

**BOARD OF REGENTS
MINUTES OF THE MEETING
June 26-27, 2024**

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ADJOURN

**BOARD OF REGENTS
MINUTES OF THE MEETING
June 26-27, 2024**

The South Dakota Board of Regents met on June 26-27, 2024, at Northern State University in Aberdeen, South Dakota at 9:30 a.m. Central Time and via Zoom* 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 Cariveau, 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; Lance Roberts, SDSMT Interim President; 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.

WEDNESDAY, JUNE 26, 2024

Regent Rave declared a quorum present and called the meeting to order at 9:30 a.m.

1-B Approval of the Agenda

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

1-C Declaration of Conflicts

There were no declared conflicts.

1-D Approval of the Minutes – Meeting on May 13-15, 2024

IT WAS MOVED by Regent Brown, seconded by Regent Partridge, to approve the minutes of the Board of Regents meeting on May 13-15, 2024. Motion passed.

1-E 2025 SDBOR Meeting Schedule

IT WAS MOVED by Regent Roberts, seconded by Regent Brown, to accept the dates and locations proposed on the 2025 Board of Regents Meeting Calendar in Attachment I. Motion passed.

A copy of the 2025 SDBOR Meeting Schedule can be found on pages **17** to **18** of the official minutes.

1-F Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, that the Board dissolve into Executive Session at 9:45 a.m. on Wednesday, June 26, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business.

That it rise from Executive Session at 5:00 p.m., and reconvene in public session, to resume the regular order of business, and that the Board report its deliberations while in executive session and take any action it deems prudent as a result thereof in public session on Thursday, June 27. Motion passed.

THURSDAY, JUNE 27, 2024

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

3-A Report and Actions of Executive Session

The Board Dissolved into Executive Session at 9:45 a.m. on Wednesday, June 26, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before rising from executive session at 5:30 p.m.

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.

3-B Resolution of Recognition – Brock Brown

IT WAS MOVED by Regent Roberts, seconded by Regent Partridge, to recognize Regent Brock Brown 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 **19** to **20** of the official minutes.

3-C Welcome Presentation by President Schnoor

President Neal Schnoor welcomed the Board of Regents to Northern State University Campus, who was also joined by Dr. Anna Swan, Dean of the School of Education at NSU. President Schnoor noted that as a regional comprehensive university, NSU appreciates the Board's support to serve education, workforce needs, business education, the arts and sciences, and nursing. Earlier this month, the Higher Learning Commission approved their open pathway quality initiative proposal which focuses on experiential learning. As a few examples, President Schnoor invited a couple individuals, including Dr. Swan, to join him to speak on their experiences.

Rosemary Price-Rose is a South Dakota native and student in the Teacher Apprenticeship Program, was invited up to speak with the Board and provide her experience within the program and her passion for learning and education that led her to her choice on where she is now. She expressed her gratitude on behalf of herself and other students for those involved in making this program available. She is hopeful that the program will continue.

Dr. Sal Villegas (NSU Assistant Professor of Management in the School of Business) stated that has had the privilege to work with NSU students over the past few years to transform their innovative ideas into viable business opportunities. Over the past three years, NSU has produced four state finalists in the Governor's Giant Vision Competition. Dr. Villegas introduced Dianna Lee (International Student from Barcelona, Spain, studying in Management) who provided her experience as a student at NSU.

President Schnoor also introduced Zack Flakus, who is their new NSU Foundation CEO/President. Following the testimony of the experiences of the two students earlier, Zack noted that is their stories that make the work of NSU and the Foundation so important.

3-D NSU Student Organization Awards

Sean Blackburn, NSU Dean of Students, presented the NSU student organization award winners for 2023. The Honors Club accepted the award for academic excellence. The Council for Exceptional Children (CEC) accepted the award for community service. The Residence Hall Association (RHA) accepted the award for organizational leadership.

A copy of the NSU Student Organization Awards can be found on pages 21 to 22 of the official minutes.

3-E Reports from Individual Presidents and Superintendents

No report.

3-F Reports on Individual Regent Activities

Regent Brown stated that he and the Academics staff in the BOR central office held a transition meeting for Regent Dittman to take over as the Chair of the Academic and Student Affairs Committee.

Regent Frederick thanked President Dunn and various staff at SDSU for helping him in his recent research and information gathering regarding R1. He was also the commencement speaker for the SDSBVI graduation in May.

Regent Lochner noted that the system had a very good update from NCHEMS on the stress test and that is moving along as planned. He also had recently visited NSU and USD campuses. He also visited Dean O’Kieffe in the School of Business regarding getting their Ag Leadership program up off the ground as an advisor.

Regent Partridge had the honor of visiting with a number of alumni friends and community leaders, and area legislators in Rapid City at the retirement reception at SDSMT for President Jim Rankin. It was a very nice event and was well attended. Regent Partridge also noted that he had the privilege of sitting on the Governor’s Council of Economic Advisors where they talk about the economy from all over the state from various sectors. He was happy to report that the group felt very positively about South Dakota; they believe our economy is strong and more diverse in our sectors, which he felt was exciting to hear.

Regent Rasmussen attended an event for USD in Sioux Falls with the Foundation and attended the SDSD picnic. Last Monday he also had the opportunity to observed a Dakota Dreams class at USD.

3-G Report of the Executive Director

Nathan Lukkes, Executive Director and CEO, thanked Aberdeen for hosting us this week and touched on work that the system has been active in lately, including programs with the SD Department of Education as well as campus staff in gearing up for today’s budget presentations. He also expressed his gratitude towards Regent Brown and his work with the Board during his tenure.

3-H Report from the Student Federation

Ethan Gladue, President, provided a summary of the primary goals the Student Federation has been working on. One being creating a positive relationship and communication with the Board of Regents. He also noted that the Student Federation wishes Regent Brown a happy retirement from the Board, and that they look forward to working with the new student regent once they are appointed. The Student Federation is also looking forward to planning an impactful, productive and enjoyable SHED for students on higher education day during the next upcoming legislative session. They are working to make it more renown for students to attend SHED, really be engaged and learn what the political process is in Pierre since it is very different from what you see in other states as well as federal government. They are also working on increasing their interorganizational communication and what is going on within the different universities to be able to use their collective voice for various initiatives/events.

Regent Brown commented that in his time as a Regent, this was the first summer BOR meeting that has been very well attended by Student Federation and that he is happy to see the engagement.

Regent Roberts also noted in her tenure on the Board, this morning's breakfast with members of the Student Federation and NSU Student Government was one of the best. She enjoyed getting to chat with the students and hopes that continues to be something we do at future Board meetings.

3-I Report from NSU Student Government Association

Sam Brumfield, NSU SGA President, stated that he is excited to work with the Board over the next year. Sam noted that he and the other student government members are looking forward to give back to the community that support them as students at NSU. The student government is also working on holistic wellness by has really been getting behind student mental health and starting to crack down on the services to meet those needs.

4 FY26 Budget Requests

SDSU/CES/AES: President Barry Dunn, Mike Holbeck (VP of Finance), Dr. Dennis Hedge (Provost and VP for Academic Affairs) provided a summary of SDSU's top budget priorities, which includes 1) Movement towards R1, 2) Yeager Hall Remodel, 3) Briggs Library Renovation, and 4) Transient Animal Facility.

Regent Rave asked if we know how much the R1 initiative will cost if we were to be there by 2031. Regent Rave and Roberts asked about Masters switching to PhDs. Regent Roberts noted she wouldn't want to lose the Masters capacity.

USD/Law School/SSOM: President Sheila Gestring, Julie Kriech (VP of Finance), Dr. Tim Ridgeway (Vice President of Health Affairs and Dean of the Sanford School of Medicine), reviewed the budget priorities for the University of South Dakota, the USD School of Law, and the Sanford School of Medicine.

DSU: President Jose-Marie Griffiths, Stacy Krusemark (VP of Finance), and Dr. Rebecca Hoey (Provost and VP for Academic Affairs), reviewed budget priorities for Dakota State University which focused on 1) Karl Mundt Library Renovation, 2) Biomechanical Lab and Lab Equipment, and 3) Science Lab Equipment.

NSU: President Neal Schnoor and Veronica Paulson (VP of Finance and Administration) reviewed the budget priority for Northern State University which focused on projects to optimize campus access and flow.

BHSU: President Steve Elliott and Kathy Johnson (VP of Finance) reviewed budget priorities for Black Hills State University, which focused on 1) Jonas Academic Renovation and 2) SD Army National Guard Property Acquisition and Renovation.

SDSMT: Interim President Lance Roberts and Bill Spindle (VP of Finance) reviewed budget priorities for South Dakota School of Mines & Technology which focused on lab equipment and classroom upgrades.

System Requests: Heather Forney, System Vice President of Finance & Administration, explained the system's budget priorities, which include requests for 1) Tuition by-down, 2) Building insurance, 3) Wrap around services for students, 4)Technology funding, and 5) Maintenance & Repair.

A copy of the FY26 Budget Requests can be found on pages 23 to 103 of the official minutes.

Motion to Reconvene into Executive Session

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, that the Board dissolve into Executive Session at 11:35 a.m. on Thursday, June 27, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies of a board of a business owned by the state when public discussion may be harmful to the competitive position of the business, and that it rise from executive session at 12:30 and reconvene in public session to continue with the regular order of business and take any necessary actions. Motion passed.

Report and Actions of Executive Session

The Board Dissolved into Executive Session at 9:45 a.m. on Wednesday, June 26, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before rising from executive session at 5:30 p.m.

The Board then reconvened in executive session at 11:35 a.m. on Thursday, June 27, for additional discussion of the matters just discussed before rising from executive session at 12:30. The discussion of matters in executive session included certain recommended actions set forth in the secretary's report and other matters permitted by law.

IT WAS MOVED by Regent Morrison, seconded by Regent Roberts, 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.

5 Public Comment Period

No public comments were made.

CONSENT AGENDA

IT WAS MOVED by Regent Roberts, seconded by Regent Morrison, to approve consent agenda items 6-A through 6-C(1) and 6-C(3) through 6-M as presented. Motion passed.

Academic and Student Affairs – Consent

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

Approve the second and final reading of the proposed new BOR Policy 3.6.2 – System Financial Aid Processing, as presented.

A copy of the New BOR Policy 3.6.2 – System Financial Aid Processing (Second Reading) can be found on pages **104** to **109** of the official minutes.

6-B(1) New Program Request – DSU – Minor in K-8 Teaching Content

Authorize DSU to offer a minor in K-8 Teaching Content, as presented.

A copy of the New Program Request – DSU – Minor in K-8 Teaching Content can be found on pages **110** to **116** of the official minutes.

6-B(2) New Program Request – NSU – Minor in Actuarial Science

Authorize NSU to offer a minor in Actuarial Science, as presented.

A copy of the New Program Request – NSU – Minor in Actuarial Science can be found on pages **117** to **125** of the official minutes.

6-B(3) New Program Request – NSU – Minor in Data Science

Authorize NSU to offer a minor in Data Science, as presented.

A copy of the New Program Request – NSU – Minor in Data Science can be found on pages **126** to **135** of the official minutes.

6-B(4) New Program Request – NSU – Minor in Movie, Animation, and Stage Acting

Authorize NSU to offer a minor in Movie, Animation, and Stage Acting, as presented.

A copy of the New Program Request – NSU – Minor in Movie, Animation, and Stage Acting can be found on pages **136** to **145** of the official minutes.

6-B(5) New Program Request – SDSU – Minor in Surface Mount Technology

Authorize SDSU to offer a minor in Surface Mount Technology, as presented.

A copy of the New Program Request – SDSU – Minor in Surface Mount Technology can be found

on pages 146 to 158 of the official minutes.

6-C(1) New Certificate Request – BHSU – Wichozani Health & Wellness (Undergraduate)

Authorize BHSU to offer an undergraduate certificate in Wichozani Health & Wellness, as presented.

A copy of the New Certificate Request – BHSU – Wichozani Health & Wellness (Undergraduate) can be found on pages 159 to 165 of the official minutes.

6-C(2) RESERVED

This item was pulled from the agenda on 06/24/2024.

6-C(3) New Certificate Request – SDSU – Surface Mount Technology (Graduate)

Authorize SDSU to offer a graduate certificate in Surface Mount Technology, as presented.

A copy of the New Certificate Request – SDSU – Surface Mount Technology (Graduate) can be found on pages 166 to 177 of the official minutes.

6-D(1) New Specialization Requests – DSU – Computer Science & Cyber Education Specialization and Educational Technology Specialization – MEd in Educational Technology

Authorize DSU to offer a Computer Science & Cyber Education specialization and an Educational Technology specialization within the MEd in Educational Technology program, as presented.

A copy of the New Specialization Requests – DSU – Computer Science & Cyber Education Specialization and Educational Technology Specialization – MEd in Educational Technology can be found on pages 178 to 186 of the official minutes.

6-E Substantive Program Modifications Requiring Board Approval – BHSU, DSU, & SDSU

Approve the substantive program modifications from BHSU, DSU, and SDSU, as presented.

A copy of the Substantive Program Modifications Requiring Board Approval – BHSU, DSU, & SDSU can be found on pages 187 to 212 of the official minutes.

6-F Inactive Status and Program Termination Requests – NSU & SDSU

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

A copy of the Inactive Status and Program Termination Requests – NSU & SDSU can be found on pages 213 to 238 of the official minutes.

6-G Program Reactivation Request – USD

Approve USD's request to reactivate the Ed.D. in Educational Administration and Leadership with specializations in Curriculum Director, Director of Special Education, Pre-K-12 Principal, and School District Superintendent.

A copy of the Program Reactivation Request – USD can be found on pages 239 to 240 of the official minutes.

6-H(1) Agreements on Academic Cooperation – SDSMT

Approve South Dakota School of Mines & Technology to finalize and execute the agreement on academic cooperation between SDSMT and the Universidad Politécnica de Puerto Rico in substantially similar form to that set forth in Attachment I.

A copy of the Agreements on Academic Cooperation – SDSMT can be found on pages 241 to 243 of the official minutes.

6-H(2) Agreements on Academic Cooperation – USD

Approve the University of South Dakota to finalize and execute the agreements on academic cooperation between USD and Cadi Ayyad University, and USD and UCSD, in substantially similar form to that set forth in Attachments I & II.

A copy of the Agreements on Academic Cooperation – USD can be found on pages 244 to 251 of the official minutes.

6-I Articulation Agreement – South Dakota State University & Black Hills State University

Approve South Dakota State University to finalize and execute the articulation agreement between SDSU and Black Hills State University in substantially similar form to that set forth in Attachment I.

