accomplished at C&G's expense in a manner satisfactory to each University. C&G shall maintain a master liability policy of at least \$1 million and will provide evidence of the liability policy as part of the Agreement.

3.12 Records: C&G must furnish a designated Administrator with online access to all information about the account. Available information must include service activity reports and student usage of the machine monitoring system.

3.13 Licenses, Permits, and Taxes: C&G shall provide all federal, state and local licenses and permits necessary at the time this contract is executed.

3.14 Security and Background Checks: C&G shall maintain satisfactory criminal background checks, including sex offender registration checks, on each C&G employee and agent referral or placement at any University work location in compliance with state and federal law. C&G will require employees and agents assigned to work at all University locations to comply with the drug, tobacco, and alcohol-free policies of SDBOR/University.

C&G shall require C&G's employees and agents to self-disclose to C&G any new felony charges and convictions that occur and C&G shall reassess the individual's assignment under this Contract.

Each University, at its discretion, may require C&G to reassign a C&G employee or agent to no longer perform work under this Contract or for a University if, at any time, a University believes that C&G employee or agent may create a danger to the health or safety of the campus community.

C&G is solely responsible for complying with all applicable federal, state, or local laws, rule, and regulations, including but not limited to the Fair Credit Reporting Act and equal opportunity laws and regulations, when conducting background checks. The costs and obligations are the responsibility of C&G.

4.0 RESPONSIBILITIES OF THE UNIVERSITIES

4.1 Space: Each University will provide adequate space for all equipment required.

4.2 Maintenance: Each University will maintain all water and sewer lines, all electric outlets, all gas lines, and building ductwork for the dryers. Each University will also be responsible for the regular and thorough cleaning of all the laundry rooms which will include wiping down of the equipment, sweeping of the floor, and removal of all trash.

4.3 Access: Each University will provide adequate ingress and egress including a reasonable use of existing corridors, driveways, and parking spaces. Each University must inform C&G if there is a fee to park on campus while doing work.

4.4 Utilities: Each University shall provide, at its own expense, services at existing utility connections (electricity, water, sewer), for the convenience of C&G. Any modification to existing utility connections requested by C&G shall be at the Contractor's expense. Any modification to existing utility connections as a result of changes initiated by the University shall be at the University's expense. Each University is also responsible for the cleaning and maintenance of each building's dryer ventilation system beyond the vent pipe attached to the vendor dryer. Each University shall maintain utility services and make every reasonable effort to avoid interruption of services. In the event of any modification, each University shall provide C&G as much advance notice as possible. A network line and electrical outlet to be provided by each University for Online Web based e-monitoring technology.

4.5 Precautions: Each University will take reasonable precautions to protect C&G's installed equipment from damage while on the University's' premises, but not be liable to C&G for any pilferage or destruction of said machines. C&G will be responsible for any repairs or replacement of damaged equipment at no cost to the University. In the event of fire, destruction or theft, C&G shall have the option either to repair the stolen, destroyed, or damaged Equipment, or to replace the Equipment with comparable equipment.

Each University will take reasonable precautions to prevent abuse of the rented equipment, however, C&G will be responsible for any repairs or replacement of damaged equipment at no cost to the University. C&G to replace any machine, at no cost to the University, if there are continual service issues with that machine that require ongoing service calls to resolve the issue. An annual review meeting will be held between each University and C&G to determine if machines need to be removed or refreshed. C&G is aware of the security for each laundry area and the Equipment, and agrees it is adequate.

4.6 Site Requirements: Each University will provide trash receptacles, trash removal, janitorial, and pest extermination services.

### CALDWELL & GREGORY

### SOUTH DAKOTA BOARD OF REGENTS

FED. I.D. #: _____

	Date
By:	By:
Title:	Title:

	Date
Ву:	
Title:	

### Addendum A – Dakota State University

This Addendum sets forth the Scope of Work between Management and C&G concerning the premises on the campus of Dakota State University, with its principal address 820 N Washington Ave. Madison, SD 57042.

**TERM**: The term of the award shall be for one (1) seven-year period beginning June 1, 2024, and ending May 31, 2031.

**INSTALLATION**: Installation of equipment will occur no later than July 31, 2024.

**<u>RENT</u>**: Dakota State University will pay C&G a rental fee of \$51.25 per machine per month for each washer and dryer installed as listed above under EQUIPMENT. Billing will be done by C&G twice per year, once in October (July through December) and in February (January through June), with University making payment within forty-five (45) days from receipt of invoice. Removing equipment from campus will not cause the semester rate to decrease.

### Total Cost per year for 78 machines = \$47,970

**EQUIPMENT + INSTALL EXPENSE**: In fulfilling the terms of this Addendum, C&G will incur expenses in an amount not to exceed \$108,500.

**<u>TERMINATION FOR CONVENIENCE</u>**: The Parties agree if there is a termination for convenience by Management under Section 2.9 of the Agreement, Management will pay C&G the Equipment + Install Expense amount prorated based on the months remaining to the end of this Addendum.

Management has the right to take ownership of equipment and continue using the equipment. If Management decides not to take ownership of the equipment, C&G will remove the equipment and Management will only pay C&G the reasonable expenses incurred by C&G to remove equipment.

<u>SERVICE TECHNICIAN LOCATION</u>: The service technicians assigned pursuant to section 3.5 of the Agreement will be located in Brookings, SD.

### PAY PER USE LAUNDRY PROGRAM

Dakota State University to deploy a pay per use laundry program. The University selects vend prices to wash and dry during the contract. Payment takes place on the Speed Queen App with an integration to the Transact Campus Card System for Payment. Dakota State University is responsible for any Transact integration costs to the Speed Queen App. The credit and debit portion of the Speed Queen App to be turned off with only Transact payments allowed. Dakota State University shall report laundry usage to Caldwell & Gregory each month.

### **EQUIPMENT:**

C&G agrees to install in the premises the following New Speed Queen commercial laundry equipment:

- (04) New Speed Queen Quantum Frontload Washer (ADA)
- (28) New Speed Queen Quantum Top Load Washer
- (10) New Speed Queen Quantum Single Dryer (Electric)
- (11) New Speed Queen Quantum Stack Dryers = 30 machines (Electric) *Stacks Count as Two
- (06) New Speed Queen Quantum Combo Washer/Dryer (Electric) = 4 machines *Combo Count as Two
- (01) New Speed Queen Home Level Top Load Washer
- (01) New Speed Queen Home Level Single Dryer (Electric)
- (78) Total machines

### **Grand Total New Machines = 78**

- Please refer to Schedule A for breakdown of machines per laundry room.
- Speed Queen App laundry monitoring system and phone app activated machines in all residence hall laundry rooms. Management to provide an internet connection in or near each laundry room.

Location	<u> Floor</u>	<u>FLWasher</u> <u>ADA</u>	<u>TL Washer</u>	Single Dryer Rear	Dryer Stack	W/D Combo	Home TL	Home Single
Coutyard		1	5		3			
Resident Village		1	7		4			
212 House							1	1
Higbie	2nd		2	2				
Higbie	3rd		2	2				
Zimmermann			3	3				
Girton Hall						2		
Richardson		1	4	1	2			
Emry Hall		1	3		2			
8 Flex West	1st					1		
8 Flex West	2nd					1		
8 Plex East	1st					1		
8 Plex East	2nd					1		
Van Eps			2	2				
TOTAL		4	28	10	11	6	1	1
					22	12		
WASHERS		39			Stacks count as 2	Combos count as 2		
DRYERS		39						
TOTAL MACHINES		78						

### Schedule A – Dakota State University Washers and Dryers by Location

### Addendum B – Northern State University

This Addendum sets forth the Scope of Work between Management and C&G concerning the premises on the campus of Northern State University, with its principal address at 1200 S Jay St., Aberdeen, SD 57401.

**<u>TERM</u>**: The term of the award shall be for one (1) seven-year period beginning June 1, 2024, and ending May 31, 2031.

**INSTALLATION**: Installation of equipment will occur no later than July 31, 2024.

**<u>RENT</u>**: Northern State University will pay C&G a rental fee of \$51.25 per machine per month for each washer and dryer installed as listed above under EQUIPMENT. Billing will be done by C&G twice per year, once in October (July through December) and in February (January through June), with University making payment within forty-five (45) days from receipt of invoice. Removing equipment from campus will not cause the semester rate to decrease.

### Total Cost per year for 64 machines = \$39,360

**EQUIPMENT + INSTALL EXPENSE**: In fulfilling the terms of this Addendum, C&G will incur expenses in an amount not to exceed \$89,000.

**<u>TERMINATION FOR CONVENIENCE</u>**: The Parties agree if there is a termination for convenience by Management under Section 2.9 of the Agreement, Management will pay C&G the Equipment + Install Expense amount prorated based on the months remaining to the end of this Addendum.

Management has the right to take ownership of equipment and continue using the equipment. If Management decides not to take ownership of the equipment, C&G will remove the equipment and Management will only pay C&G the reasonable expenses incurred by C&G to remove equipment.

<u>SERVICE TECHNICIAN LOCATION</u>: The service technicians assigned pursuant to section 3.5 of the Agreement will be located in Brookings, SD.

### PAY PER USE LAUNDRY PROGRAM

Northern State University to deploy a pay per use laundry program. The University selects vend prices to wash and dry during the contract. Payment takes place on the Speed Queen App with an integration to the Transact Campus Card System for Payment. Northern State University is responsible for any Transact integration costs to the Speed Queen App. The credit and debit portion of the Speed Queen App to be turned off with only Transact payments allowed. Northern State University shall report laundry usage to Caldwell & Gregory each month.

### **EQUIPMENT:**

C&G agrees to install in the premises the following New Speed Queen commercial laundry equipment:

- (10) New Speed Queen Quantum Frontload Washer (ADA)
- (20) New Speed Queen Quantum Top Load Washer
- (09) New Speed Queen Quantum Single Dryer (Electric) (ADA)

(17) New Speed Queen Quantum Single Dryer (Electric)

- (04) New Speed Queen Quantum Stack Dryers = 8 machines (Electric) *Stacks Count as Two
- (64) Total machines

### **Grand Total New Machines = 64**

- Please refer to Schedule A for breakdown of machines per laundry room.
- Speed Queen App laundry monitoring system and phone app activated machines in all residence hall laundry rooms. Management to provide an internet connection in or near each laundry room.

<u>Location</u>	<u> Floor</u>	FLADA	TL Washer	Single Dryer ADA	Single Dryer Rear	Dryer Stack
Wolves Memorial Suites	1st	1	1	1	1	
Wolves Memorial Suites	2nd	1	1	1	1	
Wolves Memorial Suites	3rd	1	1	1	1	
Great Plains West	1st	1	1	1	1	
Great Plains West	2nd	1	1	1	1	
Great Plains West	3rd	1	1	1	1	
Steele	1st	1	2	1	3	
McWalsh	1st	1	4	1	5	
Kramer	1st	1	3	1	3	
Great Plains East	1st	1	5			4
TOTAL		10	20	9	17	4
						8
WASHERS	30					Stacks count as 2
DRYERS	34					
TOTALMACHINES	64					

### Schedule B – Northern State University Washers and Dryers by Location

### Addendum C – South Dakota State University

This Addendum sets forth the Scope of Work between Management and C&G concerning the premises on the campus of South Dakota State University, with its principal address at Box 2201, Morrill Hall, Suite 200, Brookings, SD 57007.

**TERM**: The term of the award shall be for one (1) seven-year period beginning June 1, 2024, and ending May 31, 2031.

**INSTALLATION**: Installation of equipment will occur no later than July 31, 2024.

**<u>RENT</u>:** South Dakota State University will pay C&G a rental fee of \$51.25 per machine per month for each washer and dryer installed as listed above under EQUIPMENT. Billing will be done by C&G twice per year, once in October (July through December) and in February (January through June), with University making payment within forty-five (45) days from receipt of invoice. Removing equipment from campus will not cause the semester rate to decrease.

### Total Cost per year for 390 machines = \$239,850

**EQUIPMENT + INSTALL EXPENSE**: In fulfilling the terms of this Addendum, C&G will incur expenses in an amount not to exceed \$515,000.

**<u>TERMINATION FOR CONVENIENCE</u>**: The Parties agree if there is a termination for convenience by Management under Section 2.9 of the Agreement, Management will pay C&G the Equipment + Install Expense amount prorated based on the months remaining to the end of this Addendum.

Management has the right to take ownership of equipment and continue using the equipment. If Management decides not to take ownership of the equipment, C&G will remove the equipment and Management will only pay C&G the reasonable expenses incurred by C&G to remove equipment.