A copy of the Agreement – South Dakota State University & Black Hills State University can be found on pages 252 to 257 of the official minutes.

6-J SDSBVI High School Activities Association Membership

Approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.

A copy of the SDSBVI High School Activities Association Membership can be found on pages 258 to 259 of the official minutes.

6-K 2023 Academic Degree Program Productivity Report

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 2023 Academic Degree Program Productivity Report can be found on pages 260 to 271 of the official minutes.

Budget and Finance – Consent

6-L Revisions to BOR Policies 1.6.4, 3.8.1, 6.13, and 6.13.1 (Second Reading)

Approve the second and final reading of revisions to BOR Policies 1.6.4 (Minors on Campus); 3.8.1 (Recognition and Funding of Student Organizations); 6.13 (Facilities Use by Private Parties); and 6.13.1 (Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests), as presented.

A copy of the Revisions to BOR Policies 1.6.4, 3.8.1, 6.13, and 6.13.1 (Second Reading) can be found on pages 272 to 296 of the official minutes.

6-M 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 297 of the official minutes.

Routine Informational Items – No Board Action Necessary

6-N Audit Committee Report

A copy of the Audit Committee Report can be found on page 298 of the official minutes.

6-O Capital Projects List

A copy of the Capital Projects List can be found on pages 299 to 303 of the official minutes.

6-P Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages 304 to 306 of the official minutes.

6-Q Intent to Plan Requests

A copy of the Intent to Plan Requests can be found on page 307 of the official minutes.

6-R Program Review Reports

A copy of the Program Review Reports can be found on pages 308 to 309 of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

7-A Revised BOR Policy 2.11.1 – Academic and Student Reporting (First Reading)

Dr. Janice Minder, System Associate VP for Academic Policy and Planning, stated that BOR Policy 2.11.1 was initiated in 1993 and has had a limited number of revisions since the initial

policy approval. With the onset of the merger to a single-student system and the implementation of Banner, this policy is suitable for modification.

The original policy focused mainly on enrollment reporting. However, with the reporting tools available to the Regental system there is a greater need to better define reporting in the collective. This revised policy now focuses on both academic and student reporting needs, live data reporting and snapshot (frozen in time) reporting.

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, to approve the first reading of the proposed revisions to BOR Policy 2.11.1 – Academic and Student Reporting, as presented. Motion passed.

A copy of the Revised BOR Policy 2.11.1 – Academic and Student Reporting (First Reading) can be found on pages 310 to 317 of the official minutes.

7-B(1) New Program Request – SDSU – BA/BS in Accounting

Dr. Dennis Hedge, SDSU Provost and VP for Academic Affairs, joined by Dr. Pamela Carriveau, System Associate VP for Academic Programming, stated that South Dakota State University requests authorization to offer a BA/BS in Accounting. The proposed program provides students with advanced training in accounting, including managerial, financial, cost, and income tax accounting. SDSU currently offers a minor in Accounting.

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, to authorize SDSU to offer a BA/BS in Accounting, as presented.

ROLL CALL:

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

Motion passed.

A copy of the New Program Request – SDSU – BA/BS in Accounting can be found on pages 318 to 323 of the official minutes.

7-B(2) New Program Request – USD – MS in Artificial Intelligence

Dr. Kurt Hackemer, USD Provost and VP for Academic Affairs, joined by Dr. Pamela Carriveau, System Associate VP for Academic Programming, stated that the University of South Dakota requests authorization to offer a MS in Artificial Intelligence. The proposed program is designed to equip students with advanced knowledge and skills in the rapidly evolving field of artificial

intelligence, including machine learning, vision, intelligent systems, robotics and agent-based systems, knowledge discovery, data mining, and the secure, trustworthy, ethical and responsible use of AI.

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

ROLL CALL:

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

Motion passed.

A copy of the New Program Request – USD – MS in Artificial Intelligence can be found on pages **324** to **336** of the official minutes.

7-C(1) New Site Request – NSU – BSEd in Elementary Education (Online); and 7-C(2) New Site Request – NSU – BSEd in Special Education (Online)

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, to table items 7-C(1) and 7-C(2). Motion passed.

A copy of New Site Request – NSU – BSEd in Elementary Education (Online), and New Site Request – NSU – BSEd in Special Education (Online) can be found on pages **337** to **348** of the official minutes.

BUDGET AND FINANCE

8-A Revised BOR Policy 4.1.8 – Sponsorship of Employee Permanent Resident Applications (First Reading)

Kayla Bastian, System Chief Human Resources Officer, stated that this policy was first established in 2015 to set parameters for employment-based sponsorship for permanent residency including eligibility, waiting periods, stakeholder roles and cost responsibility. This policy has been instrumental in managing requests fairly and consistently. This process is managed through the System International Employment Services (SIES) center for all universities.

In recent years SIES has seen US Citizen and Immigration Services (USCIS) processing times increase, and the first step of permanent residency filing has become more complex. The current one (1) academic year waiting period for Professor/Tenure Track Teacher filings is creating the challenges. As a result, SIES proposes reducing the waiting period to one (1) academic semester

which will reduce costs and create a better process for the departments and employees. The additional edits to the policy include simplifying text for easier understanding, generalizing in some areas to allow for flexibility and bringing the policy current to reflect roles and processes.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the first reading of the proposed revisions to BOR Policy 4.1.8. Motion passed.

A copy of the Revised BOR Policy 4.1.8 – Sponsorship of Employee Permanent Resident Applications (First Reading) can be found on pages 349 to 354 of the official minutes.

8-B Revised BOR Policy 5.21 – Systems Collection Policy (First and Final Reading)

Heather Forney, System VP of Finance and Administration, stated that the proposed revision to BOR Policy 5.21 is an outcome of the accounts receivable/finance committee’s evaluation of financial rules that go into effect July 1, 2024. Specifically, the Regental system must remove financial holds to the official transcript when students receive Title IV funding

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 5.21 – Systems Collection Policy, as presented. Motion passed.

A copy of the BOR Policy 5.21 – Systems Collection Policy (First and Final Reading) can be found on pages 355 to 359 of the official minutes.

8-C SDBOR FY26 Budget Priorities

Heather Forney, System VP of Finance and Administration, reviewed the list of the FY26 budget priorities provided to the Board consisting of base budget requests and one-time funding requests for the system totaling \$38,091,236.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, to approve the FY26 Budget Request to include the priorities identified, to direct the staff to prepare and submit the FY26 Budget Request detail and justification to the Bureau of Finance and Management, and to refine any budget request figures and narratives, as necessary. Any needs for federal and other expenditure authority, full-time equivalent (FTE), South Dakota Opportunity Scholarship, post-secondary scholarship, lease payments, salary policy, and utility adjustment requests should be included. Motion passed.

A copy of the SDBOR FY26 Budget Priorities can be found on pages 360 to 361 of the official minutes.

ADJOURNMENT

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

The meeting adjourned at 1:10 p.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Wednesday, June 26th, and Thursday, June 27th, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session, on June 27th, 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-E. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.*
- 2-F(1). Approve the request from Dakota State University to name the football stadium in the DSU athletic complex to the "Brian Kern Family Stadium".*
- 2-F(2). Approve the request from Dakota State University to name the DSU athletic complex to the "Beacom PREMIER Complex".*
- 2-F(3). Approve the request from Dakota State University to name the football field in the DSU athletic complex to "Blankley Field".*
- 2-G. Award sixteen (16) years of prior service credit toward tenure and five (5) years of prior service credit toward promotion for Dr. Shane Scholten (DSU); and award one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion for Dr. Alison Coulter (SDSU).*
- 2-H. Approve the request to grant tenure as a Professor to Dr. Eun Heui Kim (SDSU) and Dr. David Earnest (SDSU).*
- 2-I. Approve the leave request for Molly Enz (SDSU), as presented.*
- 2-J. Accept the System Scholarship Committee's recommended recipients and alternates for the 2024-25 Fowler, Bjugstad, and Scarborough Scholarships, as presented.*

2024-25 Annis Irene Fowler/Kaden Scholarship

Recipient 1: Kaitlyn Martin – SDSU

Recipient 2: Jalen Holm – BHSU

Alternate 1: Jada Guptill – BHSU

Alternate 2: Aubrey Senska – SDSU

2024-25 Ardell Bjugstad Scholarship

Recipient 1: Linkin Ballard – SDSU

Recipient 2: Caleb Zephier – SDSMT

2024-25 Marlin R. Scarborough Memorial Scholarship

Recipient: Ellie Smith – USD

Alternate 1: Ryan Cantz – SDSMT

Alternate 2: Maggie Knippling – NSU

- 2-K. Approve the evaluation letters for President Griffiths, President Schnoor and President Gestring, as presented.*
- 2-L. Approve the appointment request and compensation adjustments as outlined in Attachment I.*
- 2-M. Authorize the Executive Director to approve the initial appointment of employees reporting directly to the president, and mid-year, permanent compensation adjustments, within the parameters discussed.*

| SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY | | | | | | |
|---|------------------------------------|----------------|-------------------|------------------|-----------------|------------|
| Name | Title | Effective date | Job Change Reason | Requested Salary | Previous Salary | % Increase |
| Kurt Chowanski | Research Scientist III | 6/22/2024 | Reclassification | \$85,000.00 | \$71,136.00 | 19.5% |
| | | | | | | |
| SOUTH DAKOTA STATE UNIVERSITY | | | | | | |
| Name | Title | Effective date | Job Change Reason | Requested Salary | Previous Salary | % Increase |
| Bryan Petersen | Assistant Coach - Men's Basketball | 6/22/2024 | Equity Adjustment | \$110,000.00 | \$103,000.00 | 6.8% |
| | | | | | | |
| APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR | | | | | | |
| NAME | TITLE | EFFECTIVE DATE | SALARY | INSTITUTION | | |
| David Crum | Athletic Director | 7/1/2024 | \$130,000.00 | SDSMT | | |
| Andrew Sogn | Chief Marketing Officer | 6/22/2024 | \$98,600.00 | DSU | | |

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 1 – E
DATE: June 26-27, 2024

SUBJECT

2025 SDBOR Meeting Calendar

CONTROLLING STATUTE, RULE, OR POLICY

[Board of Regents' By-Laws, Section 5.0](#)

BACKGROUND / DISCUSSION

Per the Board By-Laws, an annual schedule of meetings shall be prepared in advance by the Board.

IMPACT AND RECOMMENDATIONS

The proposed calendar of 2025 Board of Regents meeting dates can be found in Attachment I.

ATTACHMENTS

Attachment I – Calendar of 2025 Dates and Locations

DRAFT MOTION 20240626_1-E:

I move to accept the dates and locations proposed on the 2025 Board of Regents Meeting Calendar in Attachment I.

2025 BOR & COPS Meeting Calendar

| BOR ITEMS DUE (from campus) | COPS TOPICS DUE (from Presidents) | COPS MAILOUT | COPS MEETING¹ | BOR INTERNAL DRAFT AGENDA REVIEW² | BOR MAILOUT³ | BOR MEETINGS | BOR MEETING LOCATION |
|--|--|-------------------------|-------------------------------------|---|------------------------------------|---------------------------------|-------------------------------------|
| February 25 | March 6 | March 11 | March 18 | March 18 | March 25 | April 2-3, 2025 (Wed-Thurs) | NSU, Aberdeen |
| April 14 | April 10 | April 15 | April 22 | May 5 | May 12 | May 19-21, 2025 (Mon-Wed) | State Game Lodge, Custer |
| June 10 | May 29 | June 3 | June 10 | July 1 | July 8 | July 16-17, 2025 (Wed-Thurs) | SDSU, Brookings |
| | July 31 | August 5 | August 12 | | | | |
| August 26 | Sept. 4 | Sept. 9 | Sept. 16 | Sept. 16 | Sept. 23 | Oct. 1-2, 2025 (Wed-Thurs) | SDSMT, Rapid City |
| Nov. 4 | Nov. 6 | Nov. 12 | Nov. 18 | Nov. 25 | Dec. 2 | Dec. 10-11, 2025 (Wed-Thurs) | USD, Vermillion |

¹ – All COPS meetings will be held in Pierre; location may be subject to change at a later date.

² – BOR Internal Draft Agenda Review Dates: The draft BOR agenda will be sent to Regents to review prior to the agenda and items being made public.

³ – BOR Mailout Dates: Agenda items (excluding executive session) are posted online for public access, and all items (including executive session) are posted to [OnBoard](#) for Regents.

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – B
DATE: June 26-27, 2024

SUBJECT

Resolution of Recognition

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Brock Brown served the people of the state of South Dakota for four years from June 2020 to June 2024, before his retirement from the South Dakota Board of Regents.

IMPACT AND RECOMMENDATION

The South Dakota Board of Regents wishes to recognize Regent Brock Brown for his outstanding service to the higher education system in South Dakota.

ATTACHMENTS

Attachment I – Resolution of Recognition – Brock Brown

DRAFT MOTION 20240626_3-B:

I move to recognize Regent Brock Brown for his service to South Dakota’s system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Brock Brown served the people of the state of South Dakota for four years, from June 2020 to June 2024, before his retirement from the South Dakota Board of Regents; and

WHEREAS, Regent Brown's role as the Student Regent was marked by his strong advocacy for the public university students of South Dakota, making him a prominent voice and an active member of the Board; and

WHEREAS, Regent Brown attended South Dakota State University and the University of South Dakota Knudson School of Law during his time on the Board; and

WHEREAS, his influence and the Board's emphasis on academic affordability resulted in financial savings for university students as the result of a multi-year tuition freeze across his entire four-year term; and

WHEREAS, Regent Brown's leadership as the Chair of the committee of academic and student affairs was instrumental in leading multiple discussions of new program requests, campus collaboration, and agreements for the Regental system, underscoring his significant contributions; and

NOW, THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize Regent Brock Brown for his service; and

BE IT FURTHER RESOLVED, that Regent Brock Brown 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 Regent Brown.

Adopted this 27th day of June 2024.

SOUTH DAKOTA BOARD OF REGENTS

Tim Rave, President

Jeffrey D. Partridge, Vice President

Douglas Morrison, Secretary

Special Resolution Number 02-2024

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – D
DATE: June 26-27, 2024

SUBJECT

NSU Student Organization Awards

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the April 2024 Board of Regents meeting, the Board approved recommendations offered by each institution for the 2023 student organization award winners. The winners of these awards are announced at Board meetings throughout 2024. The Northern State University (NSU) Student Organization Awards would be presented at the June 2024 BOR meeting in Aberdeen.

2023 NSU Award for Academic Excellence: Honors Club

The Honors Program aims to excel academically and connect socially within the Northern community. Supporting engaging academic and intellectual opportunities both on and off campus. As dedicated leaders of their club, their members have consistently demonstrated exceptional academic prowess, leadership qualities, and a profound commitment to scholarly pursuits. Some examples of their academic achievements include Jaedon Shaving placing first in his respective category at the 2023 National Collegiate Honors Conference, Jessica Splichal and Megan Fastenau presenting at the American Society for Biochemistry and Molecular Biology in San Antonio, TX, and Kendall Kelly and Sierra Sweeney presenting their posters at the Annual Northland Chapter of the American College of Sports Medicine in Duluth, MN. The Honors Club continues their commitment to academic excellence both in and out of the classroom.

2023 NSU Award for Community Service: Council for Exceptional Children (CEC)

The Northern State Council for Exceptional Children is a branch of the National Organization that works together to share their passion for special education through events on campus and in the community. Some of the programs they hosted included a Sensory Santa event at the local public library for children and their families to partake in holiday events in a sensory friendly environment. Included in the event were activities led by students to create DIY stress balls, decorate a Velcro Christmas tree, and providing a book for each child to take home. The highly successful event will now be an annual tradition

(Continued)

INFORMATIONAL ITEM

put on by the Council of Exceptional Children to continue to promote accessible events in the community.

2023 NSU Award for Organizational Leadership: Residence Hall Association (RHA)

The Residence Hall Association is the governing body for students living in the residence halls and works to improve residence hall communities and promote student engagement. RHA strives to advocate for residents, provide opportunities for personal development, ensure a welcoming environment, and address concerns and needs of their residential students. As a reactivated student organization, RHA updated their leadership structure and their mission to support students within the residence halls as well as promote a vibrant community. In a short time, they hosted an annual campus event called “Lighting of the Northern Green,” initiated the first “Welcome Back Pack Rave, organized a “Love is..” event, and organized a week long recognition event to celebrate resident assistants. Within the last 12 months of their reactivation, RHA has demonstrated outstanding leadership development.

IMPACT AND RECOMMENDATIONS

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

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

FY26 Budget Requests

AGENDA ITEM: 4
DATE: June 26-27, 2024

SUBJECT

FY26 Budget Requests

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 4-7-7](#) – Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION

Each institution and the system office will individually present their highest budget priorities.

IMPACT AND RECOMMENDATIONS

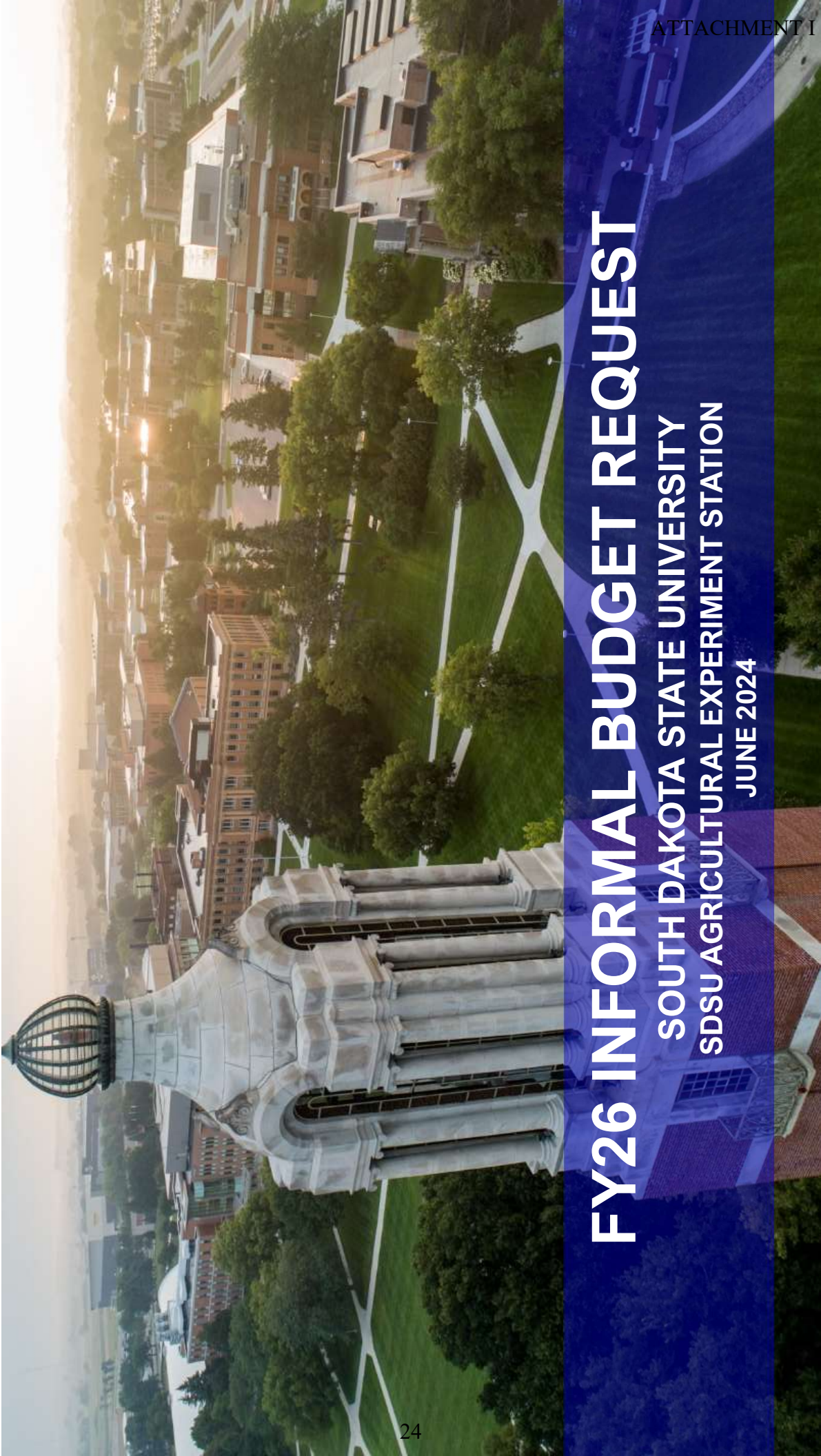
Campus and system office budget request presentations will be made as follows:

| FY26 Budget Requests | Thursday, June 27, 2024 |
|-----------------------------|--------------------------------|
| SDSU/CES/AES | 9:30 – 10:00 am |
| USD/Law School/SSOM | 10:00 – 10:30 am |
| DSU | 10:30 – 10:45 am |
| NSU | 10:45 – 11:00 am |
| BHSU | 11:00 – 11:15 am |
| SDSMT | 11:15 – 11:30 am |
| System Requests | 11:30 – 12:00 pm |

ATTACHMENTS

Attachment I – SDSU Budget Presentation and Handout
Attachment II – USD Budget Presentation
Attachment III – DSU Budget Presentation
Attachment IV – NSU Budget Presentation
Attachment V – BHSU Budget Presentation
Attachment VI – SDSMT Budget Presentation
Attachment VII – System Budget Presentation

INFORMATIONAL ITEM



FY26 INFORMAL BUDGET REQUEST

SOUTH DAKOTA STATE UNIVERSITY
SDSU AGRICULTURAL EXPERIMENT STATION
JUNE 2024

SDSU TOP PRIORITIES

1. Movement towards R1
2. Yeager Hall Remodel
3. Briggs Library Renovation
4. Transient Animal Facility



MOVEMENT TOWARDS R1

- Pursuing 'R1 Our Way' for an even stronger South Dakota
 - Drive more innovations
 - Graduate highly prepared innovators and researchers
 - Enhance teaching and learning at all levels across the university
- Request:
 - Base funding: \$3,500,000



YEAGER HALL REMODEL

- **House all units of SDSU's School of Communication & Journalism under one roof**
 - Purpose: Improve experiential learning for students
 - Aligns with campus master plan goals to improve existing buildings and to consolidate academic programs
 - Support increased enrollment in program
- **Request:**
 - **One-time funding of \$14,000,000**



HILTON M. BRIGGS LIBRARY RENOVATION

- **21st-Century learning and research center that inspires academic excellence, innovative discovery, & creative scholarship**
 - Investment in student success
 - Aligns with goals of campus master plan to improve existing building and consolidate student support services
 - Major updates necessary to meet ADA requirements

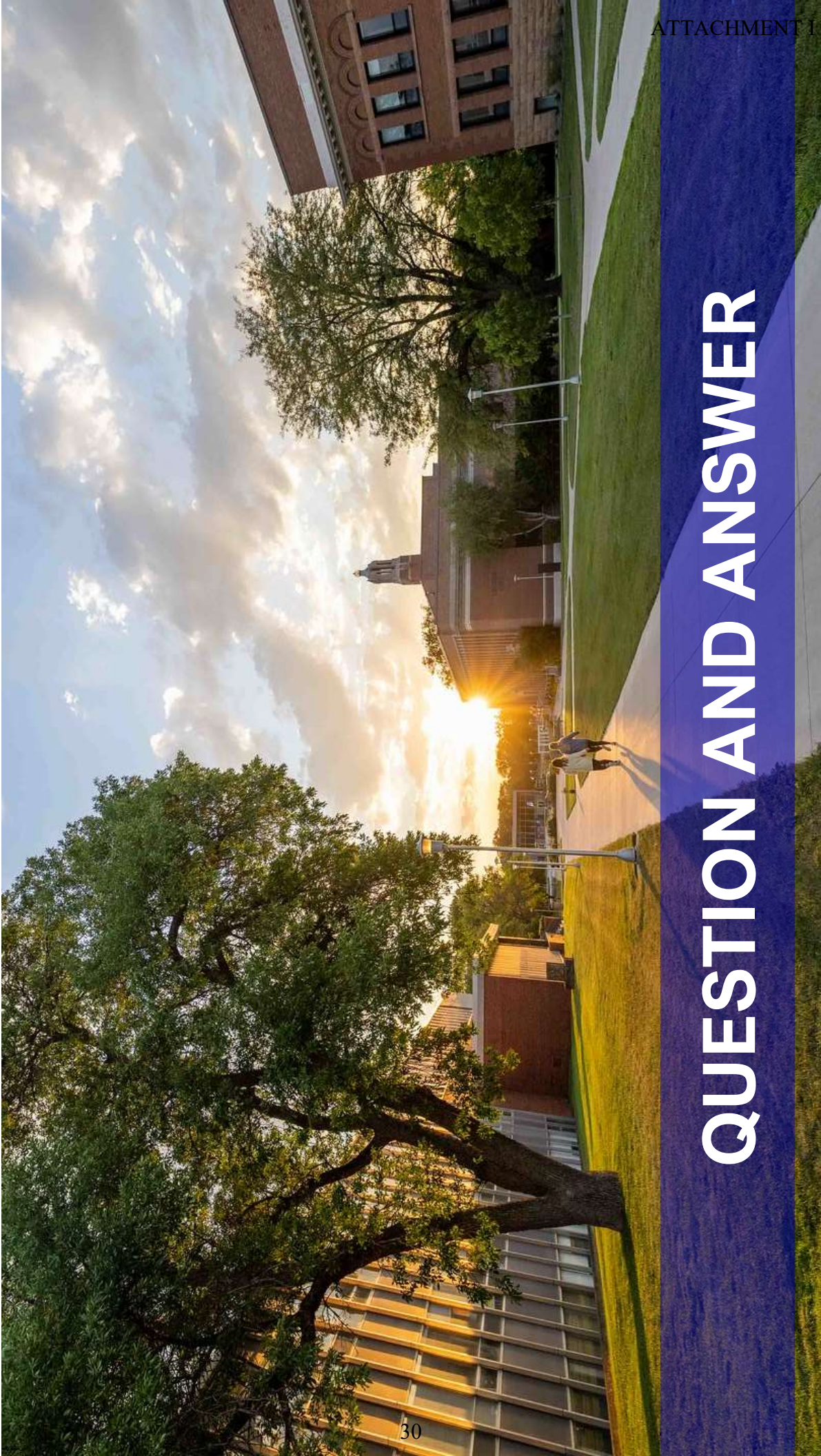
- **Request:**
 - **One-time funding of \$30,000,000**



TRANSIENT ANIMAL FACILITY

- **New facility to meet the needs of transient animal at SDSU**
 - Previous buildings used were destroyed in 2022 Derecho storm
 - New facility will include partially open monoslope bays and fully enclosed bays
 - Supports SDSU's tripart mission
- **Request:**
 - **One-time funding of \$1,000,000**
 - (\$524,337 of insurance proceeds will be used for project in addition to \$1M requested)





QUESTION AND ANSWER



SOUTH DAKOTA STATE UNIVERSITY

FY26 Informal Budget Request

South Dakota State University
South Dakota Board of Regents
June 2024



SDSU PROPER: MOVEMENT TOWARDS R1

Base Funding:

\$3,500,000

What does the term ‘Research 1’ or ‘R1’ university mean?

As the state’s only land-grant university, we have more than a century of experience creating knowledge and sharing it with the state. It’s one of the things SDSU does best. Today’s highly competitive economic and academic environment requires us to successfully compete in order to best serve our land grant mission. We will pursue *R1 Our Way* to deliver a future legacy of an even stronger South Dakota.

South Dakota State University stands uniquely positioned to bolster South Dakota’s economic growth and wellbeing. This next transformative goal of achieving R1 Carnegie Classification will help do that. The Carnegie Classification of Institutions of Higher Education is the leading framework for classifying higher education institutions. Classifications are released on a three-year cycle. Out of nearly 4,000 U.S. colleges and universities, currently 147 are classified R1, the highest classification of research universities. SDSU is among 133 other institutions with the lower R2 classification. South Dakota remains one of only five states that does not have an R1 university; others include Alaska, Idaho, Wyoming, and Vermont.

Why is this important to the State of South Dakota?

At its core, SDSU achieving R1 classification will improve our state in three ways:

1. Drive more innovations and know-how into South Dakota’s businesses;
2. Graduate highly prepared innovators and researchers; and
3. Enhance teaching and learning at all levels across the university.

With R1 recognition, SDSU will fill workforce demand with the most highly prepared innovators, will produce more patented technology for the economy, and will increase economic impact by putting South Dakota on equal footing with other states in the competition for top talent and research funds.



As an R1 university, SDSU will be recognized as an excellent choice for partnerships, careers, and education. There will be more success at securing research grants, recruiting and retaining top talent, and recruiting students at all levels. The added research activity will increase economic activity in our community and the state.