<u>SERVICE TECHNICIAN LOCATION</u>: The service technicians assigned pursuant to section 3.5 of the Agreement will be located in Brookings, SD.

### PAY PER USE LAUNDRY PROGRAM

South Dakota State University to deploy a pay per use laundry program. The University selects vend prices to wash and dry during the contract. Payment takes place on the Speed Queen App with an integration to the Transact Campus Card System for Payment. South Dakota State University is responsible for any Transact integration costs to the Speed Queen App. The credit and debit portion of the Speed Queen App to be turned off with only Transact payments allowed. South Dakota State University shall report laundry usage to Caldwell & Gregory each month.

### **EQUIPMENT:**

C&G agrees to install in the premises the following New Speed Queen commercial laundry equipment:

- (53) New Speed Queen Quantum Frontload Washer (ADA)
- (69) New Speed Queen Quantum Top Load Washer
- (01) New Speed Queen Quantum Single Dryer (Electric) (ADA)
- (07) New Speed Queen Quantum Single Dryer (Electric)
- (74) New Speed Queen Quantum Stack Dryers = 148 machines (Electric) *Stacks Count as Two

### (278) Total machines

C&G agrees to buy the existing Speed Queen Quantum purchased 2021 or later Washers and Dryers from South Dakota State University for a fee of **\$750 per machine for the (112)-machines listed below = \$84,000. Payment** made to South Dakota State University by September 1, 2024.

(16) Existing Speed Queen Quantum Frontload Washer (ADA)

(30) Existing New Speed Queen Quantum Top Load Washer

- (06) Existing Speed Queen Quantum Single Dryer (Electric) (ADA)
- (06) Existing Speed Queen Quantum Single Dryer (Electric)

(09) Existing Speed Queen Quantum Stack Dryers = 18 machines (Electric) *Stacks Count as Two

(18) Existing Speed Queen Quantum Washer/Dryer Combo = 36 machines (Electric) *Stacks Count as Two (112) Total machines

### **Grand Total New and Existing Machines = 390**

- Please refer to Schedule A for breakdown of machines per laundry room.
- Speed Queen App laundry monitoring system and phone app activated machines in all residence hall laundry rooms. Management to provide an internet connection in or near each laundry room.

Location	Floor	FLADAWasher	TLWasher	Single Drver ADA	Single Drver	Drver Stack	W/DCombo	Stav on Campus
Caldwell	1st East	1	1	1	1			YES-ENTIRE ROOM
Caldwell	2nd East	1	1	1	1			YES-ENTIRE ROOM
Caldwell	3rd East	1	1	1	1			YES-ENTIRE ROOM
Caldwell	1st West	1	1	1	1			YES-ENTIRE ROOM
Caldwell	2nd West	1	1	1	1			VES-ENTIRE ROOM
Caldwall	3rd West	1	1	1	1			
Sobultz	1 of	1	1			1		
Cohultz	Jand	1	1			1		No. 1 TL anhu
Schultz	Znd	1	4			1		tes i illoniy
Schultz	3rd	1	1			1		INO
Schultz	4th	1	1			1		Yes 1 ILonly
Pierson	1st North	1	1			1		No
Pierson	2nd North	1	1			1		Yes1FL&1TLOnly
Pierson	3rd North	1	1			1		No
Pierson	4th North	1	1			1		No
Pierson	1st South	1	1			1		Yes 1 TLonly
Pierson	2nd South	1	1			1		No
Pierson	3rd South	1	1			1		Yes 1 TLonly
Pierson	4th South							No
Young	1st East	1	1			2		No
Young	2nd East		2			2		No
Young	3rd East		2			2		No
Young	4th Fast		2			2		No
Young	1st West	1	1			2		No
Young	2nd Woot	,	2			2		No
Young	2rd West		2			2		No
foung	Ath West		2			2		No
roung	4tri West	4	2			2		
Binnewies	1st East	1	1			1		YES-ENTIRE ROOM
Binnewies	2nd East	1	1			1		YES-ENTIRE ROOM
Binnewies	3rd East	1	1			1		YES-ENTIRE ROOM
Binnewies	4th East	1	1			1		YES-ENTIRE ROOM
Binnewies	1st West	1	1			1		YES-ENTIRE ROOM
Binnewies	2nd West	1	1			1		YES-ENTIRE ROOM
Binnewies	3rd West	1	1			1		YES-ENTIRE ROOM
Binnewies	4th West	1	1			1		YES-ENTIRE ROOM
Hyde	1st East	1	1			1		No
Hyde	2nd East	1	1			1		No
Hvde	3rd East	1	1			1		No
Hyde	1st West	1	1			1		Yes 1 TL only
Hyde	2nd West	1	1			1		No
Hyde	3rd West	1	1			1		No
Hanara	1 of North	1	1			1		Vec 1 TL oply
Honors	2nd Month	1	1			1		Ne
Honors	2nd North	1	1			1		NO No
Honors	3rd North	1	1			1		No
Honors	1st South	1	1			1		Yes 1 ILonly
Honors	2nd South	1	1			1		No
Honors	3rd South	1	1			1		No
Brown	1st East	1	1			1		No
Brown	2nd East	1	1			1		No
Brown	3rd East	1	1			1		No
Brown	4th East	1	1			1		No
Brown	1st West	1	1			1		No
Brown	2nd West	1	1			1		No
Brown	3rd West	1	1			1		No
Brown	4th West	1	1			1		No
Ben Reifel	1st Fast	1	1			1		No
Ben Reifel	2nd East	1	1			1		No
Bon Poifol	2rd East	1	1			1		No
Ben Reliel	310 East	1	1			1		NO No
Ben Reifel	4th East	1	1			1		NO
Ben Reifel	1st West	1	1			1		No
Ben Reifel	2nd West	1	1			1		No
Ben Reifel	3rd West	1	1			1		Yes 1 TLonly
Ben Reifel	4th West	1	1			1		No
Abbott	1st	1	1			1		No
Abbott	2nd	1	1			1		No
Abbott	3rd	1	1			1		No
Abbott	4th	1	1			1		No
Spencer	1st	1	1			1		No
Spencer	2nd	1	1		1	1		No
Spencer	3rd	1	1		İ	1		No
Spencer	4th	1	1	1	1	1		No
Thorne	1st	1	1			1		No
Thome	2nd	1	1			1		No
Thoma	2110	1	1	ł	1	4		No
Inome	310	1	1	4	7	1		
	Lower	1	1	1	/	4		VED ENTREE POOL
Skylight Apts	Iviain Level		2			1	-	YES-ENTIRE ROOM
Huggins Apts	Main Level						2	YES-ENTIRE ROOM
Hansen	1st West						2	YES-ENTIRE ROOM
Hansen	2nd West						2	YES-ENTIRE ROOM
Hansen	3rd West						2	YES-ENTIRE ROOM
Hansen	4th West						2	YES-ENTIRE ROOM
Hansen	1st East						2	YES-ENTIRE ROOM
Hansen	2nd East				[		2	YES-ENTIRE ROOM
Hansen	3rd East						2	YES-ENTIRE ROOM
Hansen	4th East				1		2	YES-ENTIRE ROOM
Meadows South	Mainlevel	1	5	1	1	4		No
Meadows North	Main Level	1	5			4		Nh
Storage			2			-		110
Civilage			2					
TOTALS		60	00	7	10	00	10	
IUIALS		09	33	/	13	03	10	Stocks Court 0
l						100	30	SLACKS COUNT AS 2
WASHERS	186							
DRYERS	204							
TOTAL WASHERS AND DRYERS	390				1	1		

### Schedule C – South Dakota State University Washers and Dryers by Location

### Informational Items Consent

### AGENDA ITEM: 5 – T DATE: May 13-15, 2024

### 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

### 

### **INTERIM ACTIONS**

### Maintenance and Repair Projects (\$50,000 - \$250,000)

### South Dakota State University

**Dana J. Dykhouse Stadium:** SDSU is utilizing \$245,000 of M&R funds for annual maintenance and repair work. Scope includes seating bowl inspection and maintenance, hydronic system maintenance, scoreboard repairs, concourse, lighting control upgrades, door hardware repairs, fireproofing repairs, joint sealants, and masonry repairs. Work will be performed by a combination of internal labor and contracted services.

### Academic and Student Affairs Consent

### AGENDA ITEM: 5 – U DATE: May 13-15, 2024

### **SUBJECT**

### **Intent to Plan Requests**

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

BOR Policy 2.3.2 – New Programs, Program Modifications, 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. NSU – BS in Agricultural Business

The proposed program applies the fundamentals of business to agriculture and related industries. Students will study management of operations, financial analysis, data analytics, commodity markets, trade, and marketing through the program and apply that knowledge in upper-level courses in agricultural business. NSU will collaborate with SDSU for the delivery of agriculture-specific courses.

2. <u>NSU – MS in Sports Sciences</u>

The proposed MS will provide a flexible and dynamic education experience by offering students the choice among four specializations: Biomechanics & Exercise Physiology, Strength & Conditioning, Sport Management, and Athletic Coaching. The proposed program will be geared toward students with an interest in health, fitness, strength and condition, sports performance, sport management, biomechanics, or coaching.

### ATTACHMENTS

None

### Budget and Finance Consent

### AGENDA ITEM: 5 – V DATE: May 13-15, 2024

### SUBJECT

### **Building Committee Report**

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

**BOR Policy 6.5** – Building Committees

### **BACKGROUND / DISCUSSION**

This is a review of the actions taken by the building committees since the last Board meeting.

On April 3, 2024, the building committee for the NSU Lincoln Hall Renovation, represented by Regent Brown, rejected the GMP as presented and approved moving forward with a new delivery method of hard bidding the project.

On May 6, 2024, the building committee for the SDSU McFadden Northern Biostress Lab Exhaust Upgrades, represented by Regent Roberts, approved the Facility Program Plan (FPP) and Facility Design Plan (FDP).

### IMPACT AND RECOMMENDATIONS

None

### **ATTACHMENTS**

None

******

### Budget and Finance Consent

### AGENDA ITEM: 5 – W DATE: May 13-15, 2024

### SUBJECT

**Capital Projects List** 

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

<u>SDCL § 5-14-1</u> – Classification of Capital Improvements

<u>SDCL § 5-14-2</u> – Supervision by Bureau of Administration of capital improvement projects Payment of appropriated funds

<u>SDCL § 5-14-3</u> – Preparation of plans and specifications for capital improvements - State building committees - Approval by board or commission in charge of institution <u>BOR Policy 6.4</u> – Capital Improvements

### **BACKGROUND / DISCUSSION**

The attached list identifies the current capital improvement projects within the Board of Regents system and each project's regental building committee representative, estimated dollar amount, the source of funds, and the current status.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. As a reminder, the review and approval steps for capital projects are as follows:

- 1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
- 2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins the architect evaluation process and the Building Committee interviews and selects the architect.
- 3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
- 4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.

Capital Projects List May 13-15, 2024 Page 2 of 2

- 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 - May 2024 Capital Projects List

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.
CADEMIC FACILITIES Black Hills State University								
BHSU-RC Addition & Renovation for West River Nursing		SB43-2022	ARPA HEFF	\$8,000,000 \$5,114,644	Dec. 23 Design Plan	Construction	2025	Partridge
		SB172-2023	Private General	\$2,000,000 <u>\$1,500,000</u> \$16,614,644				
Dakota State University								
DSU-ARL		SB130-2022	Private	\$50,000,000	Dec-23 Design Plan	Bid	2026	Rave
Athletics Events Center		HB1021-2022	Private	\$40,500,000	Mar-22 Design Plan	Construction	2024	Rave
Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	Oct-17 Design Plan	Completed	March-2020	Rave
Northern State University								
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Final Inspection	2021	Morrison
Lincoln Hall Replacement		SB44-2022 SB173-2023	ARPA Capital Projects Funds General Funds Auxiliary Plant Funds	\$29,500,000 \$1,500,000 <u>\$450,000</u> \$31,450,000	Dec-23 Design Plan	Construction	2025	Brown
Gerber Hall Renovation		HB1049-2023	General Funds HEFF/General FundsM&R Match	\$2,500,000 \$2,500,000 \$5,000,000 \$5,000,000	Mar-23	Preliminary Facility Statement	2025	Frederick
South Dakota School of Mines and Technology								
Nucor Mineral Industries Building		SB156-2021 SB33-2023	Private Local State	\$12,000,000 \$6,400,000 <u>\$23,400,000</u> G	Dec-21 Facility Design MP Approved by BC	Construction	2024	Partridge
Music Center (Old Gym) Renovation			Private	000,000 t+¢	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	General Funds	\$6,000,000	May-23 Program Plan	Design	TBD	Partridge
Lincoln Hall - Renovation			Private HEFF M&R 2021 HEFF Bonds	\$0 \$5,416,880 <u>\$15,000,000</u> \$15,416,880	Jan-22 Design Plan (Revised)	Construction	2023	TBD
McFadden Northern Plains Biostress		HB 1049 - 2023	General Funds HEFF M&R/Other	\$6,000,000 \$6,000,000 \$12,000,000	March 2023 Facility Stmt (Revised)	Design	TBD	Roberts
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning		Rasmussen
SJ Marshall Center - Addition, Phase 2		HB1022-2022	Private Local HEFF M&R	\$44,000,000 \$4,000,000 <u>\$6,000,000</u>	Dec-21 Design Plan (Revised)	Construction	2024	Roberts

# South Dakota Board of Regents Capital Improvement Projects - May 2024

### ATTACHMENT I

3

\$44,000,000 \$4,000,000 <u>\$6,000,000</u> \$54,000,000

		,	•	1			i		
			Legislative	Fund	Legislative / Approved	Most Recent	Current Project	Projected Completion	Building Committee
	Facility Name	Ten-Year Plan	Action / YR	Type	Amount	<b>Board Action</b>	Status	Date	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 <u>\$3,315,000</u> \$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	$\frac{\$5,000,000}{\$5,043,000}$ $\frac{\$10,043,000}{\$10,043,000}$	Mar-16 Program Plan	Phased Project Design & Construction	2029	Roberts
University of	f South Dakota								
	Health Science Building		SB40-2020	HEFF Bond M&R Bond One-Time State Funds Private Funds Local Funds	\$7,500,000 \$5,000,000 \$5,000,000 \$4,500,000 <u>\$875,000</u> \$22,875,000	Oct-21 Design Plan (Revised)	Construction	2022	Partridge
27	South Dakota Union Renovation			One-Time State Funds M&R HEFF M&R General	\$3,430,000 \$54,631 <u>\$4,335,369</u> \$7,820,000	Mar-23 Design Plan	Construction	2024	Brown
] <u>REVENUE FA</u> Black Hills S	<u>CILITTES</u> itate University								
	University Wellness Center Addition			GAF & Private		Dec-16 Facility Stmt	Planning	TBD	Partridge
Dakota State	e University								
	New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 <u>\$500,000</u> \$12,500,000	Dec-19 Design Plan	Completed	Aug-21	Roberts
South Dakot.	a School of Mines and Technology								
	Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection	TBD	Morrison
South Dakot.	a State University								
	Larson Commons Renovation			Private Auxilary	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	f South Dakota								
	Wellness Center Expansion		SB42-2022	Auxiliary Funds Auxiliary Bonds Private Funds Local Funds	\$5,000,000 \$3,900,000 \$13,989,588 <u>\$8,360,412</u> \$31,250,000	Jun-22 Design Plan (Revised)	Construction	2024	Roberts

South Dakota Board of Regents Capital Improvement Projects - May 2024

ATTACHMENT I 4

				Legislative /		Current	Projected	Building
Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Approved Amount	Most Recent Board Action	Project Status	Completion Date	Committee Rep.
Board A ction:			Project Status:					
1) Preliminary Facility Statement			1) Planning					
2) Facility Program Plan			2) A/E Selection					
3) Design			3) Design					
4) Bid - Board approves substantive changes from program Plan			4) Bid					
			<ol><li>Construction</li></ol>					

# South Dakota Board of Regents Capital Improvement Projects - May 2024

### Academic and Student Affairs Consent

### AGENDA ITEM: 6 – A (1) DATE: May 13-15, 2024

### **SUBJECT**

New Undergraduate Certificate Request – BHSU, NSU, SDSU & USD – Basic French Language Proficiency

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

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

### **BACKGROUND / DISCUSSION**

Black Hills State University (BHSU), Northern State University (NSU), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an undergraduate certificate in Basic French Language Proficiency. The proposed certificate was the result of a collaborative workgroup comprised of foreign languages faculty from these universities. The certificate may be completed at any participating university. The proposed certificate aims to mark students' achievements in acquiring French language at the basic level. The academic field in this certificate is elementary and intermedial language study, with a focus on developing all modes of language production: speaking, listening, writing, and reading in an everyday context.

### IMPACT AND RECOMMENDATION

The certificate will be offered both on campus and online. The certificate does not require new state resources. No new courses will be required.

Board office staff recommends approval.

### ATTACHMENTS

Attachment I – New Certificate Request Form: BHSU, NSU, SDSU & USD – Basic French Language Proficiency

### 

### **DRAFT MOTION 20240513_6-A(1):**

I move to authorize BHSU, NSU, SDSU, and USD to offer an undergraduate certificate in Basic French Language Proficiency, as presented.



### SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	BHSU, NSU, SDSU, USD
TITLE OF PROPOSED CERTIFICATE:	Basic French Language Proficiency
	Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	16.0501
UNIVERSITY DEPARTMENT:	BHSU: School of Arts & Humanities
	NSU: Department of English,
	Communication & Global Languages
	SDSU: School of American & Global Studies
	USD: Modern Language Linguistics
BANNER DEPARTMENT CODE:	BHSU: BSAH
	NSU: SNECL
	SDSU: SSAG
	USD: UMLL
UNIVERSITY DIVISION:	BHSU: College of Liberal Arts
	NSU: College of Arts & Sciences
	SDSU: College of Arts, Humanities, & Social
	Sciences
	USD: College of Arts & Sciences
<b>BANNER DIVISION CODE:</b>	BHSU: 6A
	NSU: 5A
	SDSU: 3S
	USD: 2A

Please check this box to confirm that:

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

### **University Approval**

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

11/21/23 Date

Institutional Approval Signature President or Chief Academic Officer of the University

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

Undergraduate Certificate  $\square$  Graduate Certificate  $\square$ 

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

The purpose of the Basic French Language Proficiency Certificate is to mark students' achievements in acquiring French language at the basic level. The academic field in this certificate is elementary and intermediate language study, with a focus on developing all modes of language production: speaking, listening, writing and reading in an everyday context.

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

South Dakota State University offers a major and minor in French. Three universities offer no major or minor in a related field: Black Hills State University, Northern State University, and the University of South Dakota but are authorized to offer the French courses included in this certificate. While modern languages are not programs aligned with the explicit mission of these universities, the certificate program will provide a credential that demonstrates basic language proficiency in French which can be relevant to people working in all fields, including science, technology, and engineering. The certificate fits with the South Dakota Board of Regents strategic plan goal of increasing student success and workforce alignment.

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

workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

Although the South Dakota Department of Labor does not maintain statistics on the internationalization of the state's workforce by immigrants specifically, foreign workers as well as multinational companies, including those based in traditionally French-speaking countries, have a presence in South Dakota and its adjoining states. French companies created an estimated 1,400 jobs in South Dakota as recently as 2017 and more than 20,000 jobs combined in the states surrounding South Dakota, each supplying varying degrees of the student market for SD regental system.¹ In terms of labor, South Dakota does not simply rely on unskilled immigrant labor. According to the Partnership report, two out of every five STEM graduates (42%) at the state's most intensive research institutions were foreign-born in 2013, while the state itself is near the bottom in STEM scientists and engineers (43rd in the nation).² Since skilled jobs are being added at a much faster rate than unskilled positions, South Dakota is likely to continue to need to recruit skilled STEM workers from out of the state and the country, and in the fields of health, education, and scientific professional services, the ratio of foreign-born workers in the state exceeds the national average in those fields, according to 2015 Pew Research study.

¹ France-Amérique, "A French Company in Every U.S. State." September 20, 2018 <u>https://france-amerique.com/a-french-company-in-every-u-s-state/</u>

² Partnership for a New American Economy, "The Contributions of the New Americans in South Dakota," *New American Economy Report* August 2016, p. 14. <u>http://www.newamericaneconomy.org/wp-</u>content/uploads/2017/02/nae-sd-report.pdf

Tourism is the second largest industry in South Dakota and draws heavily upon nations such as France and Germany as established avenues that generate tourism to the state and continued targets for generating additional visitors.³ Locations around the state such as Pipestone, Mt. Rushmore, the Badlands, and other sites draw significant international tourists.⁴

In addition, the US remains the largest foreign investor in France both in terms of new projects as well as in the number of new jobs created there. Over 4.500 U.S. firms operate in France. Meanwhile, French businesses and organizations are the 5th largest source of foreign investment in the U.S.⁵ Just within South Dakota, French-based companies include Simon Contractors Company in Rapid City, Manitou Americas Inc. in Madison and Yankton, Schneider Electric in Sioux Falls, and Bel Brands USA Inc., in Brookings along with the wind farms established by the French energy company *Engie*.⁶

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

The certificate program seeks to attract undergraduate students pursuing majors in fields in which a demonstrable degree of language ability and intercultural competency would be beneficial. This applies to all students who may find themselves entering professional fields in which they will be interacting with French-speaking customers and providers. The certificate will be open to all majors and will be particularly relevant for majors in business, engineering, agriculture, health care, and education.

### 6. Certificate Design

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

Yes. The certificate is designed to provide a credential that demonstrates basic language proficiency in French which can be relevant to people working in fields such as business or industry that is international in terms of organization, production, or market. This includes fields such as aeronautics and defense, agricultural business, airline manufacturing, automotive industry, biometry, environmental solutions, insurance and finance, international banking, luxury goods and beverages, oil gas and energy, and personal care products among others.⁷

⁶ SD Governor's Office of Economic Development, "Foreign Companies in South Dakota." Feb. 2019 <u>https://sdgoed.com/wp-content/uploads/2019/02/Foreign-Companies-in-SD.pdf;</u> Arielle Zionts, "French Company Wants to Build Second Wind Farm in South Dakota." *SDPB Radio* 07/06/2021

³ South Dakota Tourism Industry, "International Markets 101" training videos/webinars <u>https://sdvisit.com/travel-trade-resources</u>

⁴ Katrina Lim, "South Dakota tourism professionals try to attract international visitors," *KOTA Territory News* 04/30/2019 <u>https://www.kotatv.com/content/news/South-Dakota-tourism-professionals-try-to-attract-international-visitors-509298321.html</u>

⁵ International Trade Administration, "France – Country Commerce Guide: Market Overview." 02/03/2023 https://www.trade.gov/country-commercial-guides/france-market-overview

https://listen.sdpb.org/business/2021-07-06/french-company-wants-to-build-second-wind-farm-in-south-dakota ⁷ Nova Credit, "The Largest French Companies in the U.S." July 22, 2020

https://www.novacredit.com/resources/french-companies-in-the-us; Ministere de l'Europe et des Affaires Etrangeres, "France and the United States: A deep and mutually beneficial economic relationship." Accessed 3/9/2023 https://franceintheus.org/spip.php?rubrique142

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

Yes. This certificate adds an additional credential to students majoring or minoring in several majors/programs in which communication with modern non-English language populations can be vital, including business, engineering, agriculture, health care, and education.

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

Yes. The certificate would be stackable towards an undergraduate degree in French or related fields such as Global Studies.

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

			Prerequisites for	Credit	New
Prefix	Number	Course Title	Course	Hours	(yes, no)
FREN	101	Introductory French I	N/A	4	No
FREN	102	Introductory French II	FREN 101	4	No
FREN	201	Intermediate French I	FREN 102	3	No
FREN	202	Intermediate French II	FREN 201	3	No
			Subtotal	14	

Note on credit hour deviation: The credit hour total exceeds 12 credits only because the beginning language classes are 4-credit courses. Four language courses (FREN 101, FREN 102, FREN 201, FREN 202) are required for the certificate to meet discipline standards for basic proficiency. The American Council on the Teaching of Foreign Languages (ACTFL) advises that the completion of courses through the 202 level allows students to develop proficiency at the Intermediate-Low level.

### The ACTFL defines Intermediate-Low Proficiency as:

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions.

Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and selfcorrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

As a system certificate students will not be required to complete a minimum of 50% of the credits from the credential granting institution.

### 8. Student Outcome and Demonstration of Individual Achievement.

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

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

At the completion of the certificate in Basic French Language Proficiency students will be able to:

- Demonstrate ability up to the intermediate low proficiency level in oral and written French.
- Demonstrates introductory awareness of and respect for differences in cultural perspectives, behavior, and languages (the "3 Ps": perspectives, practices, products).