R1 will enhance excellence in faculty and student learning. While SDSU’s strengthening of doctoral learning will transfer research know-how into society, undergraduate and master’s students will benefit as well. Their opportunities for research experiences with increasingly talented faculty will endow them with creative problem-solving abilities and differentiate their skills in the marketplace.

Carnegie R1 recognition will boost our current faculty members’ competitiveness. Potential faculty, external funding agencies and policymakers look for this mark of quality when making determination for career destination and funding awards. Plus, the designation adds value to the degrees pursued by current students and earned by alumni.

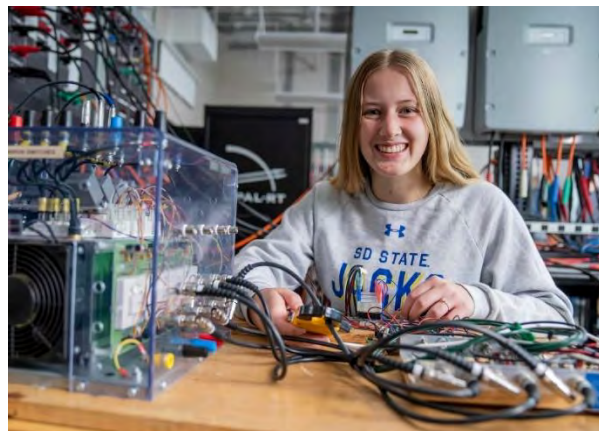
R1 status is also a selling point for investors. R1 classification is a statement to donors that supporting our faculty and students guarantees a significant return on their generosity. SDSU’s classification will be a mark of dependability in getting things done.



What are the requirements for R1 classification?

Current R1 standards require sustained achievement of two outcomes averaged over three years.

1. \$50 million in annual research expenditures. SDSU research reached \$74 million in Fiscal Year 2023 and will continue its growth trajectory.
2. Award 70 doctoral research degrees. Doctoral research degree graduates are prepared at the highest level for a lifetime of discovery and innovation. SDSU must grow beyond the current 40-50 degrees awarded annually.



How will SDSU become an R1 University?

As SDSU continues pursuing the agenda of growing impact on the region and the nation through research and research education, it will grow into R1 Research University classification. As SDSU strengthens its research outputs, it will also double down on preparing researchers for the future. We will need to invest in faculty, research support staff, and doctoral degree education.

SDSU has spent two decades building the foundation to make this move. With investments in research and education spaces (860,000 sq. feet), endowed positions (from 13 to 58), and development of a research park, these investments have provided the necessary foundation to launch us into the next stages of pursuit. To reach our goal will require a joint effort among SDSU, the South Dakota Board of Regents, our business and industry supporters, donors, and the state of South Dakota.

We will conduct reviews of our current practices and reinvest in our strengths:

Graduate School practices and policies:

Internal work is underway to identify resources, policies, and practices to make the journey successful for our graduate students. A full assessment of current practices is underway with the goal of optimizing progression toward degree completion. An open review of resources will ensure optimization in services provided for the success of our students.

Efficient use of space:

We are completing a Campus Master Plan to assist leadership in identifying areas where investments should be made, or resources reallocated to ensure efficient use of our spaces for research. In conjunction with the Master Plan, Academic Deans and Associate Deans are conducting an extensive review of current space to assess usage and, more importantly, ensure we have correct space for the additional faculty, doctoral students, and others who will be conducting highly impactful research. This review will result in internal realignments, as well as proposals to renovate spaces for the largest, productive research impact.

Faculty workload:

We will assess current faculty and graduate assistant workload strategies to ensure we continue providing the highest quality education for our students and their success. It will be imperative that resources keep pace with demand for each discipline. At the same time, we must invest in research and scholarly workload to keep our classroom education on the cutting edge.

Graduate student enrollment growth:

Independently, SDSU monitors and evaluates our academic program enrollment as well as overall university enrollment through strategic conversations with university leaders. These conversations help us identify areas in which we anticipate growth, stability, or declining enrollments based upon enrollment trends, qualitative analysis of future trends and industry needs, and



We will partner with the SDBOR:

New academic programs to yield early results:

As we strategically reinvest in our strengths, we will also partner with the Board of Regents to propose new Ph.D. programs that are workforce relevant, have current student demand, align with our strengths and mission, and support South Dakota's economy. Currently, we are reviewing multiple programs and will work with the BOR to move these forward in the near future.

Graduate student health insurance:

SDSU will work with the BOR, and as appropriate the Bureau of Human Resources, to identify affordable health insurance opportunities for our graduate student employees. This will put us on equal footing with other R1 universities as we compete for high-performing individuals. These graduate student employees are crucial for meeting the criteria for R1 status and in supporting and expanding the research of our high performing faculty.

We will build on our vibrant private sector relationships throughout the State of South Dakota:

Business and industry partners will help inform our research, focus our research education, and will incorporate our research results into their businesses. Many Ph.D graduates are sought by the private sector to lead their in-house research and development. These business and industry partners have and will continue to invest in SDSU's research mission (including being part of the movement from 13 to 58 endowed positions) because they understand the positive impact it has on their success. As an example, we have already received a commitment from an industry partner to fund a Ph.D student and will continue to work towards a goal of having 10 Ph.D students sponsored by industry partners.

We will partner with the State of South Dakota to benefit the economy through having an R1 university in the state:

A strong partnership with the State of South Dakota will provide an R1 university to benefit our state's economy and workforce. Our request is for the resources to provide the necessary fuel to feed our pursuit of this impactful status. To achieve our goals, we will need an increase in base funding to sustainably reach the R1 university benchmarks. In this first phase of R1 university growth, we request \$3.5 million of base funding:

- \$1.65 million - Eleven additional faculty to provide research opportunities and mentorship for a larger number of enrolled Ph.D. students.
- \$1.48 million – 40 doctoral graduate assistants to increase annual Ph.D. student enrollment to 330 and exceed 70 Ph.D. graduates annually; and
- \$370,000 – Three grant writing and management staff to raise and manage competitive funds for faculty led research.

With these investments our expert faculty will team to focus on impactful research and education at all levels to create new technologies and innovations that lead to new economic activity, new businesses and business recruitment, and net gain in highly prepared workforce.

What will come later?

As we succeed with this initiative, our university will change and you will see investments in further expansion of faculty, assistantships, grant writing and management, technology, library, infrastructure maintenance & repair (AES and campus) and facilities in future phases of this journey. The output of these investments and our success will change SDSU and the state. It will be an economic driver for our state; bringing new demand for goods and services, new businesses, and new in-migration of talented faculty and students. We have spent two decades laying the groundwork to make this move and together we can bring it home to positively impact South Dakota's economic vitality for generations to come.



SDSU PROPER: YEAGER HALL

One-Time Funding:

\$14,000,000

South Dakota State University's Yeager Hall was constructed in 1950, with an upper-level addition added in 2000. Overall, the 30,256-square-foot building structure is in good condition. Over the past 70 years, the roof and primary building structure have been modestly maintained, but the HVAC system has not been significantly upgraded throughout the building's life. Additionally, the university recently evaluated and discontinued on-campus bulk print services, which occupied the main floor of Yeager Hall, and this open floor plan allows for flexibility in space programming.

This project aligns with the campus master plan goals to improve existing building assets and work to consolidate academic programs as feasible. This project will also accomplish upgrades to the HVAC system (air handler, heating distribution, and controls), electrical distribution system, exterior masonry, lighting, windows, roof, restrooms, fire-sprinkler, life-safety and accessibility, resulting in enhanced longevity of the building, improved public safety and greater building performance.

The Yeager Hall remodel is an essential to bringing together all units of SDSU's School of Communication and Journalism (COJO), providing operational efficiencies and increasing academic experiences for students, staff and faculty under one roof. Currently, they are physically separated among three locations on campus: Yeager Hall, Pugsley Center and the University Student Union. SDSU's closely aligned School of English and Interdisciplinary Studies would also benefit from relocation to Yeager Hall. In addition, having COJO-related, hands-on labs and student organizations under one roof will improve experiential learning for these students. With this project, COJO's emergence as a center of communication excellence for the state and nation will support a trajectory of increased enrollment in communication- and journalism-related programs at SDSU.





SDSU PROPER: HILTON M. BRIGGS LIBRARY RENOVATION – STUDENT SUCCESS

One-Time Funding:

\$30,000,000

The mission of the Hilton M. Briggs Library (HMBL) is to be a 21st-century learning and research center that inspires academic excellence, innovative discovery, creative scholarship, student success and engagement, and lifelong curiosity. Constructed in 1977, SDSU has invested over \$5.3 million the past three (3) years for a new roof, updated boiler and chiller systems and HVAC upgrades.

South Dakota State University (SDSU) requests \$30,000,000 to help cover construction costs to renovate the HMBL on SDSU's campus. This renovation aligns with the goals of our campus master plan to improve existing building assets and consolidate student support services. This renovated space would provide:

- space for the advancement of learning, research and scholarship;
- welcoming, accessible space for collaboration and student engagement;
- consolidated Wintroe Student Success and Opportunity Center services to better support academic excellence, learning, and research; and
- resource alignment to the university's highest priority services, functions, and spaces within HMBL.

Major updates to the building are necessary to bring it up to modern standards like creating an at-grade entrance to meet ADA requirements and completing required maintenance and repairs such as fire-sprinkler and life-safety upgrades. In addition, programmatic modifications will enable the building to align with the best practices of university library services to promote student success. Specifically, the renovated HMBL will become the home of SDSU's Wintroe Student Success and Opportunity Center, the SDSU Testing Center, the Math Tutoring Center, and multiple other critical student success services. To accommodate growth and evolution of library collections, teaching and learning technology, student learning styles, and the student success needs of SDSU's students, a modest addition to the south is also required. An example of this growth and evolution is that during the past year, more than 4,500 unique SDSU students participated in at least one Wintroe Student Success and Opportunity Center program, with that number steadily growing.

Overall, this project will position SDSU and its student success spaces, like the Wintroe Student Success and Opportunity Center, to better meet the needs of current and future students through enhanced access and centralized service offerings which will result in a more efficient and higher quality student experience.





AGRICULTURE EXPERIMENT STATION: TRANSIENT ANIMAL

One-Time Funding:

\$1,000,000

Several buildings that served academic and research programs within the College of Agriculture, Food and Environmental Sciences (CAFES) were destroyed by the May 12, 2022, derecho. Before this storm, SDSU housed transient animals in spaces at the West Horse Unit and the Beef Breeding Unit. The University and Board of Regents received legislative approval in 2023 to demolish, rebuild, or consolidate these damaged and destroyed buildings.

Transient animals are those animals purchased and retained for weeks or months in support of our holistic tripart mission of teaching, research and outreach. It is critical they be housed in a location away from our resident animal populations to minimize the transmission of disease.

Our goal is to build a new structure at the West Horse Unit to meet the transient animal needs which were previously met by two, separate buildings. This location is desirable given it is within walking distance of campus and is more accessible during inclement weather enabling animal well-being.

The new facility will be around 10,000 gross square feet and will not exceed the combined square footage of the two buildings destroyed in the derecho. The insurance proceeds of \$524,337 for the two buildings will be used for the project, in addition to the requested \$1,000,000 of one-time funding.

This proposed facility will include partially open monoslope bays for a variety of transient animals and fully enclosed bays for pigs. It will also provide academic support spaces, which did not exist in the destroyed facilities, to serve the equine program and other student activities (ex: Little International). Extension also uses transient spaces for training using a hands-on-approach and has youth from across South Dakota, Minnesota, and other states participate in livestock evaluation and judging camps.

Overall, the facility's space will allow flexibility and will accommodate several types of animals expected throughout the academic year. This single facility will better serve the academic, research and outreach needs of the college.





UNIVERSITY OF
SOUTH DAKOTA

**FY26 INFORMAL
BUDGET HEARINGS**

New Emergency Medicine
Clinical Department



Dakota and East Halls



Facilities Preservation – Dakota and East Halls

Request: \$23.8 million, one-time

Vision: To make critical facility renovations in Dakota Hall and East Hall – including dire issues of plumbing, HVAC, electrical systems, ADA accessibility, flooring, ceilings, LED lighting, paint and fire protection system needs – before the buildings become beyond repair.



Facilities Preservation – Dakota and East Halls

Request: \$23.8 million, one-time

Purpose: To salvage prominent buildings on campus in an efficient, cost-effective way while also modernizing them for the future.

Dakota Hall (1917) - \$12.9 million

- Political Science, English, Communication Studies, Modern Languages & Linguistics
- 7 UG and 6 GR programs
- 580 majors
- 2023-2024 – 8,521 students enrolled in 506 sections

East Hall (1887) - \$10.9 million

- History, Anthropology & Sociology, Archeology Lab, Student Counseling, Charlie's Career Closet
- 5 UG and 1 GR programs
- 170 majors
- 2023-2024 – 3,977 students enrolled in 107 sections

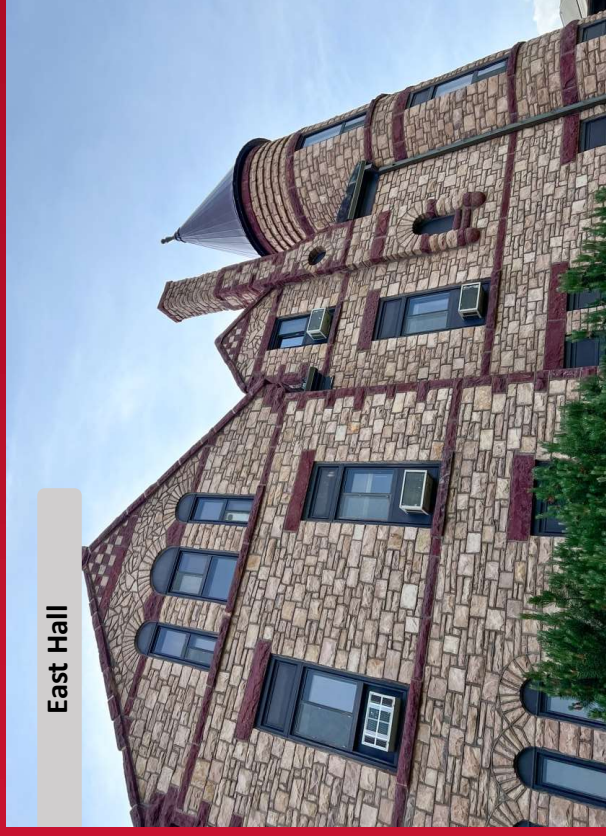


Facilities Preservation – Dakota and East Halls

Request: \$23.8 million, one-time

Impact: Investment in this repair plan will preserve an architecturally significant structure; improve learning, lab and office spaces for key programs on campus; and free up future maintenance and repair so that the university can move from deferred maintenance to near preventative maintenance.

East Hall



New Emergency Medicine Clinical Department

REQUEST: \$300K, on-going/base



Vision: To develop a Department of Emergency Medicine within the Sanford School of Medicine, providing our future physicians with specialized support and resources as we strengthen a pipeline of emergency medicine residents and physicians that will meet a critical need in South Dakota.



New Emergency Medicine Clinical Department

REQUEST: \$300K, on-going/base



Purpose: To work alongside South Dakota's health care systems in addressing a high demand for physicians who are specially trained to administer emergency care – responding to South Dakota's evolving health care needs and anticipating a shortfall of physicians nationwide.



UNIVERSITY OF
SOUTH DAKOTA

New Emergency Medicine Clinical Department

REQUEST: \$300K, on-going/base



Impact: This investment will strengthen South Dakota's health care workforce by equipping students with specialized training in emergency medicine, supporting our health care systems as they implement an emergency medicine residency program, and increasing the likelihood that USD's medical students stay in South Dakota to serve our communities in this priority area.



New Emergency Medicine Clinical Department

REQUEST: \$300K, on-going/base

Combined state and health system investment in new Emergency Medicine Clinical Department and EM Residency Program

| | <u>Source</u> | | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>STEADY STATE</u> <u>Year 4</u> |
|--|---|--------------------------|----------------------|----------------------------|-----------------------------|--------------------------------------|
| | New USD SSOM Emergency Medicine Clinical Department | New General Funds | | | | |
| | <i>.4 FTE clinical chair (MD), clinical department support staff, operating expenses.</i> | | 300,000 | 300,000 | 300,000 | 300,000 |
| | New Emergency Medicine Residency Program | Health Care System Funds | (Ramp-up) 291,055 | (6 Residents) 1,224,967 | (12 Residents) 1,742,637 | (18 Residents) 2,285,547 |
| | <i>S&Bs for 18 EM residents, program director, assistant director, core faculty, program coordinator, operating expenses.</i> | | | | | |
| | Combined Emergency Medicine Clinical Department and Residency Program Expenses | | 591,055 | 1,524,967 | 2,042,637 | 2,585,547 |
| | Percent of combined expenses supported by new USD SSOM general funds | | 51% | 20% | 15% | 12% |
| | Percent of combined expenses supported by health care system funds | | 49% | 80% | 85% | 88% |



QUESTIONS?

DSU BUDGET PRESENTATIONS

PRESIDENT GRIFFITHS
June 26, 2024



KARL MUNDT LIBRARY RENOVATION

- Approximately 40,000 sq. ft. building constructed in 1968
- Renovation estimated cost: \$100 to \$150 per sq. ft.
- Total estimate = \$4 million to \$6 million



KARL MUNDT LIBRARY RENOVATION GOALS

1. Infrastructure upgrades – HVAC, electric, plumbing
2. Accessibility improvements/upgrades – elevator, bathrooms
3. Relocation of student focused spaces to library through renovation
4. Creation of Maker Space location within the library
5. Renovation would enhance student-focused spaces to support academic success:
 1. Upper floor for collaborative space and study rooms
 2. Main level for student services
 3. Lower level dedicated to quiet study spaces



BIOMECHANICS LAB AND LAB EQUIPMENT



BIOMECHANICS LAB AND LAB EQUIPMENT

The DSU Athletics Events Center has designated space for a Biomechanics Lab. To finish that space and to outfit it with the necessary biomechanics lab equipment, approximately \$750,000 would be needed. This would provide a state-of-the-art lab for the programs in the College of Education and Human Performance.

| Description | Amount |
|--|------------------|
| Biomechanics Lab – completion of space in Athletics Event Center | \$100,000 |
| State of the Art Biomechanics Lab Equipment costs | \$653,513 |
| Total | \$753,513 |



BIOMECHANICS LAB EQUIPMENT

| Equipment and Description of Items \$2,500+ | Cost |
|---|------------------|
| Dual Belt Treadmill from AMTI, with software analysis/force plates | \$165,000 |
| Mobile Markerless Motion Capture System | \$80,000 |
| Vicon Marker-based Motion Capture System + Installation | \$78,670 |
| BioDex Isokinetic Dynamometer Quickset System 4 | \$52,000 |
| Boost/Alter-G Anti-Gravity Treadmill | \$46,000 |
| Protokinetics Gait Mat | \$42,510 |
| Dual in-ground force plates and installation (permanently in the floor) | \$40,150 |
| Instrumented Track & Field Start Blocks | \$30,675 |
| Delysis 16-channel EMG system | \$27,499 |
| Strideway Gait Analysis System from Tekscan | \$25,000 |
| The MotionMonitor Biofeedback Module | \$23,500 |
| Virtual Reality Headset and System and The MotionMonitor License; FitLight Vision Board | \$20,390 |
| AMTI AccuPower Portable Force Platform | \$13,175 |
| Visual3D License | \$4,995 |
| Athletic Wear to Standardize Research (weightlifting /training shoes, etc.) | \$3,949 |
| Total Cost | \$653,513 |

SCIENCE LAB EQUIPMENT REQUEST

| Description | Student Impact | Amount |
|--|--|------------------|
| Bio-Rad ChemiDoc Imaging System | All biology and exercise science majors, potential biomechanics majors and research | \$50,000 |
| Bio-Rad ChemiDoc Trans-Blot Turbo Transfer System | | |
| BenchtopNMR – Nuclear Magnetics Resonance (NMR) spectroscopy | Students in chemistry, student researchers in science | \$60,000 |
| Monitors for Science Labs | Students studying and researching in science | \$36,000 |
| Autoclave replacement | Students studying and researching in science | \$50,000 |
| Science Center Greenhouse improvements | Students studying and researching in natural science, particularly undergraduate research in alfalfa pathology | \$150,000 |
| Total | | \$346,000 |

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Thank you

President José-Marie Griffiths

JoseMarie.Griffiths@dsu.edu



FY26 Budget Request

Dr. Neal Schnoor, *President*
Veronica Paulson, *VPFA*





Optimizing Campus Access & Flow

- 2017 Campus Master Plan
 - Business and Health Innovation Center & Gerber Hall Renovation completes
 - Leading-edge facilities for all Academic Units, Residential, Athletics, & Recreation
- 2023 Campus Master Plan primarily focused on space optimization
 - Safe access around Barnett Center parking lot hub
 - Safe Vehicular/Pedestrian flow
 - Enhance pedestrian flow from parking to main campus
 - \$2M M&R funding request



HUB

- G. Campus/Event Parking
- H. Elem School/SBVI
- I. Fine Arts/Science Center Lots
- 24. Barnett Center
- B. Facilities
- J. Facilities/State Vehicles/Equip
- I. Remains open to N/S traffic





B. Facilities Building

Concerns:

- 2nd floor offices not accessible
- Congestion with fleet vehicles and maintenance equipment
- Pedestrian "cut-through"

Request: \$1,600,000

- Renovate office space
- Construct facility garage on south edge of campus for fleet vehicles and maintenance equipment
- Install security fence & reconfigure walkways





I. Improve Internal Campus Pathways

Concerns:

- High traffic pedestrian access to BC
- S to N internal through traffic way

Request: \$300,000

- Close S to N through traffic way
- reconfigure street and parking





H – State Street Entrance

Concerns:

- High traffic elementary school area
- Traffic/Pedestrian congestion
- Emergency access during large events

Request: \$100,000

- Reconfigure parking lot entrances





FY26 BUDGET REQUEST

JUNE 27, 2024

JONAS ACADEMIC RENOVATION

ONE-TIME BUDGET REQUEST OF \$20,956,536



JONAS ACADEMIC

- Built in 1968 for \$2.1 million
- 74,504 GSF - 3 floors and basement
- Building Usage includes:
 - 20 classrooms & 4 labs
 - 46 faculty offices
 - Center for American Indian Studies
 - Faculty Innovation Lab
 - Photography Lab
 - Herbarium
 - Animal Research Lab
 - Student Newspaper

JONAS ACADEMIC INFRASTRUCTURE UPGRADES

- HVAC, Electrical, Plumbing
- Restroom Renovations
- Tuckpointing & Caulking
- Elevators
- Replace Roof, Ceilings, Doors
- Life Safety & Security
 - Fire Suppression System
 - Code Compliance
 - Exterior Entrances

4



JONAS ACADEMIC SPACE UPDATES

- Faculty Office Renovations
- Increase Student Study Spaces
- Center for the Advancement of Math & Science Education
- Classroom Technology
- Center for Civic Engagement



JONAS ACADEMIC COST ESTIMATE

- Engaged TSP Architecture
- \$21 million
- Project Phasing is Possible
- Project Priorities
 - Life Safety & Security
 - HVAC/Electrical Upgrades
 - Faculty Office Renovation
 - Student Study Spaces





| BLACK HILLS
STATE UNIVERSITY

SD ARMY NATIONAL GUARD PROPERTY ACQUISITION AND RENOVATION

ONE-TIME BUDGET REQUEST OF \$14,750,000

HISTORY OF SOUTH DAKOTA ARMY NATIONAL GUARD AT BHSU

Armory

- 1955 - Cook Gym constructed with SDANG armory
- 2002 - Cook Gym demolished and Young Center armory constructed
- 2005 - Joint Use Agreement

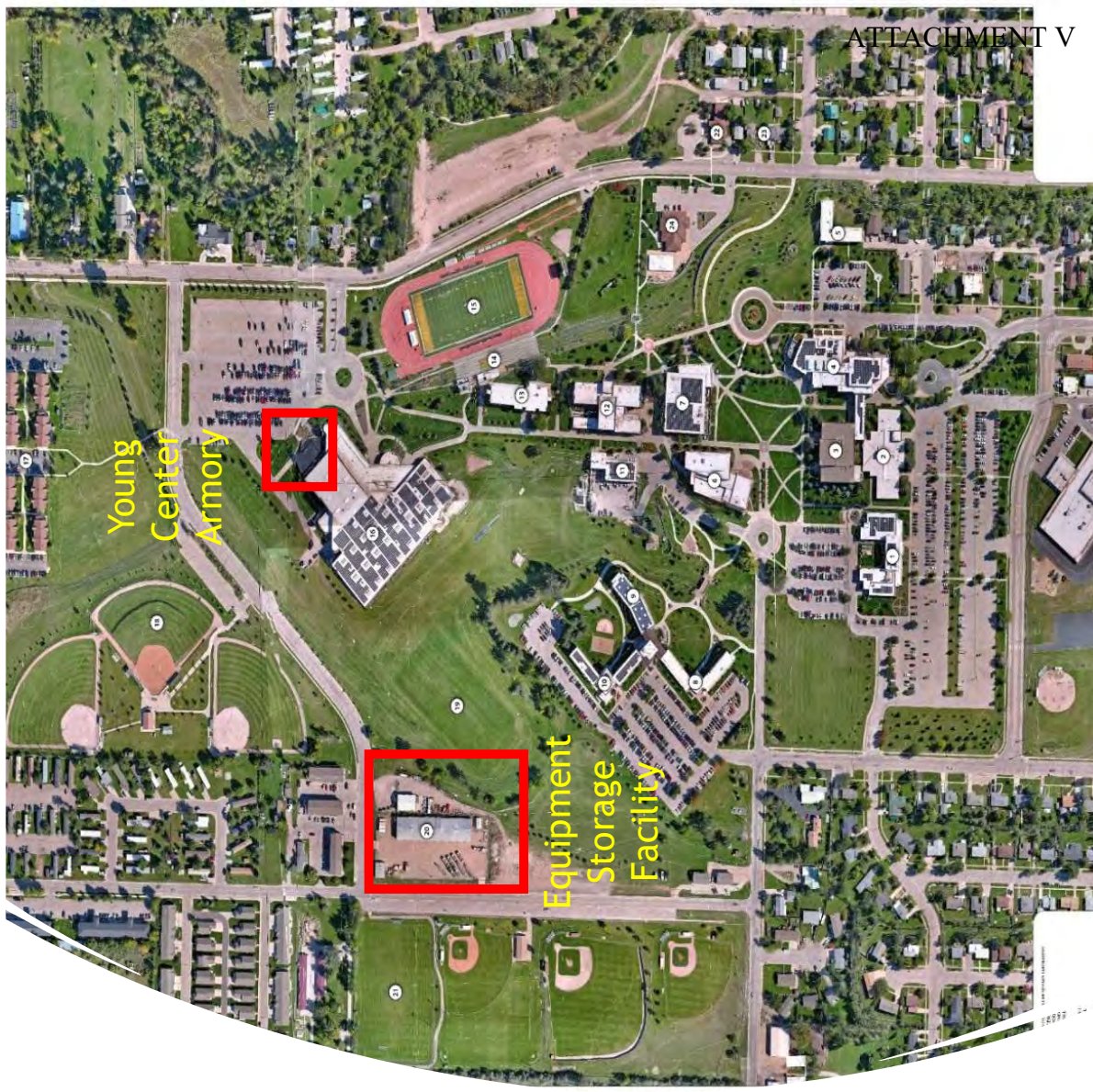
Equipment Storage Facility

- 1980 - 55-year lease for equipment storage - expires in 2035

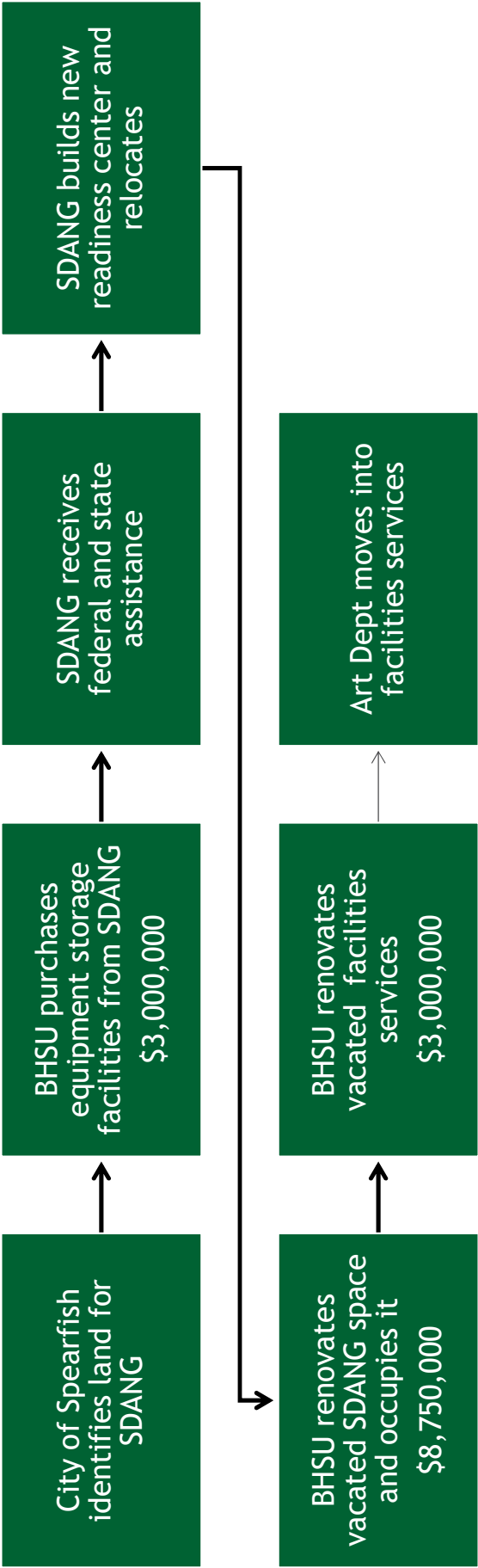


SD ARMY NATIONAL GUARD FACILITIES AT BHSU

- SDANG owns 2 equipment storage buildings on the NW corner of BHSU's campus
- SDANG occupies a 7,200 square foot armory on the north side of the Young Center