# **B.** Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

	Program	Courses that	Address the (	Dutcomes
Individual Student Outcome	<b>FREN 101</b>	<b>FREN 102</b>	<b>FREN 201</b>	<b>FREN 202</b>
Students will demonstrate ability up to the intermediate	Х	Х	Х	Х
low proficiency level in oral and written French.				
Students will demonstrates introductory awareness of and	Х	Х	Х	Х
respect for differences in cultural perspectives, behavior,				
and languages (the "3 Ps": perspectives, practices,				
products).				

### 9. Delivery Location.

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

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

### an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	2024-2025 Academic Year

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

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	001-Face-to-Face, Term Based; 002-Hyflex; 003-Hyflex Synchronous; 015-Online Asynchronous Term Based; 018- Online Synchronous; 020-DDN Receive Site; 025-DDN Host/Send Site; 030- Blended/Hybrid;	2024-2025 Academic Year
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

### Academic and Student Affairs Consent

AGENDA ITEM: 6 – A (2) DATE: May 13-15, 2024

### **SUBJECT**

New Undergraduate Certificate Request – BHSU, NSU, SDSU & USD – Basic German Language Proficiency

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

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

### **BACKGROUND / DISCUSSION**

Black Hills State University (BHSU), Northern State University (NSU), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an undergraduate certificate in Basic German Language Proficiency. The proposed certificate was the result of a collaborative workgroup comprised of foreign languages faculty from these universities. The certificate may be completed at any participating university. The proposed certificate aims to mark students' achievements in acquiring German language at the basic level. The academic field in this certificate is elementary and intermedial language study, with a focus on developing all modes of language production: speaking, listening, writing, and reading in an everyday context.

### IMPACT AND RECOMMENDATION

The certificate will be offered both on campus and online. The certificate does not require new state resources. No new courses will be required.

Board office staff recommends approval.

### ATTACHMENTS

Attachment I – New Certificate Request Form: BHSU, NSU, SDSU & USD – Basic German Language Proficiency

### 

### DRAFT MOTION 20240513_6-A(2):

Authorize BHSU, NSU, SDSU, and USD to offer an undergraduate certificate in Basic German Language Proficiency, as presented.



### SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	BHSU, NSU, SDSU, USD
TITLE OF PROPOSED CERTIFICATE:	Basic German Language Proficiency
	Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	16.0501
UNIVERSITY DEPARTMENT:	<b>BHSU: School of Arts &amp; Humanities</b>
	NSU: Department of English,
	Communication & Global Languages
	SDSU: School of American & Global Studies
	USD: Modern Language Linguistics
BANNER DEPARTMENT CODE:	BHSU: BSAH
	NSU: SNECL
	SDSU: SSAG
	USD: UMLL
UNIVERSITY DIVISION:	BHSU: College of Liberal Arts
	NSU: College of Arts & Sciences
	SDSU: College of Arts, Humanities, & Social
	Sciences
	USD: College of Arts & Sciences
BANNER DIVISION CODE:	BHSU: 6A
	NSU: 5A
	SDSU: 3S
	USD: 2A

Please check this box to confirm that:

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

### **University Approval**

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

Institutional Approval Signature President or Chief Academic Officer of the University

12/8/23 Date

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

Undergraduate Certificate  $\square$  Graduate Certificate  $\square$ 

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

The purpose of the Basic German Language Proficiency Certificate is to mark students' achievements in acquiring German language at the basic level. The academic field in this certificate is elementary and intermediate language study, with a focus on developing all modes of language production: speaking, listening, writing and reading in an everyday context.

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

South Dakota State University and University of South Dakota offer majors and minors in German. Northern State University is authorized to offer a major in Global Language and Culture and minor in German. Two universities offer no major or minor in a related field: Black Hills State University and South Dakota School of Mines and Technology. While modern languages are not programs aligned with the explicit mission of either university, the certificate program will provide a credential that demonstrates basic language proficiency in German which can be relevant to people working in all fields, including science, technology, and engineering. The certificate fits with the South Dakota Board of Regents strategic plan goal of increasing student success and workforce alignment.

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

Although the South Dakota Department of Labor does not maintain statistics on the internationalization of the state's workforce by immigrants specifically, foreign workers as well as multinational companies, including those based in traditionally German-speaking countries, have a presence in South Dakota and its adjoining states. German, Austrian, and Swiss companies created an estimated 1,500 jobs in South Dakota as recently as 2020 and more than 40,000 jobs combined in the states surrounding South Dakota, each supplying varying degrees of the student market for SD regental system.¹ In terms of labor, South Dakota does not simply rely on unskilled immigrant labor. According to the Partnership report, two out of every five STEM graduates (42%) at the state's most intensive research institutions were foreign-born in 2013, while the state itself is near the bottom in STEM scientists and engineers

¹ German Business in the US, 2020. <u>http://www.germanbusinessusa.com</u>

[&]quot;Creating Jobs and Supporting the U.S. EconomySwiss Direct Investment in the United States," <u>https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=0CAQQw7AJahc</u> <u>KEwio_dnX2NH9AhUAAAAAHQAAAAAQAw&url=https%3A%2F%2Fwww.eda.admin.ch%2Fdam%2Fcountri</u> <u>es%2Fcountries-content%2Funited-states-of-america%2Fen%2FSwiss-direct-investment-washington-</u> 2014_en.pdf&psig=AOvVaw28aobZk9xslU9u-jv6BhvT&ust=1678549063846001

(43rd in the nation).² Since skilled jobs are being added at a much faster rate than unskilled positions, South Dakota is likely to continue to need to recruit skilled STEM workers from out of the state and the country, and in the fields of health, education, and scientific professional services, the ratio of foreign-born workers in the state exceeds the national average in those fields, according to 2015 Pew Research study.

Tourism is the second largest industry in South Dakota and draws heavily upon nations such as France and Germany as established avenues that generate tourism to the state and continued targets for generating additional visitors.³ Locations around the state such as Pipestone, Mt. Rushmore, the Badlands, and other sites draw significant international tourists.⁴

In addition, the U.S. remains the largest foreign investor in Germany both in terms of new projects as well as in the number of new jobs created there. Over 10,000 U.S. firms operate in Germany.⁵ These companies have created over 240,000 jobs.⁶ Meanwhile, German businesses and organizations are the 5th largest source of foreign investment in the U.S.⁷ Just within South Dakota, German, Austrian and Swiss-based companies include Rosenbauer International AG in Lyons, AKG Pietzcker KG in Mitchell, Jenkel Ag & Co Kgaa in Brandon, Siemens AG in Sioux Falls, Wurth Electronics Midcon Inc. in Watertown, Wurth Adams Nuts & Bolts Co. in Sioux Falls, Ferguson plc. in Aberdeen, Mitchell, Rapid City, and Sioux Falls, SGS SA in Brookings and Sioux Falls, and UBS Ag in Rapid City and Sioux Falls.⁸

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

The certificate program seeks to attract undergraduate students pursuing majors in fields in which a demonstrable degree of language ability and intercultural competency would be beneficial. This applies to all students who may find themselves entering professional fields in which they will be interacting with German speaking customers and providers. The certificate will be open to all majors and will be particularly relevant for majors in business, engineering, agriculture, health care, and education.

### 6. Certificate Design

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

² Partnership for a New American Economy, "The Contributions of the New Americans in South Dakota," *New American Economy Report* August 2016, p. 14. <u>http://www.newamericaneconomy.org/wp-</u>content/uploads/2017/02/nae-sd-report.pdf

³ South Dakota Tourism Industry, "International Markets 101" training videos/webinars <u>https://sdvisit.com/travel-trade-resources</u>

⁴ Katrina Lim, "South Dakota tourism professionals try to attract international visitors," *KOTA Territory News* 04/30/2019 <u>https://www.kotatv.com/content/news/South-Dakota-tourism-professionals-try-to-attract-international-visitors-509298321.html</u>

⁵ World List Hub, 2021; <u>https://worldlisthub.com/american-companies-in-germany</u>

⁶ Statista, Größte US-Unternehmen in Deutschland nach Anzahl der Beschäftigten im Jahr 2021"

https://de.statista.com/statistik/daten/studie/413000/umfrage/groesste-us-unternehmen-in-deutschland-nach-anzahlder-beschaeftigten/

⁷ Statista, "Countries with highest foreign direct investment (FDI) position in the United States in 2021" <u>https://www.statista.com/statistics/456713/leading-fdi-countries-usa</u>

⁸ SD Governor's Office of Economic Development, "Foreign Companies in South Dakota." 2020 https://sdgoed.com/wp-content/uploads/2019/02/Foreign-Companies-in-SD.pdf;

Yes. The certificate is designed to provide a credential that demonstrates basic language proficiency in German which can be relevant to people working in fields such as business or industry that is international in terms of organization, production, or market. This includes fields such as aeronautics and defense, agricultural business, airline manufacturing, automotive industry, biometry, environmental solutions, insurance and finance, international banking, luxury goods and beverages, oil gas and energy, and personal care products among others.⁹

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

Yes. This certificate adds an additional credential to students majoring or minoring in several majors/programs in which communication with modern non-English language populations can be vital, including business, engineering, agriculture, health care, and education.

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

Yes. The certificate would be stackable towards an undergraduate degree in German or related fields such as Global Studies.

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

			Prerequisites for	Credit	New
Prefix	Number	Course Title	Course	Hours	(yes, no)
GER	101	Introductory German I	N/A	4	No
OR					
GLAN					
GER	102	Introductory German II	GER 101 OR	4	No
OR			GLAN 101		
GLAN					

⁹ Statista, Größte US-Unternehmen in Deutschland nach Anzahl der Beschäftigten im Jahr 2021" https://de.statista.com/statistik/daten/studie/413000/umfrage/groesste-us-unternehmen-in-deutschland-nach-anzahlder-beschaeftigten/; "Top 50 German Employers in the US," *German School Online.com* (2020) https://www.germanschoolonline.com/reason-learn-german/top-50-german-employers-in-the-us/; Reinhard Becker and Maria Martinez, "German companies plan more U.S. investment in 2023 – survey," *Reuters* (Feb 2023) https://www.reuters.com/business/german-companies-plan-more-us-investment-2023-survey-2023-02-08/

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			Prerequisites for	Credit	New
Prefix	Number	Course Title	Course	Hours	(yes, no)
GER	201	Intermediate German I	GER 102 OR	3	No
OR			GLAN 102		
GLAN					
GER	202	Intermediate German II	GER 201 OR	3	No
OR			GLAN 201		
GLAN					
			Subtotal	14	

Northern State University offers GER 101, GER 102, GER 201, and GER 202 using the GLAN prefix.

The proposed Basic German Language Proficiency Certificate is collaborative with BHSU, NSU, SDSU, and USD. Four universities are approved to offer all four courses that comprise the certificate.

Note on credit hour deviation: The credit hour total exceeds 12 credits only because the beginning language classes are 4-credit courses. Four language courses (GER/GLAN 101, GER/GLAN 102, GER/GLAN 201, GER/GLAN 202) are required for the certificate to meet discipline standards for basic proficiency. The American Council on the Teaching of Foreign Languages (ACTFL) advises that the completion of courses through the 202 level allows students to develop proficiency at the Intermediate-Low level.

### The ACTFL defines Intermediate-Low Proficiency as:

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and selfcorrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

As a system certificate students will not be required to complete a minimum of 50% of the credits from the credential granting institution.

### 8. Student Outcome and Demonstration of Individual Achievement.

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

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

At the completion of the certificate in Basic German Language Proficiency students will be able to:

- Demonstrate ability up to the intermediate low proficiency level in oral and written German.
- Demonstrates introductory awareness of and respect for differences in cultural perspectives, behavior, and languages (the "3 Ps": perspectives, practices, products).
- **B.** Complete the table below to list specific learning outcomes knowledge and competencies for courses in the proposed program in each row.

	Program Courses that Address the Outcomes			
	GER/GLAN	GER/GLAN	GER/GLAN	GER/GLAN
Individual Student Outcome	101	102	201	202
Students will demonstrate ability up to the intermediate	X	Х	X	Х
low proficiency level in oral and written German.				
Students will demonstrates introductory awareness of and respect for differences in cultural perspectives, behavior	X	Х	X	Х
and languages (the "3 Ps": perspectives, practices,				
products).				