SD ARMY NATIONAL GUARD TRANSITION



YOUNG CENTER ARMORY RENOVATION \$3,000,000

Create Athlete Student Success Center

- Student Support Services for Athletes
- HVAC Integration with YC control system
- MEP Upgrades
- Add Windows and Skylights
- Remove Driveway/Ramp & Add Landscape

ATTACHMENT V

50





EQUIPMENT STORAGE RENOVATION - \$8,750,000

Purchase buildings from SDANG - \$3,000,000

Relocate Facilities Services - \$5,750,000

- Campus Fleet
- Central Receiving
- Administrative Offices
- Building Automation System Support
- Campus Stores/Supply Room
- Grounds, Mechanical & Trades Shop
- File Storage for Building and Utility Plans

12

RENOVATE FACILITIES FOR ART DEPARTMENT \$3,000,000

Art Department is currently in Woodburn

- Renovate space for painting, ceramics, woodworking and welding
- Facilities Services building is better suited to house these programs
- HVAC, MEP, & Technology Upgrades
- Remove Driveway/Ramp & Add Landscape





THANK YOU!



FY26 Budget Request Lab Equipment & Classroom Upgrades



Lab Equipment & Classroom Upgrades Summary

| | |
|---------------------------------------|-------------|
| NMR spectrometer | \$320,000 |
| Fluorescence microscope | \$30,000 |
| Confocal microscope | \$350,000 |
| Nanoparticle tracking system | \$35,000 |
| Ultra-high speed centrifuge | \$100,000 |
| Robotics lab equipment | \$150,000 |
| Digilent analog studio, ASUS mini PC | \$30,000 |
| Vector network analyzer and tables | \$40,000 |
| Ancillary lab supplies/infrastructure | \$300,000 |
| Card access additions | \$100,000 |
| Fume hood controller upgrades | \$100,000 |
| Safety chemical cabinetry | \$50,000 |
| TOTAL | \$1,605,000 |

NMR Spectrometer

- A nuclear magnetic resonance (NMR) spectrometer is used for imaging proteins and other complex molecules.
- An NMR spectrometer is needed for the ACS certification of our undergraduate chemistry program and is necessary for numerous chemistry courses.
- We currently have a 25-year-old instrument that is very difficult to maintain.



Photo of existing NMR spectrometer.



Photo from Bruker.com

Fluorescence Microscope

- Fluorescence microscope(s) would be used in all biomedical engineering courses. They allow fast and simple verification of gene expression and are used in a wide variety of biomedical assays (such as cancer biopsy).
- We currently have pieces of a 30-year-old inverted frame in a fluorescence microscope in a research lab, but this is not suitable to be widely used by students.



Photo of existing fluorescence microscope.



Photo from Olympus LifeScience.

Confocal Microscope

- A confocal microscope is a state-of-the-art 3D imaging system used extensively to examine cells and tissues.
- This microscope would give the biomedical engineering program the ability to include imagery to its digital analysis curriculum.
- We do not currently own a confocal microscope.

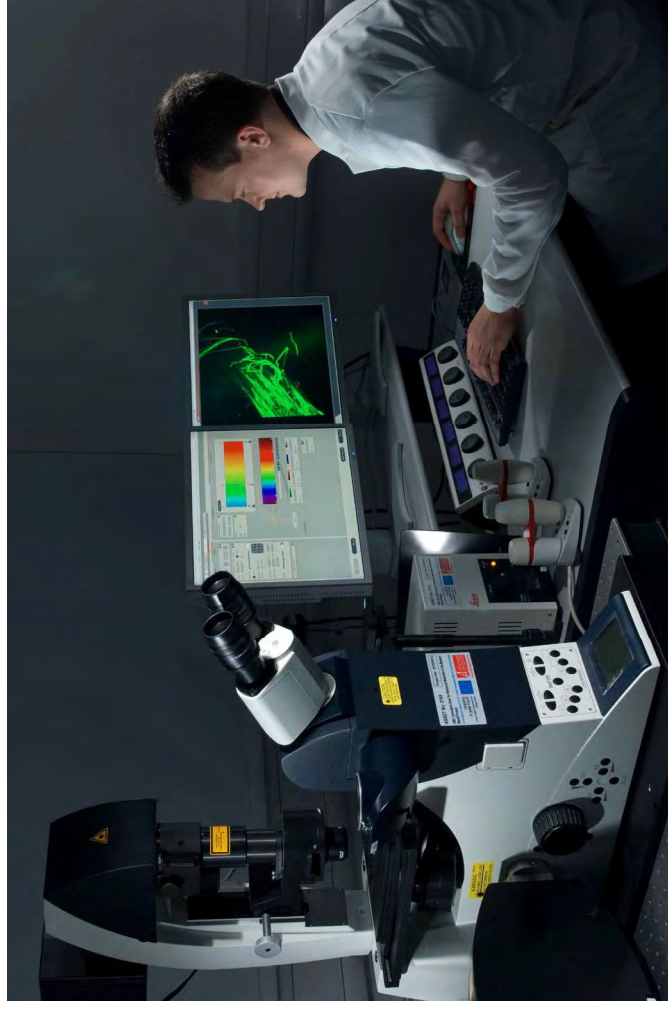
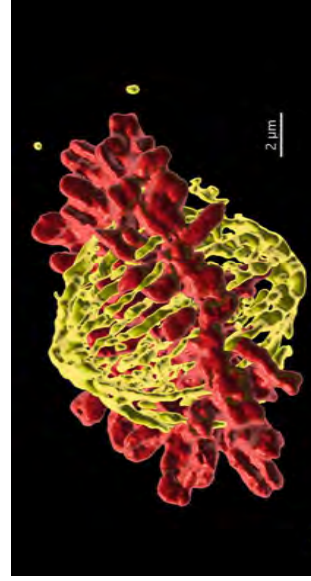


Photo from University of Warwick.

Photo from Andor Technology.

Nanoparticle Tracking System

- The Nanoparticle Tracking Analysis System is an instrument used in the development of biomaterials for tissue engineering.
- It would be used to isolate nanoparticles and analyze their distributions in tissue engineering and biotechnology courses.
- This technology is currently being used to grow tissues such as kidney and liver. We would like to expand our tissue engineering courses.



NanoSight Pro from ATA Scientific.

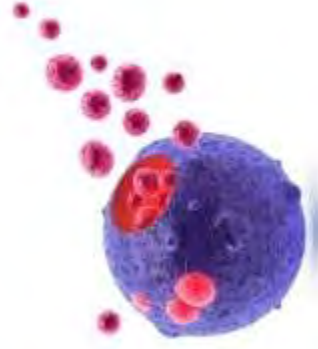


Photo from Pharmaceutical Technology.

Ultra-High-Speed Centrifuge

- The biomedical engineering program is requesting an ultra-high-speed centrifuge to incorporate state-of-the-art biotechnology into its labs.
- This instrument is used to isolate and purify viruses and sub-cellular compartments called exosomes, believed to be a primary form of intracellular communications and a mechanism for cancer metastasis.
- We do not currently own an ultra-high-speed centrifuge.



Optima XE-90 centrifuge from Beckman.com



Robotics Lab Equipment

- South Dakota Mines currently offers a robotics minor but would like to create a Bachelor of Science in robotics.
- To offer the robust curriculum needed to develop the new program, the university will need to acquire additional robots and robotic equipment.

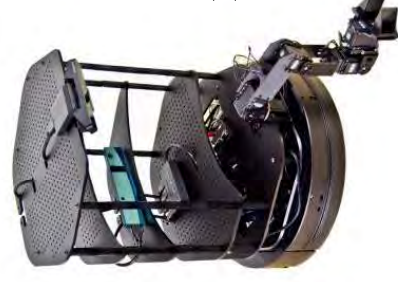
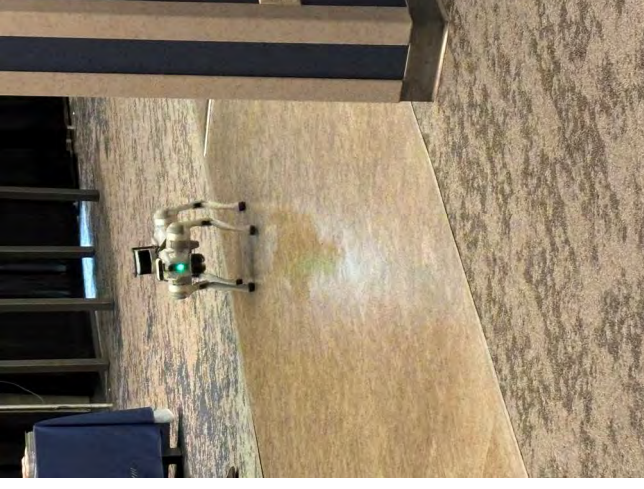
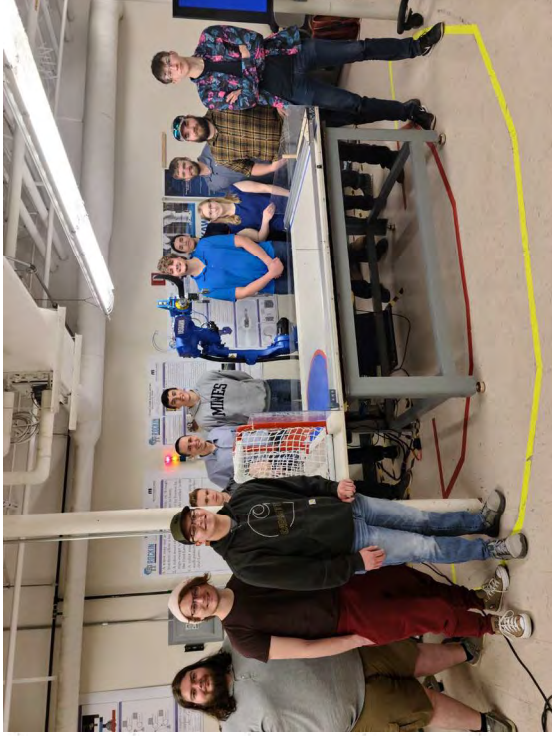


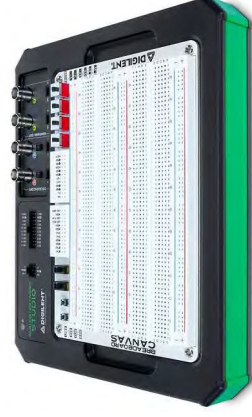
Photo of Turtlebot 4

Digilent Analog Studio

- The Digilent Analog Studio is a measurement tool used in several of our electrical engineering labs and is a key tool used to teach the basics of the program.
- We currently have outdated and failing equipment that needs to be replaced. Although some equipment has recently been replaced, we need additional resources to replace the remaining old equipment.



Photo of existing analog systems.



Vector Network Analyzer

- The Vector Network Analyzer is an instrument used to characterize electrical network parameters in various devices such as cables, attenuators, filters, amplifiers, and converters. It is a key instrument used in our electrical engineering and computer engineering labs.
- We need this equipment to replace old version of the analyzer (and tables), which runs on floppy disk drives.



Photo of existing vector network analyzer.



Photo from Saluki Technology.

Lab Supplies/Infrastructure

- Most of the requested equipment can be easily installed in existing lab spaces, but some equipment may require minor infrastructure modifications to the space such as power, water, air, gas.
- In addition, we are requesting funding to purchase ancillary lab supplies and services to support and maintain the new equipment:
 - On-going calibration services and support
 - Specimen preparation kits for NMR spectrometer, microscopes, nanoparticle tracking system, and centrifuge
 - Spare batteries, cables, and electrical connectors for robots
 - Spare electrical connections for EE equipment
 - Maintenance items such as lubricants and cleaning chemicals



Classroom/Lab Upgrades

- Lastly, we are requesting funding to upgrade access to laboratory and classroom spaces, along with upgrades related to chemical handling:
 - **Card access additions** for access to building, laboratory, and classroom spaces. This allows for more efficient access control via the Blackboard system.
 - **Fume hood controller upgrades** allows for better control of fume hoods airflow. We have numerous fume hoods on campus that would receive this upgrade.
 - **Safety chemical cabinetry** to replace older cabinetry for the safe storage of chemicals.





THANK YOU!