### 9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	2024-2025 Academic Year

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

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in <u>AAC</u> <u><i>Guideline 5.5</i></u>.</i>	Intended Start Date
Distance Delivery	Yes	001-Face-to-Face, Term Based;	2024-2025
(online/other distance		002-Hyflex; 003-Hyflex	Academic Year
delivery methods)		Synchronous; 015-Online	
		Asynchronous Term Based; 018-	
		Online Synchronous; 020-DDN	

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		Receive Site; 025-DDN Host/Send Site; 030- Blended/Hybrid;	
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		
(online/other distance			
delivery methods)			
## SOUTH DAKOTA BOARD OF REGENTS

## **Budget and Finance**

# AGENDA ITEM: 7 – A DATE: May 13-15, 2024

*****

## **SUBJECT**

#### **SDSU Larson Commons Renovations – Revised Work Request**

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

<u>SDCL § 5-14-1</u> – Classification of Capital Improvements

<u>SDCL § 5-14-2</u> – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

<u>SDCL § 5-14-3</u> – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

<u>BOR Policy 6.4</u> – Capital Improvements <u>BOR Policy 6.6</u> – Maintenance and Repair

## **BACKGROUND / DISCUSSION**

South Dakota State University requests approval of a revised work request for the Larson Commons Renovations project. The preliminary facility statement and original work request were approved at the October 5-6, 2022, meeting. In July of 2023 the building committee selected EAPC Inc. as the design consultant for the project, and in March 2024, the building committee selected Clark Drew Construction as the Construction Manager for the project.

In 2021, SDSU hired a dining facility consultant, Wachalski Advisory, Inc., to conduct a space study focused on the future needs of the all-you-can-eat dining facility, Larson Commons. The study included several comparable projects at other universities, encompassing new construction, renovation, and a combination of both, along with associated costs for each project. Based on this external assessment, it was determined that a renovation of the existing Larson Commons facility presented the most cost-effective option to meet student needs. In addition to the precedent studies, Wachalski Advisory surveyed students, faculty, and staff at SDSU regarding their perceptions of dining facilities and desired improvements. The project will follow the plan's recommendations

(Continued)

#### **DRAFT MOTION 20240513_7-A:**

I move to approve SDSU's revised work request for Larson Commons renovations to increase the project total from \$9,500,000 to \$18,413,000 utilizing private funds, available auxiliary fund cash, and future bonding.

SDSU Larson Commons Renovations – Revised Work Request May 13-15, 2024 Page 2 of 3

and be designed to address guest needs, dining service functions, accessibility, and deferred building maintenance.

There has been minimal investment in kitchen equipment and finishes since the building was constructed in 1969, apart from the commercial steam dishwasher, which will remain in use. Commercial kitchen finishes are both costly and require durability and ease of maintenance due to the high volume of diners. In addition, plumbing, HVAC, and electrical systems have seen limited upgrades since the building's inception. The air handler was replaced in 2019 and will remain in operation. The roof needs replacement due to its age. The average useful lifespan of a low slope roof is 20 years, and the existing roof is 21 years old. The current project cost estimate is \$18,413,000. The construction manager has begun evaluating the project for feasibility, phasing, cost, and value. Some of the larger construction line-item categories are listed below:

•	Food Service Equipment	\$ 3,982,132
•	Finishes	\$ 1,708,506
•	Plumbing	\$ 1,250,000
•	HVAC	\$ 1,200,000
•	Electrical	\$ 1,255,000
•	Roof Replacement	\$ 450,438

The renovation work will be conducted in two phases due to student demand for dining services provided through Larson Commons. Phase one will focus on renovations for a smaller concept kitchen on the first floor, west accessible entry addition, utility upgrades, and a portion of the new kitchen equipment. Completing this phase early will enable the utilization of the lower level to serve student meals while the larger second-floor kitchen undergoes construction in phase two. Additional temporary dining options will be provided to serve approximately 1,200 students displaced for daily meals and 8,200 displaced weekly for meals at Larson Commons, both of these figures are at an all-time high at SDSU. SDSU is currently studying locations for dining swing space. Existing tables and chairs will be used, and temporary freezer space will be provided to support the campus dining operations. Food preparation will be handled using existing commercial prep kitchens located in the University Union and Dana J. Dykhouse Stadium. Using existing equipment, furnishing, and kitchen space will minimize the cost associated with creating temporary dining space.

Funding for this project will come from three sources. A contribution from the food service provider will fund \$8,190,000 of the project, with an additional \$2,223,000 coming from existing university food service M&R cash. The final \$8,000,000 will be bonded within the next twelve months and the debt will be serviced by food service M&R funds. This investment in maintenance and repair aligns with SDSU and the BOR's goal of investing 2% in maintaining our facilities. Condensing the work for multiple needs (roofs, HVAC, electrical, equipment,...) into one project also improves efficiency and minimizes the number of disruptions to students.

SDSU Larson Commons Renovations – Revised Work Request May 13-15, 2024 Page 3 of 3

# IMPACT AND RECOMMENDATIONS

When approved in October of 2022, the estimated project cost was \$9,500,000 to be funded with \$8,190,000 from Sodexo and the remainder to be funded through existing university M&R cash. This revised project cost will require an additional \$8,000,000 beyond that which will be funded by bonding within the next twelve months.

	<b>Original Funding</b>	<b>Revised Funding</b>	Increase
Sodexo	\$8,190,000	\$8,190,000	\$ -
Existing M&R Cash	\$1,310,000	\$2,223,000	\$913,000
Bond Funds	\$ -	\$8,000,000	\$8,000,000
Total	\$9,500,000	\$18,413,000	\$8,913,000

The proposed project is consistent with plans for major renovations intended for SDSU's older residence halls and dining service facilities. The project is identified in Phase I of the Residential Life and Dining Services master plan, which was approved by the Board of Regents at the October 2008 meeting. The recommendations in this statement are also consistent with the updated 2025 SDSU Campus Master Plan. The renovation of Larson Commons will ensure that the dining experience provided for students, faculty, staff, and visitors remains at a high level.

#### ATTACHMENTS

Attachment I – SDSU Larson Commons Preliminary Facility Statement – August 2022 Attachment II – SDSU Larson Commons Project Update

# Preliminary Facility Statement Larson Commons Renovations South Dakota State University Prepared: August 26, 2022

SDSU requests approval of this Preliminary Facility Statement and accompanying work request for a project to renovate Larson Commons. SDSU also requests exemption from the remainder of the Capital Improvement Process due to the nature of the project. The project will be limited to maintenance and repair of the existing facilities and upgrades to interior finishes, accessible pathways, equipment, and furnishings. SDSU also requests appointment of a building committee as required to select an architecture and engineering firm, construction manager, and to complete statutory requirements for bidding the project.

# 1. General programmatic needs to be addressed:

SDSU completed a dining master plan and Larson Commons Renovation planning in 2021. The study was prepared by Wachalski Advisory, Inc. The study found several deficiencies in the Larson Commons dining facility. In July of 2022 the regental system engaged a new food service partner, Sodexo Group. The University in collaboration with Sodexo Group would like to pursue a facility renovation as shown in the 2021 study in addition to programmatic changes to better meet current dining service standards and student needs. The dining services study identified projects to improve dining services to better serve the students, faculty, staff, and visitors who utilize Larson Commons. The project will include renovations to the dining hall, food service kitchen, food service support space, building service space, convenience store, and entrance. The renovations will address functional and aesthetic needs of the facility.

The following elements describe the proposed scope of the project. The project will include as many of these elements as funding allows.

- Add restrooms to the second level dining room
- Upgrade and renovate the commercial kitchen, food preparation areas, and convenience store
- Upgrade building utilities: electrical, domestic water, and sanitary systems
- o Upgrade building systems: lighting, HVAC, controls, and exhaust
- o Improve wayfinding and SDSU branding opportunities
- o Improve entrance and flow of circulation for guests
- o Replace all windows and curtain walls
- $\circ$   $\,$  Upgrade the fire suppression (sprinkler) and alarm system
- Provide a new elevator near the main entrance to improve accessibility and ADA compliance, upgrade the existing elevator and freight elevator
- o Replace doors throughout the building to improve access and security
- o Update interior floor, wall, and ceiling finishes
- o Roof Replacement
- Upgrade furnishings, fixtures, and equipment

SDSU anticipates the construction of this project will be accomplished from December 2023 to July 2024. The dining hall and convenience store will be closed while construction is in progress. Portions of the building may remain occupied during construction. The design and construction schedule will be developed to allow the dining hall and convenience store to be operational fall semester of 2024.

# 2. Analysis of the student body or constituents to be served:

The project will serve all students, faculty, and visitors who use the dining services facility in Larson Commons. The facility is connected to Young and Binnewies Halls and is located adjacent to most of the undergraduate residential housing facilities. The Dining Services Master Plan included a survey of guests and students and revealed a need to improve food quality and options. Upgrading the dining services kitchen and serving fixtures will improve their ability to provide a variety of food options.

# **3.** Additional services to be offered:

The building HVAC and exhaust systems will be upgraded, accessible restrooms will be added to the second-floor dining area, elevator will be updated, a new elevator may be installed near the main entrance to improve accessibility. In addition, kitchen equipment, finishes, and guest circulation flow will be improved. The facility upgrades will create the opportunity to improve the variety and quality of food offerings, increase operational hours, and access.

# 4. Compliance with campus master plan:

The proposed project is consistent with plans for major renovations intended for SDSU's older residence halls and dining service facilities. The project is identified in Phase I of the Residential Life and Dining Services master plan. The plan was received by the Board of Regents at the October 2008 meeting. The recommendations in this statement are also consistent with the updated 2025 SDSU Campus Master Plan. The renovation of Larson Commons will ensure services provided for students, faculty, staff, and visitors remains high within our dining facilities.

# 5. Analysis of needs assessment based on the facilities utilization report:

The Dining Master Plan for Larson Commons includes survey information from students, recommendations for improved dining services, and analysis of facility maintenance requirements. The project will follow the plans recommendations and be designed to address guest needs, dining service functions, accessibility, and deferred building maintenance. SDSU intends to complete renovations to the building without constructing an addition but will examine the possibility of an addition to the building to address accessibility and building system needs (elevator installation and mechanical space for heating and cooling equipment).

# 6. Location:

Larson Commons is in the southeast quadrant of the SDSU main campus and is connected to Binnewies and Young Halls. Together with Brown Hall, Mathews Hall, Pierson Hall, Southeast Apartment and Town House complex, Jackrabbit Grove, and Jackrabbit Village complexes, that form SDSU's southeast residential community.

# 7. Reallocation of old space if any:

The project may require the relocation of the Federal TRIO program found in the lower level of Larson Commons. The existing space in the lower level may be needed for added dining, lounge, and study space to better serve the needs of students. Alternative locations for the TRIO program will be studied in the planning phases of the renovation project.

# 8. Proposed funding source/sources:

The design and construction of this project will be funded by auxiliary accounts and private funds from the Sodexo Group. Sodexo Group must provide \$8,190,000 for facility renovations per Section 3.3.D of the SDSU/Sodexo Group Contract.

# 9. Budget for development of a facility program plan:

SDSU is requesting this project be exempted from the submittal steps of the Capital Improvement Process due to the limited scope of the project which focuses predominantly on maintenance and repair, equipment, and furnishings. SDSU requests that a building committee be formed. Building committee action will be necessary to select an Architecture and Engineering design team, construction manager, and follow state mandated procurement laws. Building Committee action will also be needed to approve the guaranteed maximum price and construction documents.

The full scope of the project and estimated costs will be further refined with the selected design team and construction manager. An estimated project cost of \$9,500,000 was identified in the 2021 Master Plan for renovations to the facility. SDSU estimates the cost for design and construction management services will be \$1,600,000. The planning and design work request is included with this preliminary facility statement submittal. When the full project costs and funding are confirmed, the work request will be revised to reflect the full project cost prior to proceeding with design development and construction documents.

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248663776C27944D... Dennis D. Hedge 9/7/2022 | 13:04 CDT

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Michaela Willis 9/7/2022 | 09:41 PDT

DocuSigned by: Michael Holbeck

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Jonathan Meendering

Bryan Bisson

Jennifer Kindt

# Larson Commons Project Update

Planning began for upgrades to Larson Commons in 2021 when the University engaged Wachalski Advisory to conduct a needs assessment and space study focused on an all-you-can-eat dining facility at SDSU. This process included significant input from SDSU students as well as the university community to identify the best options for the future. Alternatives to Larson Commons were considered as part of this assessment. The result of this evaluation identified renovation of the existing Larson Commons facility was the best option for the University from a cost and student experience perspective. Larson Commons is situated between SDSU's two largest residence halls, Binnewies Hall and Young Hall, and within close adjacency to the residence halls within the southeast neighborhood of SDSU. SDSU has realized increased use of the Larson Commons dining facility in recent years, with upwards of 1,200 students eating in this facility and close to 800 students utilizing the Larson C-Store and sandwich shop, Erbert's and Gerbert's daily. This is approximately half of our students living in residence halls utilizing these dining facilities daily.

The scope of the project includes addressing programmatic needs to better meet current dining service standards and student expectations, enhancing life safety, accessibility and wayfinding, upgrading food service equipment, and hospitality furnishings. Additionally, the project encompasses upgrades to dining hall finishes, the food service kitchen, food service support space, building service space, and the west entrance. In addition to interior upgrades, the project will address deferred maintenance, building code, life safety, and accessibility needs of the facility. The upgrades to the building systems and envelope will promote the longevity of the building while also providing sustainable upgrades through energy efficiency, water use reduction, and sustainable materials. The project design process was conducted with an eye toward upgrading the existing facility in a cost-efficient manner. However, we do know that upgrading kitchen facilities is expensive, particularly when minimal upgrades have been completed over the 50-year lifespan of this facility and the escalating costs of construction are significant. Utilization of the newly updated dish machine is part of this project; however, significant upgrades are needed to bring this facility up to date. These upgrades are being proposed in a manner that will utilize durable equipment, finishes, and furnishings to extend the life of the facility long into the future while providing students with a modern, multi-functional space for dining, programming, studying, and socializing, enhancing student success.

To better accommodate students while the Larson Commons dining hall is under construction the project will be completed in two phases. To best accomplish this, the University and State Engineer's Office have determined that a Construction Manager at Risk (CM@R) construction delivery method would benefit the project. This approach will allow phase one construction to begin in the summer of 2024.

Phase one work will include:

- Main floor utility & life safety upgrades.
- Concept kitchen renovation.
- Upgrade the fire suppression (sprinkler) and fire alarm system.
- Add a west elevator & stair lobby to improve accessibility.

Estimated Phase One Cost: \$5,300,000 Funding Sources:

•	Sodexo Investment	\$3,420,000
•	SDSU Auxiliary M&R	\$1,880,000

Upon completion of phase one the main floor concept kitchen and C-store will be available to help offset the loss of the Larson Commons kitchen and dining room that will be renovated in phase two. Phase one

work will be completed in the spring of 2025. Completion in the spring will allow for adequate time to set up kitchen equipment and operational procedures in the concept kitchen in preparation for a fall 2025 opening.

Phase two work would begin in the summer of 2025, with anticipated completion in the winter of 2026. The work in the dining hall and main kitchen will require dining swing space to be developed in other locations on campus. Phase two construction will address the dining, commercial kitchen, commercial kitchen service, and utility upgrades, as well as address deferred maintenance items throughout the building.

Phase two work will include:

- Add second floor restrooms near the dining room.
- Renovate the commercial kitchen, food preparation areas, and service areas.
- Upgrade building systems: lighting, HVAC, controls, and exhaust 0
- Replace all windows and curtain walls. 0
- Connect the building HVAC equipment to the campus chilled water system.
- Improve wayfinding and SDSU branding opportunities. 0
- Replace doors throughout the building to improve access and security.
- Update interior floor, wall, and ceiling finishes. 0
- Roof Replacement. 0
- Upgrade furnishings, fixtures, and equipment. 0

Estimated Phase Two Cost: \$13,113,000 Funding Sources:

- Sodexo Investment •
- \$4,770,000 SDSU Auxiliary M&R \$343,000 •
- Bond Funds \$8,000,000 •

SDSU is currently working with the CM@R contractor to finalize bidding documents, identify any value engineering opportunities, and finalize cost-saving strategies.

#### SOUTH DAKOTA BOARD OF REGENTS

# **Budget and Finance**

AGENDA ITEM: 7 – B DATE: May 13-15, 2024

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#### **SUBJECT**

SDSU McFadden Biostress – Facility Program Plan (FPP) and Facility Design Plan (FDP)

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

SDCL § 5-14-1 – Classification of Capital Improvements

<u>SDCL § 5-14-2</u> – Supervision by Bureau of Administration of Capital Improvement

Projects – Payment of Appropriated Funds

<u>SDCL § 5-14-3</u> – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

BOR Policy 6.4 – Capital Improvements

**BOR Policy 6.6** – Maintenance and Repair

#### **BACKGROUND / DISCUSSION**

South Dakota State University (SDSU) requests approval of this Facility Program Plan for McFadden Biostress Lab Exhaust Upgrades. The Preliminary Facility Statement was approved by the Board of Regents at the March 2023 meeting. A building committee was selected and granted approval for the continuation of West Plains Engineering (WPE) design services through the remainder of the project. WPE was selected through a competitive selection process under statutory requirements. The project will be competitively bid on in May of 2024 following the State of South Dakota procurement laws.

## IMPACT AND RECOMMENDATIONS

McFadden Biostress Lab was constructed in 1993 of a durable concrete sub-structure, with concrete and steel super-structure. The exterior cladding consists of concrete split face block and brick masonry units. Interior finishes include ceramic tile, vinyl composite tile, steel stud and gypsum board walls, and suspended acoustical ceiling tile ceiling systems. The building includes four stories which consist of a basement, two above grade floors, and a mechanical penthouse.

(Continued)

#### **DRAFT MOTION 20240513_7-B:**

I move to approve the combined Facility Program Plan and the Facility Design Plan for the SDSU McFadden Biostress Lab exhaust upgrades to be funded with a combination of general fund and HEFF M&R.

SDSU McFadden Biostress FPP and FDP May 13-15, 2024 Page 2 of 2

The floor-to-floor height within the building is between 14' and 16' which is customary in laboratory buildings. The overall building is in good condition but needs maintenance and repair to maintain the overall building integrity and improve performance.

The building has received several renovations throughout its history. Most renovations in the building consisted of programmatic modifications of classroom and laboratory space. The significant maintenance and repairs in the building included HVAC and control upgrades in 2017, 2018, and 2019.

McFadden Biostress is one of SDSU's largest consumers of energy as it is one of the largest facilities on campus and includes a significant amount of laboratory space. The current lab spaces have constant volume, individual exhaust fans for each lab and fume hood, with no energy recovery system. The combination of these creates an opportunity for significant energy savings and operational improvements through an exhaust upgrade project. The project will not modify space use types, programmatic needs of building occupants, or overall assignable square footage.

The exhaust upgrade project should not have a significant impact on the overall maintenance and repair budget for academic facilities. The building would continue to be supported by HEFF.

# **PROPOSED FUNDING SOURCES**

Total costs are estimated to be near \$11.9M, with funding provided through FY23 supplemental General Funds and a series of HEFF M&R allocations, as outlined below.

Laborator	y Exhaust Upgrades & Roof Replacement	\$9,832,500
	Project Administration	465,812
	Miscellaneous (includes 5% contingency)	608,625
	Design/Professional Services	942,000
	Probable Project Cost	\$11,848,937
FY23	Supplemental General Funds	\$6,000,000
FY19	3H1903 HEFF M&R	280,000
FY20	3G2007 HEFF M&R	100,000
FY24	3G2402 HEFF M&R	1,000,000
FY25	3G2505 HEFF M&R	3,380,000
FY26	3H26XX HEFF M&R	1,240,000
	Total Funding Available	\$12,000,000

#### ATTACHMENTS

Attachment I - SDSU McFadden Biostress FPP and FDP

# FACILITY PROGRAM PLAN MCFADDEN BIOSTRESS LAB EXHAUST UPGRADES SOUTH DAKOTA STATE UNIVERSITY DATE: April 2024

South Dakota State University requests approval of this Facility Program Plan for McFadden Biostress Lab Exhaust Upgrades.

The Preliminary Facility Statement was approved by the Board of Regents at the March 2023 meeting. A building committee was selected and granted approval for the continuation of West Plains Engineering (WPE) design services through the remainder of the project. WPE was selected through a competitive selection process under statutory requirements. The project will be competitively bid on in May of 2024 following the State of South Dakota procurement laws.

# a. Programmatic justification for discrete spaces

McFadden Biostress is one of SDSU's largest consumers of energy as it is one of the largest facilities on campus and includes a significant amount of laboratory space. The current lab spaces have constant volume, individual exhaust fans for each lab and fume hood, with no energy recovery system. The combination of these creates an opportunity for significant energy savings and operational improvements through an exhaust upgrade project. The project will not modify space use types, programmatic needs of building occupants, or overall assignable square footage.

#### b. Gross square footage

McFadden Biostress Lab contains 115,970 assignable square feet and the overall gross building area is 128,244 square feet. Space use within the building consists of 8% classroom, 49% classroom and non-classroom laboratories, 9% office, 4% student study space, and 30% building service area (circulation, custodial, restrooms, & mechanical spaces). The renovation will not change the overall assignable square footage of the building but will add approximately 1,968 square feet of gross area for mechanical space that will house exhaust fans and energy recovery units.

#### c. Site Analysis

McFadden Biostress Lab is located on North Campus Drive east of Raven Precision Agriculture and south of the Animal Science Complex. The main entrance is oriented to the west across from Raven Precision Agriculture and there are secondary entrances and small parking lots to the south and east. There is a loading dock that serves the building on the east side which is accessed from North Campus Drive. The parking lot on the south side of the building will be used for construction staging and access. Access for building occupants will remain open throughout construction.

Existing utility connections will not be impacted by the project.

## d. Description of key building features

McFadden Biostress Lab was constructed in 1993 of a durable concrete sub-structure, with concrete and steel super-structure. The exterior cladding consists of concrete split face block and brick masonry units. Interior finishes include ceramic tile, vinyl composite tile, steel stud and gypsum board walls, and suspended acoustical ceiling tile ceiling systems. The building includes four stories which consist of a basement, two above grade floors, and a mechanical penthouse. The floor-to-floor height within the building is between 14' and 16' which is customary in laboratory buildings. The overall building is in good condition but needs maintenance and repair to maintain the overall building integrity and improve performance.

The building has received several renovations throughout its history. Most renovations in the building consisted of programmatic modifications of classroom and laboratory space. The significant maintenance and repairs in the building included HVAC and control upgrades in 2017, 2018, and 2019.

The roof is the original ballasted EPDM that was installed in 1994. There have been minor repairs to the roofing system in 2013 and it needs to be replaced. The roof will be replaced as part of the lab exhaust project upgrade project.

#### e. Illustrative floor plans

The schematic roof plans for the exhaust upgrade project are attached.

#### f. Initial cost estimates

Cost projections include the scope of all maintenance, repairs, renovations, and alterations. The project scope includes renovation work pursuant to paragraph 1c and 1d of BOR policy 6.6.; which allows M&R higher education funds to be allocated to the project. The cost estimate includes contingency allowances for the design and construction phases, consultant service fees, project management costs, and other miscellaneous costs associated with construction projects.

#### Maintenance & Repair Construction

Laboratory Exhaust Upgrades & Roof Replacement	\$ 9,832,500
Project Administration	465,812
Miscellaneous (includes 5% contingency)	608,625
Design/Professional Services	942,000
Probable Project Cost	\$ 11,848,937

#### g. Impact to M&R

The exhaust upgrade project should not have a significant impact on the overall maintenance and repair budget for academic facilities. The building would continue to be supported by HEFF.

#### h. Budget for ongoing operational expenses

Current utility expenses for McFadden Biostress Lab are \$295,000 annually. Utility costs for the building would decrease because of the efficiency gained by this project. The conservative estimate of utility cost savings is 5%. The specific opportunities for savings include variable speed exhaust fan motors and reduction, on-demand controls, and consolidation of the lab exhaust fan system to reduce the number of overall fans.

Routine maintenance expenses will also be reduced due to the upgraded equipment and the reduction in the overall quantity of exhaust fans that require maintenance.

#### i. Proposed funding sources for costs of

#### 1. Construction & Design Funding Sources:

The following resources	would be used to fund the maintenance, re-	epair, and	alteration work:
FY 23	Supplemental General Funds	\$	6,000,000
FY 19	3H1903 HEFF M&R		280,000
FY 20	3G2007 HEFF M&R		100,000
FY 24	3G2402 HEFF M&R		1,000,000
FY 25	3G2505 HEFF M&R		3,380,000
FY 26	3H26XX HEFF M&R		1,240,000
	Total Funding Available	\$	12,000,000

a. Utility Costs – funded from the state utility allocation pool.

b. Operating Costs - funded through university operating budgets.

c. Maintenance and Repair - funded through HEFF & Supplemental General Funds.

End of report 04/22/2024



# FACILITY DESIGN PLAN FOR MCFADDEN BIOSTRESS LAB EXHAUST UPGRADES SOUTH DAKOTA STATE UNIVERSITY DATE: April 2024

SDSU requests approval of this Facility Design Plan and authorization for the project to proceed to public bidding for McFadden Biostress Lab Exhaust Upgrades.

The Facility Program Plan is being submitted concurrently with this Facility Design Plan. The Preliminary Facility Statement was approved at the March 2023 meeting. A building committee was appointed, and the design team of West Plains Engineering was selected and granted approval for the continuation of design services.