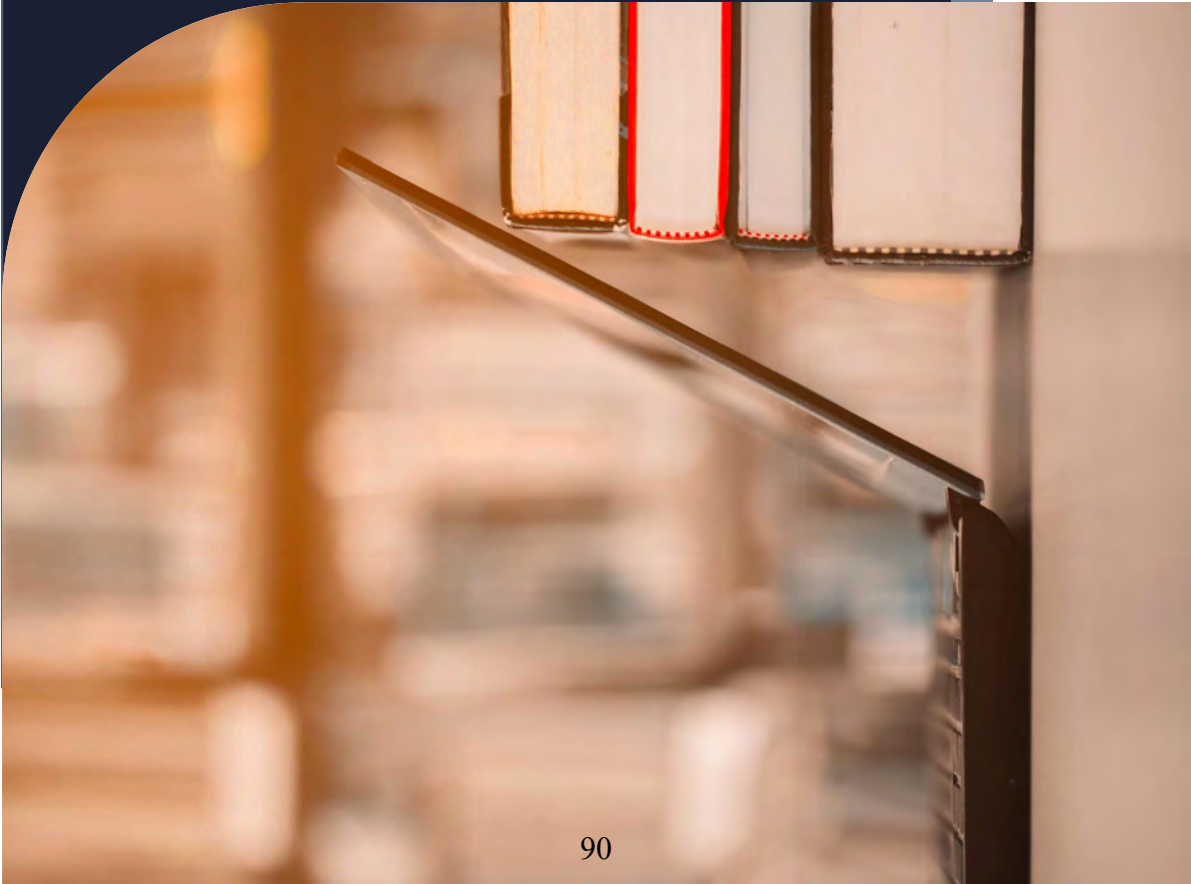
FY26 System Budget Priorities

*Board of Regents
June 27, 2024*



Tuition Buy-Down

\$2,500,000
Base Funding





Tuition Buy-Down

Keeping higher education affordable continues to be a priority of the Board.

- The Board of Regents system has nearly 5,100 employee FTE across the six institutions and two special schools.
 - Approximately 2,400 (or 47%) are funded by general funds
 - The remaining 2,700 (or 53%) are funded by a combination of tuition, fees, federal, and other funds.
- For employees funded through tuition and fees, our institutions must raise rates to accommodate salary policy.
- During the last three legislative sessions, base increases totaling \$26.1M were appropriated to freeze tuition and fees while accommodating salary increases and associated benefits as well as health insurance increases to tuition-funded BOR employees.



Tuition Buy-Down cont'd

- For FY26, the proposal aims to implement a tuition buy-down rather than a freeze. This approach would lead to a more modest increase in tuition and fees while maintaining the progress achieved over the past five years.
- Assuming a salary policy increase of 4% for FY26, an estimated \$2.5M would result in a tuition increase of 1.8% rather than the full 3.1% that would otherwise be required.*

| Buy Down Amount | Estimated Increase Per Cr. Hr. | Estimated % Increase from FY25 |
|-----------------|-----------------------------------|-----------------------------------|
| \$ - | \$ 8.01 | 3.1% |
| \$ 1,000,000 | \$ 6.61 | 2.6% |
| \$ 1,500,000 | \$ 5.91 | 2.3% |
| \$ 2,000,000 | \$ 5.21 | 2.0% |
| \$ 2,500,000 | \$ 4.51 | 1.8% |
| \$ 3,000,000 | \$ 3.81 | 1.5% |

* These are estimates based upon FY25 data and would need to be adjusted for FY26 as that information becomes available.

Building Insurance

\$3,908,817
Base Funding





Building Insurance

The Board of Regents campuses are part of the South Dakota Property and Casualty Captive Insurance (Captive Insurance) – which was established in 2015 to provide property insurance to the State’s buildings.

In FY23 – of the \$7.8M in premiums paid to the Captive Insurance – nearly half of it was from the Regental system.

Since FY19, insurance premiums charged to the campuses have increased by nearly 450%.

| | FY19 | FY20 | FY21 | FY22 | FY23 | FY24 | 5-Year Change | % Change |
|-------|------------|------------|--------------|--------------|--------------|--------------|---------------|----------|
| BHSU | \$ 53,350 | \$ 57,206 | \$ 89,131 | \$ 127,122 | \$ 186,603 | \$ 270,162 | \$ 216,812 | 406% |
| DSU | \$ 34,574 | \$ 50,210 | \$ 77,235 | \$ 114,818 | \$ 158,049 | \$ 222,308 | \$ 187,734 | 543% |
| NSU | \$ 46,309 | \$ 54,694 | \$ 90,639 | \$ 127,780 | \$ 241,910 | \$ 344,545 | \$ 298,236 | 644% |
| SDSMT | \$ 74,566 | \$ 82,612 | \$ 132,266 | \$ 189,091 | \$ 272,487 | \$ 390,639 | \$ 316,073 | 424% |
| SDSU | \$ 336,429 | \$ 369,936 | \$ 550,685 | \$ 844,481 | \$ 1,091,973 | \$ 1,561,157 | \$ 1,224,728 | 364% |
| USD | \$ 166,853 | \$ 185,972 | \$ 309,570 | \$ 584,876 | \$ 769,139 | \$ 1,120,006 | \$ 953,153 | 571% |
| Total | \$ 712,081 | \$ 800,630 | \$ 1,249,526 | \$ 1,988,168 | \$ 2,720,161 | \$ 3,908,817 | \$ 3,196,736 | 449% |

Wrap Around Services for Students

\$4,376,890 **18.0 FTE**
Base Funding





Wrap Around Services for Students

With the introduction of direct admissions, there is a genuine possibility of higher enrollment among students who are less prepared for higher education. To effectively support this growing population of underprepared students and maintain or improve retention and graduation rates, it's essential to enhance and expand the range of student support services provided.

Studies have shown that the top reasons a student does not persist to graduation includes:

- Lack of ties or relationship to the institution
- Financial challenges
- Academic disqualification
- Family/personal issues

To combat those challenges, additional resources are necessary to enhance the suite of services currently provided.



Wrap Around Services for Students cont'd

Campuses have worked to establish the Opportunity Centers as central resource hubs, welcoming students and providing essential support for their academic success and engagement. This request aims to build upon the existing efforts of the Opportunity Centers through:

Tutoring, Remediation Education, and Testing Center Support

- Expansion of writing and math assistance centers

Academic Advising

- Work with students via early intervention as students struggle academically

Mental Health Counseling and Disability Services

- Provide additional support for rapidly increasing mental health issues among colleges students.

Technology Funding

\$2.75M Cybersecurity
\$7.9M Core Technology
Base Funding

\$5.3M
One-Time Funding





Technology Funding – Cybersecurity Base

Cybersecurity plays a crucial role in higher education:

- **Financial risk** – in the case of a cyber event, organizations spend an average of \$1.42M to recover from a ransomware attack.
- **Data protection** – universities handle a significant amount of sensitive data such as Social Security numbers, banking data, and other personally identifiable information. Protecting this information is paramount.
- **Operational disruption** – cyberattacks can disrupt operations, affecting teaching, research, and administrative functions. The longer the recovery time, the more impactful the operational challenge.
- **Reputation** – breaches can damage an institution's reputation, leading to decreased trust and enrollment.

As the costs of cybersecurity solutions continue to rise, it is crucial to address the financial challenges posed by covering these expenses.

An ongoing appropriation of **\$2.75M** will assist in addressing the ongoing cybersecurity needs of the System.



Technology Funding – Core Technology Base

Core technology infrastructure includes servers, data storage systems, networking equipment (wired and wireless), and firewall security systems. Each of these core systems has a useful life of 5-7 years.

Access to modern, functional technology is critical for our institutions to fulfil their missions. Risks associated with failure to upgrade network infrastructure includes:

- Degraded student experience – students rely heavily on technology to engage with faculty and course content.
- Hinders faculty – poor network performance reduces faculty's ability to create content and delivery instruction.
- Reduces quality – falling behind technologically results in obsolescence.

Five-year costs for maintenance of core areas across the system is nearly \$46M, with costs rising by nearly 8% annually.

An ongoing appropriation of **\$7.6M** will assist in addressing the ongoing core technology needs of the System.



Technology Funding One-Time

Modern classroom technology plays a crucial role in higher education. It enhances the learning experience for students by providing tools and resources necessary for success. From online platforms that simplify complex concepts to interactive learning experiences that keep students engaged, technology supports the academic journey both inside and outside the classroom.

Amidst the COVID-19 pandemic, educators swiftly embraced technology to facilitate remote learning, synchronous sessions, and hybrid models, enhancing interactivity. A recent survey revealed that over 60% of students credit these technologies with improving their learning outcomes and grades. However, cost remains a significant hurdle as innovations in this area persist.

A one-time investment of **\$5.3M** in classroom technology will allow the Regental institutions to expand their current technological capabilities. This will include AI computing, modern computer labs, and other cutting-edge technology.

Maintenance & Repair

\$10,000,000
One-Time Funding





Maintenance & Repair Funding

The Board of Regents and State of South Dakota have long had a target of funding repairs and maintenance at 2% of the total replacement value of buildings. During the 2024 legislative session, an additional \$2.1M was appropriated to the BOR general M&R fund. This will put the system at 1.76% of FY25 replacement values. An additional \$16.8M to support HEFF bonded debt retirement allowed the system to utilize HEFF funding to address deferred maintenance and repair projects.

While the additional general funds provided will move the system much further along in updating campus facilities, the need to upgrade infrastructure remains.

Emphasis for M&R projects in FY26 are upgrades to exterior lighting, door access and locking systems, and camera systems for surveillance.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – A
DATE: June 26-27, 2024

SUBJECT

New BOR Policy 3.6.2 – System Financial Aid Processing (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[The ISIR Guide](#)

[Student Federal Aid Handbook – SAR Comment Codes](#)

[Student Federal Aid Handbook – Application and Verification](#)

[Financial Responsibility, Administrative Capability, Certification Procedures, Ability to Benefit](#)

BACKGROUND / DISCUSSION

As the Regents continue to support system solutions such as a common Student Information System, Degree Audit, and Course Program of Study, there are obligations for consistency. To that end, there are common needs for all six (6) institutions around Title IV, specifically federal financial aid processing in a shared Enterprise Resource Planning (ERP) system. This statewide ERP system incorporates financial aid and student information.

While there are excellent resources available to our institution's financial aid directors such as the Student Federal Aid Handbook, the implementation of the Course Program of Study has shown that there are complex sets of rules. This can be even more challenging when the Regents deploy a common ERP system that requires a common configuration.

The negotiated regulatory changes impact both financial transparency and the administration of federal financial aid. Specifically, the new regulatory changes impact are due to the following amendments:

We amend the financial responsibility regulations to increase the Department of Education's (Department) ability to identify high-risk events at institutions of higher education and require financial protection as needed. We amend and add administrative capability provisions to enhance the capacity for institutions to demonstrate their ability to continue to participate in the financial assistance programs authorized under Title IV of the HEA (Title IV, HEA programs).

(Continued)

DRAFT MOTION 20240626_6-A:

I move to approve the second and final reading of the proposed new BOR Policy 3.6.2 – System Financial Aid Processing, as presented.

Additionally, we amend the certification procedures to create a more rigorous process for certifying institutional eligibility to participate in the Title IV, HEA programs. (Federal Register¹).

Specifically, Administrative Capability (§ 668.16) has been amended to require institutions to provide adequate financial aid counseling to enrolled students that include more information about the cost of attendance, sources and amounts of each type of aid separated by the type of aid, the net price, and instructions and applicable deadlines for accepting, declining, or adjusting award amounts. (Federal Register²).

Accordingly, this policy sets forth governance on the processing of federal financial aid applications and verification by the central office. It also ensures that the institutions will promptly communicate the policy and procedures at the institutional level.

This policy includes the following:

Sections:

- Purpose
- Definitions
- Policy and Procedures
- System Enrollment Services Center
- Institutional Financial Aid Officers
- Appeal Process

The system office attempted to fully vet this policy by meeting with the financial aid team (directors) to address content and recommend necessary changes. Once the changes were researched and modified, this policy was shared with AAC and SAC.

IMPACT AND RECOMMENDATION

The Academic Affairs Council (AAC) and the Student Affairs Council (SAC) have reviewed the draft policy for the second reading and approved the proposed draft. The changes made since the first reading at the April 2024 BOR Meeting are highlighted in yellow.

BOR academic staff approve of the proposed draft of new BOR Policy 3.6.2 – System Financial Aid Processing.

ATTACHMENTS

Attachment I – Proposed New Draft of BOR Policy 3.6.2 – System Financial Aid Processing

¹ [Federal Register: Financial Responsibility, Administrative Capability, Certification Procedures, Ability To Benefit \(ATB\)](#)

² [Federal Register: Financial Responsibility, Administrative Capability, Certification Procedures, Ability To Benefit \(ATB\)](#)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Financial Aid Processing Policy

NUMBER: 3.6.2

A. PURPOSE

The purpose of this policy is to comply with Title IV, the federal student aid handbook, and any other regulatory rules and statutes. To that end, the Regental system deploys the system enrollment services center responsible for management of the Free Application for Federal Student Aid (FAFSA) processes and the verification of records. All other financial aid responsibilities shall be administered by the institutional financial aid offices in compliance with applicable laws and professional standards.