# 1.A. ARCHITECTURAL, MECHANICAL AND ELECTRICAL SCHEMATIC DESIGN

The spaces are consistent with the program requirements and facility described in the Facility Program Plan. The following drawings are attached that illustrate the design:

Drawing Title	Page No.
Roof Plan	4
Elevations	5

#### Architectural and Structural Schematic:

As stated in the Facility Program Plan, SDSU is planning to upgrade the laboratory exhaust system that serves McFadden Biostress Labs. Modifications will include upgrades to the exhaust system, expansion of the mechanical penthouse, ductwork replacement, ceiling repairs, and roof replacement. The modifications to the existing mechanical penthouses will require modifications to the existing building structure. Additional beams and bracing for roof joists will be installed to support the additional enclosed space. Steel construction will be used to tie into the existing steel structural components and minimize disruption to building occupants. The work will be bid under a single prime contract and completed over the course of two years. The project will not significantly impact the architectural characteristics of the building.

#### Maintenance & Repair:

The project will upgrade the existing laboratory exhaust system. As part of the work the ductwork serving the system will be replaced, ceilings impacted by the work will be replaced, HVAC equipment & controls will be upgraded, and the roof will be replaced.

#### Mechanical Schematic:

The exhaust upgrades will consolidate 58 exhaust fans into three sets of high-plume strobic exhaust fans. Each exhaust system will consist of three individual laboratory exhaust fans which will allow for individual control and redundancy in the exhaust system. The equipment will be in the new mechanical penthouse on

the three-story portion of the building and on the rooftop above the single-story portion of the building. Ductwork will be replaced and extended from the new equipment to laboratories throughout the building.

The new centralized exhaust systems will include energy recovery systems to reclaim the energy from the exhausted air. Energy recovery coils will be placed in each of the exhaust systems airstreams. Each energy recovery unit will be matched to an exhaust fan system. The consolidation of equipment and additional energy recovery will create significant energy savings for the building.

The project will replace air handling units two and three with more efficient equipment. The units will include variable frequency drives, thermal recovery coils, preheating coils, filtration, and humidification. The work will also upgrade control valves and coils serving the units.

The project will also modify the existing mechanical penthouses and create additional penthouse space to allow for equipment to be moved off the rooftop. Relocating the equipment to the enclosed penthouse will improve the equipment's operation and longevity. It will also make a better condition for continued planned preventative maintenance.

The building areas impacted by the renovation will function the same after the project as they do today. The project will upgrade and simplify the systems. This will create operational efficiency and reduce energy consumption. The upgrades will also upgrade the laboratory exhaust to current standards.

#### **Plumbing:**

There are no planned disruptions or modifications for the work associated with this project.

#### **Electrical Schematic:**

The McFadden Biostress Lab Exhaust Upgrades project will include upgrades to lighting in mechanical service areas to accommodate modifications to existing piping and ductwork. The project will also provide new electrical connections to laboratory exhaust fans, energy recovery pumps, and variable air volume boxes. Equipment controls will also be upgraded as part of this project.

#### Data & Communications:

Hardwired data ports will be provided for all equipment sensors and building automation systems.

#### **Fire Alarm System:**

The addressable fire alarm system will be modified as required to allow for new ductwork and mechanical piping.

## **1.B. CHANGES FROM THE FACILITY PROGRAM PLAN**

<u>Program and Scope Changes</u> There are no significant changes to the project scope.

#### 1.C. IMPACT TO EXISTING BUILDING & CAMPUS UTILITIES

#### Campus Utilities

No change is required to campus electrical, water, or sanitary sewer systems as part of this project.

McFadden Biostress Lab Exhaust Upgrades

# 1.D. TOTAL CONSTRUCTION COST ESTIMATES

Laboratory Exhaust Up	ogrades & Roof Replacement	\$ 9,832	2,500
	Project Administration	465	5,812
Miscellaneou	us (includes 5% contingency)	608	8,625
	Design/Professional Services	942	2,000
	Project Cost	Sub-Total: \$ 11,848	,937
Funding Sources			
FY 23	Supplemental General Fund	ls \$ 6,000	,000
FY 19	3H1903 HEFF M&	R 280	,000,
FY 20	3G2007 HEFF M&	R 100	,000,
FY 24	3G2402 HEFF M&	R 1,000	,000,
FY 25	3G2505 HEFF M&	R 3,380	,000,
FY 26	3H26XX HEFF M&	R 1,240	,000
	Total Fun	ding Available: \$ 12,000,0	000

#### **Total Probable Project Cost**

# 1.E. CHANGES FROM COST ESTIMATES FOR OPERATIONAL OR M&R EXPENSES

The M&R allocation would be \$605,000 annually. Maintenance and repairs for this academic facility would continue to be supported by HEFF.

The university estimates routine maintenance expenses would not change because of the project.

Current utility expenses for McFadden Biostress Laboratory are \$295,000 annually. Utility costs for the building are projected to be reduced to \$281,000 when the project is complete. Reducing the quantity of fans, improving efficiency, controls, and energy recovery will all contribute to the improved energy efficiency of the building.

End of Report Attachments: Roof Plan, Elevations



McFadden Biostress Lab Exhaust Upgrades



SDSU Facility Design Plan

McFadden Biostress Lab Exhaust Upgrades

#### SOUTH DAKOTA BOARD OF REGENTS

#### **Budget and Finance**

# AGENDA ITEM: 7 – C DATE: May 13-15, 2024

#### **SUBJECT**

**Revision to BOR Policy 4.1.1 – General Terms and Appointment (Formerly 4:1)** (Second Reading)

#### CONTROLLING STATUTE, RULE, OR POLICY SDCL Chapter 3-6C

<u>SDCL Chapter 3-6C</u>

## **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. Following the first reading, campuses were asked for data on the average time that contracts took to be signed in FY24, the average was less than 24 hours, with approximately 3-5% of contracts being signed after 10 days.

# **IMPACT AND RECOMMENDATION:**

Approve the second 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 20240513_7-C:

I move to approve the second 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. <u>PURPOSE</u>

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. <u>DEFINITIONS</u>

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 summerfall 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

General Terms & Appointments

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 May 2024.

General Terms & Appointments

#### SOUTH DAKOTA BOARD OF REGENTS

#### **Budget and Finance**

# AGENDA ITEM: 7 – D DATE: May 13-15, 2024

#### **SUBJECT**

**DSU-ARL Construction Plat Resolution** 

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

SDCL §5-1-7 and SDCL Chs. 5-2, 11-3, and 43-21.

#### **BACKGROUND / DISCUSSION**

The property subject to the requested plat is the construction site of the new Dakota State University-Applied Research Lab (DSU-ARL). The Board approved the DSU-ARL preliminary facility statement at its January 27, 2022, meeting and the facility program plan at its <u>December 7-8, 2022, meeting</u>. The property underlying the construction was transferred to DSU by Sanford, which transfer was approved by the Board at its <u>October 2022 meeting</u> and by the legislature in 2022 pursuant to <u>SB130</u>. Sanford retains ownership of adjacent parcels in the area. The plat will denote the separation of the property to correctly reflect the ownership and portions of land retained by Sanford and land transferred to DSU, as well as the nature of the platted property.

#### **IMPACT AND RECOMMENDATION**

DSU requests that the Board of Regents adopt the resolution set forth in Attachment I, requesting the execution and filing of the plat as prepared by the licensed engineering and surveying firm engaged by DSU for the project, in order to correctly identify the parcel of property upon which the DSU-ARL building is being constructed.

Staff recommends approval.

#### **ATTACHMENTS**

Attachment I – Resolution Requesting Execution and Filing of the Plan Attachment II – Draft Plat

#### 

#### DRAFT MOTION 20240513_7-D:

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 plat in substantially similar form as stated therein.

# RESOLUTION

Resolution requesting the execution and filing of the Plat of LOT 2, BLOCK 10, SANFORD SPORTS COMPLEX SOUTH ADDITION TO THE CITY OF SIOUX FALLS, MINNEHAHA COUNTY, SOUTH DAKOTA.

The South Dakota Board of Regents (hereinafter referred to as "BOR"), on behalf of Dakota State University, pursuant to the authority vested in SDBOR under SDCL § 5-2-11, 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 execute and file the attached plat pertaining to the property currently described as:

TRACT 1, SANFORD SPORTS COMPLEX SOUTH ADDITION TO THE CITY OF SIOUX FALLS, MINNEHAHA COUNTY, SOUTH DAKOTA, AND A PORTION OF THE SOUTHWEST QUARTER (SW1/4) OF THE NORTHWEST QUARTER (NW1/4) AND THE NORTHWEST QUARTER (NW1/4) OF THE SOUTHWEST QUARTER (SW1/4), ALL IN SECTION 6, TOWNSHIP 101 NORTH, RANGE 49 WEST OF THE 5TH P.M., MINNEHAHA COUNTY, SOUTH DAKOTA.

BOR requests that the final plat be consistent with the draft plat attached hereto as Exhibit I, without restricting the ability of the parties to further revise the plat before executing and filing the same. This resolution shall also serve to ratify, request, and/or approve any and all documents, transactions, and/or actions to effectuate the execution and filing of the plat contemplated herein.

Dated this _____ day of May, 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 May, 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 May, 2024.

SOUTH DAKOTA BOARD OF REGENTS

By_____

Douglas Morrison Secretary





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#### PLAT OF LOT 2, BLOCK 10, SANFORD SPORTS COMPLEX SOUTH ADDITION TO THE CITY OF SIOUX FALLS, MINNEHAHA COUNTY, SOUTH DAKOTA

OWNER'S CERTIFICATE OF COMPLIANCE WE HEREBY CERTIFY THAT WE ARE THE OWNERS OF ALL LAND INCLUDED IN THE ABOVE PLAT AND THAT SAID PLAT HAS BEEN MADE AT OUR REQUEST AND IN ACCORDANCE WITH OUR INSTRUCTIONS FOR THE PURPOSES OF TRANSFER, AND THAT THE DEVELOPMENT OF THIS LAND SHALL CONFORM TO ALL EXSTING APPLICABLE ZONING, SUBDIVISION AND EROSION AND SEDIMENT CONTROL LAWS, ORDINANCES, AND REGULATIONS. AT THIS TIME, THE ZONING OF THE LOTS PLATTED HEREIN IS AS LISTED BELOW AND IS SUBJECT TO THE ARTERIAL STREET PLATTING FEE HAS BEEN PAID BASED ON THIS ZONING. ANY FUTURE REZONING OF THEIS DELOW AND IS SUBJECT TO THE LOT OR LOTS HAVING A ZONING CLASSIFICATION WITH A HIGHER PER ACRE TRIP GENERATOR, WILL RESULT IN ADDITIONAL ARTERIAL STREET PLATTING FEES PURSUANT TO CITY ORDINANCE.

DEDICATION OF LAND FOR PUBLIC USE WE HEREBY DEDICATE TO THE PUBLIC FOR PUBLIC USE FOREVER, THE STREETS, ROADS AND ALLEYS, PARKS, AND PUBLIC GROUNDS, IF ANY, AS SHOWN ON SAID PLAT IF APPLICABLE, INCLUDING ALL SEWERS, CULVERTS, BRIDGES, WATER DISTRIBUTION LINES, SIDEWALKS AND OTHER IMPROVEMENTS ON OR UNDER THE STREETS, ALLEYS, PARKS, AND PUBLIC GROUNDS WHETHER SUCH IMPROVEMENTS ARE SHOWN OR NOT. WE ALSO HEREBY GRANT, IF APPLICABLE, EASEMENTS TO RUIN WITH THE LAND FOR WATER, DRAINAGE, SEWER, GAS, ELECTRIC, TELEPHONE, OR OTHER PUBLIC UTILITY LINES OR SERVICES UNDER, ON, OR OURS THEOSE STRENGS OL AND DEFICIANTE HERPONY CALL AND FOR WATER, DRAINAGE, SEWER, GAS, ELECTRIC, TELEPHONE, OR OTHER PUBLIC UTILITY LINES OR SERVICES UNDER, ON, OR OVER THOSE STRIPS OF LAND DESIGNATED HEREON AS EASEMENTS.

WE HEREBY WAIVE ANY RIGHTS OF PROTEST TO ANY APPLICABLE SPECIAL ASSESSMENT PROGRAM WHICH MAY BE INITIATED FOR THE PURPOSE OF INSTALLATION OF IMPROVEMENTS REQUIRED BY THE SUBDIVISION ORDINANCE OF THE CITY OF SIOUX FALLS.

WE HEREBY CERTIFY THAT THIS REPLAT WILL NOT PLACE ANY EXISTING LOT OR BUILDING IN VIOLATION OF ANY APPLICABLE ORDINANCE, CODE, REGULATION, OR LAW INCLUDING BUT NOT LIMITED TO ZONING, BUILDING, SUBDIVISION, AND FLOOD PREVENTION

WE FURTHER CERTIFY THAT THIS PLATTING OF SAID DESCRIBED LOT 2, BLOCK 10, SANFORD SPORTS COMPLEX SOUTH ADDITION TO THE CITY OF SIOUX FALLS, MINNEHAHA COUNTY, SOUTH DAKOTA, DOES HEREBY VACATE THE FOLLOWING PLATTING:

ALL OF TRACT 1, SANFORD SPORTS COMPLEX SOUTH ADDITION TO THE CITY OF SIOUX FALLS, MINNEHAHA COUNTY, SOUTH DAKOTA ON FILE AT THE REGISTER OF DEEDS OFFICE IN BOOK 85 PAGE 143.

SAID PLAT, HEREBY VACATED, BEING SITUATED WITHIN DESCRIBED LOT 2, BLOCK 10, SANFORD SPORTS COMPLEX SOUTH ADDITION TO THE CITY OF SIOUX FALLS, MINNEHAHA COUNTY, SOUTH DAKOTA, AS SURVEYED

DATED THIS

OWNER TRACT 1: STATE OF SOUTH DAKOTA	OWNER OF THE UNPLATTED PORTION OF SW1/4 NW1/4 AND NW1/4 SW1/4 OF S6-T101N-R49W: SANFORD HEALTH
BY: KRISTI NOEM, GOVERNOR	
	NICK OLSON, EXECUTIVE VP/CHIEF FINANCIAL OFFICER

. 20

ATTEST BY: BROCK GREENFIELD, COMMISSIONER OF SCHOOL AND PUBLIC LANDS

STATE OF SOUTH DAKOTA)

DATED THIS

COUNTY OF

DAY OF

ON THIS ______ DAY OF ______, 2024, BEFORE ME, THE UNDERSIGNED OFFICER, PERSONALLY APPEARED KRISTI NOEM, WHO ACKNOWLEDGED HERSELF TO BE THE GOVERNOR OF THE STATE OF SOUTH DAKOTA, AND THAT SHE A SUCH GOVERNOR BEING AUTHORIZED SO TO DO, EXECUTED THE FOREGOING INSTRUMENT FOR THE PURPOSES THEREIN CONTAINED BY SIGNING THE NAME OF THE STATE BY HERSELF AS GOVERNOR.

IN WITNESS THEREOF. I HAVE HEREUNTO SET MY HAND AND OFFICIAL SEAL

MY COMMISSION EXPIRES:

COUNTY, SOUTH DAKOTA NOTARY PUBLIC,

STATE OF SOUTH DAKOTA)

COUNTY OF

IN WITNESS THEREOF, I HAVE HEREUNTO SET MY HAND AND OFFICIAL SEAL

MY COMMISSION EXPIRES:

NOTARY PUBLIC, COUNTY, SOUTH DAKOTA COUNTY OF

DAY OF

ON THIS DAY OF _____2024, BEFORE ME, THE UNDERSIGNED OFFICER, PERSONALLY APPEARED NICK OLSON, WHO ACKNOWLEDGED HIMSELF TO BE THE EXECUTIVE VP/CHIEF FINANCIAL OFFICER, AND THAT HE AS SUCH EXECUTIVE VP/CHIEF FINANCIAL OFFICER BEING AUTHORIZED SO TO DO, EXECUTED THE FOREGOING INSTRUMENT FOR THE PURPOSES THEREIN CONTAINED BY SIGNING THE NAME OF THE EXECUTIVE VP/CHIEF FINANCIAL OFFICER.

IN WITNESS THEREOF, I HAVE HEREUNTO SET MY HAND AND OFFICIAL SEAL.

MY COMMISSION EXPIRES:

STATE OF SOUTH DAKOTA)

NOTARY PUBLIC, COUNTY, SOUTH DAKOTA

prepared by:  $JSA_{6810 S. LYNCREST AVE SUITE 101, SIOUX FALLS, SOUTH DAKOTA, 57108 605-367-1036$ 

"J:\Civil 3D Projects\70122-Hall Property - Sanford Sports South\Production Drawings\Plats\Lot 2, Block 10 Sanford Sports South Addition.dwg"

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ATTACHMENT II	- 5

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I. SHAWN PRICHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER       REGISTER OF DEEDS,         I. SHAWN PRICHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER       REGISTER OF DEEDS,         OF THE CITY OF SIOUX FALLS, SOUTH DAKOTA       REGISTER OF DEEDS,         I. SHAWN PRICHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER       REGISTER OF DEEDS,         ON THIS DAY OF, 20,       AD OFFICE,         ON THIS DAY OF, 20,       AD OFFICE,         I. SHAWN PRICHETE, SOUTH DAKOTA, HEREBY CERTIFY THAT THE CERTIFICATES OF       REGISTER OF DEEDS,         MINNEHAHA COUNTY, SOUTH DAKOTA       REGISTER OF DEEDS,         MINNEHAHA COUNTY, SOUTH DAKOTA       PRECIDENS UPON THE LAND SHOWN IN THIS PLAT, AS SHOWN BY         THE RECORDS IN MY OFFICE,       20	CITY DIRECTOR OF PLANNING AND DEVELOPMENT SERVICES       FILED FOR RECORD THISDAY OF	Integration of planning and development services       Pled for record this day of, 20         Integration of planning and development services       Pled for record this day of, 20         Integration of planning and development services       Pled for record this day of, 20         Integration of planning and development services       Pled for record this day of, 20         Integration of planning and development services       Pled for record this day of, 20         Integration of planning and development the land showing in this plant, as shown by the records in why office,       Or this day of, 20         Integration of planning and development the land showing the records in why office,       Day of, 20         Integration of planning and the relevance officers       Day of, 20         Integration of planning and the relevance officers       Day of	CITY DIRECTOR OF PLANNING AND DEVELOPMENT SERVICES CERTIFICATE  I, JEFE ECKHOFF, CITY DIRECTOR OF PLANNING AND DEVELOPMENT SERVICES OF THE CITY OF STOUX FALLS, DO HEREBY CERTIFY THAT THE CURRENT ZONING IS AS LISTED BELOW AND THAT THIS PLAT HAS BEEN REVIEWED BY ME OR MY AUTHORIZED AGENT AND THAT THIS PLAT IS RECOMMENDED FOR APPROVAL.  CURRENT ZONING CLASSIFICATION ACRES S-2 - INSTITUTIONAL CAMPUS PUD 11.69	I, DIRECTOR OF EQUALIZATION OF MINNEHAHA COUNTY, SOUTH DAKOTA, DO HEREB CERTIFY THAT A COPY OF THIS PLAT HAS BEEN FILED AT MY OFFICE.
CITY FINANCE OFFICER'S CERTIFICATE       AND RECORDED IN BOOKOF PLATS ON PAGE         I, SHAWN PRICHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER       REGISTER OF DEEDS,         OF THE CITY OF SIOUX FALLS, SOUTH DAKOTA, HEREBY CERTIFY THAT THE CERTIFICATES OF       REGISTER OF DEEDS,         MINNEHAHA COUNTY, SOUTH DAKOTA       MINNEHAHA COUNTY, SOUTH DAKOTA         ON THIS DAY OF, 20,       AUD         HAVE BEEN PAID IN FULL.	CITY FINANCE OFFICER'S CERTIFICATE         I, SHAWN PRITCHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER         OF THE CITY OF SIOUX FALLS, SOUTH DAKOTA, HEREBY CERTIFY THAT THE CERTIFICATES OF         APPROVAL ARE TRUE AND CORECT INCUDING THE SIGNATURES THEREBOR, AND THAT ANY         SPECIAL ASSESSMENTS WHICH ARE LIENS UPON THE LAND SHOWN IN THIS PLAT, AS SHOWN BY         THE RECORDS IN MY OFFICE,         ON THIS DAY OF, 20,         HAVE BEEN PAID IN FULL         CITY FINANCE OFFICER         SIOUX FALLS, SOUTH DAKOTA	LITY FINANCE OFFICER'S CERTIFICATE         I, SHAWN PRICHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER         OF THE CITY OF SIOUX FALLS, SOUTH DAKOTA, HEREBY CERTIFY THAT THE CERTIFICATES OF         APPROVAL ARE TRUE AND CORRECT INCLUDING THE SIGNATURES THEREON, AND THAT ANY         SPECIAL ASSESSMENTS WHICH ARE LIENS UPON THE LAND SHOWN IN THIS PLAT, AS SHOWN BY         THE RECORDS IN MY OFFICE,         ON THIS DAY OF, 20,         AVE BEEN PAID IN FULL.         CITY FINANCE OFFICER         SIOUX FALLS, SOUTH DAKOTA	CITY DIRECTOR OF PLANNING AND DEVELOPMENT SERVICES CITY OF SIOUX FALLS, SOUTH DAKOTA	REGISTER OF DEEDS           FILED FOR RECORD THIS DAY OF, 20           AT         O'CLOCK         M.
I, SHAWN PRITCHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER OF THE CITY OF SIGUX FALLS, SOUTH DAKOTA, HEREBY CERTIFY THAT THE CERTIFICATES OF APPROVAL ARE TRUE AND CORRECT INCLUDING THE SIGNATURES THEREON, AND THAT ANY PROCIAL ASSESSMENTS WHICH ARE LIENS UPON THE LAND SHOWN IN THIS PLAT, AS SHOWN BY THE RECORDS IN MY OFFICE, ON THIS DAY OF, 20, HAVE BEEN PAID IN FULL. CITY FINANCE OFFICER SIQUX FALLS, SOUTH DAKOTA	I, SHAWN PRITCHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER OF THE CITY OF SIOUX FALLS, SOUTH DAKOTA, HEREBY CERTIFY THAT THE CERTIFICATES OF APPROVAL ARE TRUE AND CORRECT INCLUDING THE SIGNATURES THEREON, AND THAT ANY SPECIAL ASSESSMENTS WHICH ARE LIENS UPON THE LAND SHOWN IN THIS PLAT, AS SHOWN BY THE RECORDS IN MY OFFICE. ON THIS DAY OF, 20, HAVE BEEN PAID IN FULL. CITY FINANCE OFFICER SIOUX FALLS, SOUTH DAKOTA	I, SHAWN PRITCHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER OF THE CITY OF SIGUX FALLS, SOUTH DAKOTA, HEREBY CERTIFY THAT THE CERTIFICATES OF APPROVAL ARE TRUE AND CORRECT INCLUDING THE SIGNATURES THEREON, AND THAT ANY SPECIAL ASSESSMENTS WHICH ARE LIENS UPON THE LAND SHOWN IN THIS PLAT, AS SHOWN BY THE RECORDS IN MY OFFICE, ON THIS DAY OF, 20, HAVE BEEN PAID IN FULL. CITY FINANCE OFFICER SIOUX FALLS, SOUTH DAKOTA	CITY FINANCE OFFICER'S CERTIFICATE	AND RECORDED IN BOOK OF PLATS ON PAGE
ON THIS DAY OF, 20, HAVE BEEN PAID IN FULL. 	ON THIS DAY OF, 20, HAVE BEEN PAID IN FULL. 	ON THIS DAY OF, 20, HAVE BEEN PAID IN FULL. 	I, SHAWN PRITCHETT, THE DULY APPOINTED, QUALIFIED AND ACTING CITY FINANCE OFFICER OF THE CITY OF SIOUX FALLS, SOUTH DAKOTA, HEREBY CERTIFY THAT THE CERTIFICATES OF APPROVAL ARE TRUE AND CORRECT INCLUDING THE SIGNATURES THEREON, AND THAT ANY SPECIAL ASSESSMENTS WHICH ARE LIENS UPON THE LAND SHOWN IN THIS PLAT, AS SHOWN BY THE RECORDS IN MY OFFICE.	REGISTER OF DEEDS, MINNEHAHA COUNTY, SOUTH DAKOTA
CITY FINANCE OFFICER SIOUX FALLS, SOUTH DAKOTA	CITY FINANCE OFFICER SIOUX FALLS, SOUTH DAKOTA	CITY FINANCE OFFICER SIOUX FALLS, SOUTH DAKOTA	ON THIS DAY OF, 20, HAVE BEEN PAID IN FULL.	
			CITY FINANCE OFFICER SIOUX FALLS, SOUTH DAKOTA	