B. DEFINITIONS

1. **FAFSA Processing System (FPS):** The FPS operates under a contract with the US Education Department to receive and process application and correction information and replaces the Central Processing System (CPS). The FPS matches student records with other federal databases, such as the Social Security Administration and Department of Homeland Security, to confirm eligibility. The FPS also applies a series of computer edits to the application information to check for inconsistencies, contradictions, and missing data.
2. **FAFSA Submission Summary:** The student's output document providing a summary of data input on the FAFSA form.
3. **FPS Code:** A notification with the ISIR database match requiring resolution by institutional financial aid staff.
4. **Enterprise Resource Planning System (ERP):** This is the Regental system software solution platform to manage and integrate all university activities to manage the day-to-day operations including Academic Records, Accounts Receivable, Budget, Financial Aid, Finance, Grants, Human Resources, Procurement, Student Records, etc.
5. **Institutional Student Information Record (ISIR):** The ISIR is an electronic federal output document produced by the FPS from FAFSA data. The ISIR is sent to schools designated by the student on the FAFSA.
6. **Verification:** The process used to confirm selected data elements reported on the FAFSA form are accurate.
7. **Verification Tracking:** A sorting mechanism which identifies verification groups with which the record is associated. This verification tracking is used in the ERP and by the financial aid staff.

C. PRINCIPLES, EXPECTATIONS AND POLICY STATEMENTS

1. Board of Regents Policy 1.1.1, 1.1.2, SD Constitution, and SDCL § 13-49 through § 13-53 provides the authority to govern the Regental system.
2. The Board of Regents shall hold the data sharing agreement with the US Department of Education.
3. The Board of Regents shall manage all data from the US Department of Education data system for the Financial Aid Applications and the Financial Aid Portal.
4. Where appropriate and feasible, common procedures for the administration of financial aid should be established across the Regental system. Each institutional financial aid office shall establish written procedures for the administration of financial aid programs consistent with Board policy, federal regulation, and applicable law.
5. The Regental system shall have a shared Enterprise Resource Planning System (ERP) which includes the financial aid information system. The institutional financial aid offices shall work with the academic and student modules and the system enrollment services center to develop consistent codes for use in the ERP.
6. The institutional financial aid offices shall work collaboratively to develop and maintain a consistent and standard guideline where consistency benefits the student, the state, and the Regental system.

D. SYSTEM ENROLLMENT SERVICES CENTER

The system enrollment services center (ESC) manages all aspects of the ISIR process, and the Income and Family Size verification required by federal rules.

1. Federal Financial Aid Application (ISIR^{1,2})

- 1.1. The Board of Regents is the state agency designated to receive and send student ISIR information on behalf of the Regental institutions.
- 1.2. The system ESC office imports all ISIRs from the US Department of Education (FPS) into the ERP. This ERP process shall document where students with rejected FAFSAs and/or C-Code issues, and for students chosen for verification.
- 1.3. A document request communication shall be generated by the system ESC office for all students chosen for verification, with a rejected FAFSA, or with unresolved C-Codes.
- 1.4. The following are examples of various C-Codes as listed on the ISIR:
 - 1.4.1 DHS Primary/Secondary Match
 - 1.4.2 Social Security Administration Citizenship Status
 - 1.4.3 Veterans Affairs Status Match

¹ [The ISIR Guide \(ed.gov\)](https://www.ed.gov/isir)

² [Application and Verification Guide | 2023-2024 Federal Student Aid Handbook](#)

1.4.4 National Student Loan Data System (NSLDS) - Including but not limited to:**1.4.4.1 Potential Grant or Loan Overpayment****1.4.4.2 Potential Grant or Loan Limit****1.4.4.3 Unusual Enrollment History****1.4.4.4 Bankruptcy****1.4.5 Foreign Income/Foreign Income Exempt****1.4.6 Unaccompanied Youth**

The institutional financial aid departments may request additional codes. When approved by the financial aid team, the system ESC office shall configure the ERP system.

1.5. The system and institutional financial aid staff review the FAFSA Specification Guide for the appropriate aid year to determine the appropriate resolution for C-Codes.

1.6. Any student with a rejected FAFSA, unsatisfied C-Codes, or verification requirements will not be awarded federal financial aid until all codes are resolved and verification is complete.

2. Verification of Application Data

2.1. Verification is implemented to reduce the error rates in the applicant-reported data and to assure, to the maximum extent possible, that eligible applicants receive the correct amount of financial assistance.

2.2. The U.S. Department of Education identifies information that must be verified, communicates those data elements to schools annually, and through a combination of random selection and risk-based criteria, selects students for verification.

2.3. ESC will communicate electronically with all applicants selected for verification to request the additional documents needed.

2.4. Upon receipt of all requested documents, ESC staff will begin the process of verification, reviewing documentation and making necessary corrections to the student record.

2.5. ESC will utilize the ERP in communicating corrections through integration to the US Department of Education.

2.6. Conflicting information must be resolved before awarding federal financial aid.

2.7. Upon completion of verification and resolution of conflicting information, campuses will process federal aid according to their timelines.

2.8. If conflicting information is discovered after aid is awarded or disbursed, the system ESC and institutional financial aid staff shall coordinate to resolve the conflicting information.

2.9. Applicants failing to provide the required documentation within the specified time will:

2.9.1 Forfeit his/her right to priority funding, and/or

2.9.2 Lose the right for consideration for financial assistance.

E. INSTITUTIONAL FINANCIAL AID OFFICES

1. The Regental system shall develop procedural guidelines to ensure financial transparency.
2. The student email shall be used for direct communication per BOR Policy 3.2.1.
3. Institution financial aid offices may under federal rules verify a student outside the regular process as identified in section D above.
4. In determining eligibility for financial aid, financial aid administrators may document and consider special circumstances of individual students as permitted by applicable law and defined as professional judgement under the federal rules.
5. Loan servicing, including default and collection, shall be the responsibility of the lender or servicer. Where institution participation in default and collection procedures is required by applicable law, procedures will be established in institutional policy.
6. Requirements for student reporting and system coordination for financial aid where consistency is in the best interest of the student, state and Regental system shall be incorporated into Student Affairs Guidelines.

F. APPEAL PROCESS

Institutions shall have a policy on the student's rights and responsibilities including the right to appeal.

FORMS / APPENDICES:

None

SOURCE:

BOR June 2024.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – B (1)

DATE: June 26-27, 2024

SUBJECT

New Program Request – DSU – Minor in K-8 Teaching Content

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 K-8 Teaching Content. The proposed minor would offer education majors an opportunity to delve deeply into foundational subjects important for effective teaching in grades K-8. Through courses tailored for teachers, students gain specialized knowledge and skills to excel in content areas essential for passing Praxis Content tests and becoming adept educators in K-8 settings.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in K-8 Teaching Content on campus and online. DSU does not request new state resources. No new courses will be required. DSU estimates 14 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: DSU – Minor in K-8 Teaching Content

DRAFT MOTION 20240626_6-B(1):

I move to authorize DSU to offer a minor in K-8 Teaching Content, 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: | K-8 Teaching Content |
| DEGREE(S) IN WHICH MINOR MAY BE EARNED: | Elementary Education, Elementary Education-Special Education; Special Education |
| EXISTING RELATED MAJORS OR MINORS: | |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2024 |
| PROPOSED CIP CODE: | 13.0101 |
| 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 [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

DocuSigned by:

 A7475098D8114D1...

President of the University

05/01/2024
 2/5/2024

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

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

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

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

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 K-8 Teaching would typically be added by education majors who want to become an expert in teaching the content in grades K-8. These content courses provide supplemental support to help students pass their Praxis Content tests.

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 K-8 Teaching Content Minor offers education majors an opportunity to delve deeply into foundational subjects important for effective teaching in grades K-8. Through courses tailored for teachers, students gain specialized knowledge and skills to excel in content areas essential for passing Praxis Content tests and becoming adept educators in K-8 settings.

4. How will the proposed minor benefit students?

The proposed minor equips students with specialized expertise in fundamental subjects important for teaching grades K-8, enhancing their preparation and confidence in content knowledge crucial for success in the classroom. By focusing on targeted content areas, students gain a competitive edge in their educational careers, fostering their ability to effectively teach diverse subjects to K-8.

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.

Graduates with expertise in K-8 teaching content are highly sought after nationally, as elementary and middle school teachers play a critical role in shaping students' foundational knowledge. Within South Dakota, the demand for qualified K-8 teachers remains consistently high, with ongoing opportunities in both public, private, and tribal educational institutions seeking educators with strong content knowledge and pedagogical skills to meet the needs of various student populations. Dakota State University's teacher preparation programs have experienced a nearly 100% placement rate for graduates of teacher preparation programs for many years in a row.

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

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| <i>Estimates</i> | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| Students enrolled in the minor (fall) | 8 | 10 | 12 | 14 |
| Completions by graduates | 0 | 0 | 8 | 10 |

*Do not include current fiscal year.

We believe there are two primary reasons why students pursue this minor: 1) to become a K-8 content expert, and 2) desire for supplemental courses that will help them be successful when taking the Praxis Content tests.

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

The curriculum redesign at Dakota State University aligns with national standards by prioritizing student success and coherence and adhering to high accreditation standards from the Council for the Accreditation of Educator Preparation. Encouraging students to complete Praxis Content exams early (most likely during their sophomore year) reflects a commitment to empowering students to pursue their academic interests.

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

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

| K-8 Teaching Content Minor | 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 <i>(add or delete rows as needed)</i> | Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i> | Credit Hours | New (yes, no) |
|---------------|---------------|--|--|---------------------|----------------------|
| ELED | 303/303L | Earth & Physical Science for Elementary Teachers | | 4 | No |
| ELED | 361 | Social Science for Elementary Teachers | | 2 | No |
| ELED | 455 | Evidence-Based Reading (K-3) | | 3 | No |
| ELED | 456 | Evidence-Based Reading (4-8) | | 3 | No |
| MATH | 341 | Math Concepts for Teachers I | MATH 103 or 104 or 114 or 115 or 120 or 121 or 123 or 125 or 281 | 3 | No |
| MATH | 342 | Math Concepts for Teachers II | MATH 103 or 104 or 114 or 115 or 120 or 121 or 123 or 125 or 281 or 341 | 3 | No |
| Subtotal | | | | 18 | |

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

| Prefix | Number | Course Title <i>(add or delete rows as needed)</i> | Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i> | Credit Hours | New (yes, no) |
|---------------|---------------|--|--|---------------------|----------------------|
| | | None | | | Choose an item. |
| Subtotal | | | | | 0 |

Note - If a student has already taken 6 credits that are listed within the K-8 Teaching Content minor, they must work with their advisor to substitute educational courses with the ELED, SPED, EPSY, or LIBM prefix.

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

| Individual Student Outcome (Same as in the text of the proposal) | Program Courses that Address the Outcomes | | | |
|--|---|----------|-----------------|--------------|
| | ELED 303/303L | ELED 361 | MATH 341/342 | ELED 455/456 |
| Deep understanding of foundational science concepts for K-8 educators | X | | | |
| Knowledge of social science content vital for K-8 educators | | X | | |
| Enhanced numeracy skills and pedagogical strategies for K-8 educators | | | X | |
| Advanced literacy skills evidence-based reading strategies for K-8 educators | | | | 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.*

Instructors in the minor will employ a variety of pedagogical approaches including lectures, discussions, and hands-on activities to engage students in mastering content. Additionally, they may integrate instructional technologies such as multimedia presentations, Loom videos, Flip Grid, Quizzlet, and online resources to enhance learning experiences and provide additional support for student comprehension.

11. Delivery Location

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

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

| | Yes/No | Intended Start Date |
|-----------|--------|---------------------|
| On campus | Yes | Fall 2024 |

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

| | Yes/No | If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5 . | Intended Start Date |
|---|--------|--|---------------------|
| Distance Delivery (online/other distance delivery methods) | Yes | Asynchronous | Fall 2024 |

| | | |
|---|----|---------------------------------------|
| Does another BOR institution already have authorization to offer the program online? | No | If yes, identify institutions: |
|---|----|---------------------------------------|

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

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

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

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 courses in this minor are currently being taught and are already in the 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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – B (2)

DATE: June 26-27, 2024

SUBJECT

New Program Request – NSU – Minor in Actuarial Science

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 Actuarial Science. The proposed minor will provide students with the necessary background in mathematics, statistics, accounting, economics, and business to be prepared for employment in the growing field of actuarial science, which is a high demand workforce area. Students who complete the minor will be able to use the coursework within the proposed minor to meet their Validation by Education Experience (VEE) requirements, which in addition to two actuarial exams, are required for certification with the Society of Actuaries.

IMPACT AND RECOMMENDATION

NSU plans to offer the minor in Actuarial Science on campus and online. NSU does not request new state resources. No new courses will be required. NSU estimates 20 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 Actuarial Science

DRAFT MOTION 20240626_6-B(2):

I move to authorize NSU to offer a minor in Actuarial Science, 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: | Actuarial Science |
| DEGREE(S) IN WHICH MINOR MAY BE EARNED: | All baccalaureate degrees |
| EXISTING RELATED MAJORS OR MINORS: | Math |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2024 |
| PROPOSED CIP CODE: | 27.0101 |
| UNIVERSITY DEPARTMENT: | Science and Math |
| BANNER DEPARTMENT CODE: | NSCM |
| UNIVERSITY DIVISION: | College of Arts and Sciences |
| BANNER DIVISION CODE: | 5A |

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

- The individual preparing this request has read [AAC Guideline 2.3.2.2.D](#), 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

4/26/2024

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

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 1.2.1 |
| DSU: | SDCL § 13-59 | BOR Policy 1.2.2 |
| NSU: | SDCL § 13-59 | BOR Policy 1.2.3 |
| SDSMT: | SDCL § 13-60 | BOR Policy 1.2.4 |
| SDSU: | SDCL § 13-58 | BOR Policy 1.2.5 |
| USD: | SDCL § 13-57 | BOR Policy 1.2.6 |
| | Board of Regents Strategic Plan | |

Northern’s minor in Actuarial Science prepares students for the professional exams required to attain the credentials necessary for a career in the growing field of actuarial science.

Northern’s minor in Actuarial Sciences aligns with Goal 4 of the SD Board of Regents Strategic Plan to prepare students for workforce needs and “place a special emphasis on STEM, Teacher Education, Nursing and Healthcare, and Business undergraduate completion.”¹

Students in the BS in Mathematics are required to earn a minor or a second major, and the Actuarial Science minor is a excellent choice in a Minor for Mathematics majors. The availability of the Actuarial Science minor will be a recruiting opportunity for the Mathematics program. The Actuarial Science minor is suitable and beneficial for any students who are majoring in a field that can utilize the analysis of risk factors, including Criminal Justice, Accounting, and Finance.

Northern’s Actuarial Sciences minor adequately prepares students to take their first actuarial professional exam administered by the Society of Actuaries, which is sufficient for obtaining employment in the field. For ongoing professional development purposes, actuaries routinely take courses and professional exams throughout their careers, and once they complete their second professional exam, they will use this set of courses on their Northern State University pt to seek Validation for Educational Experience (VEE) to become certified in the field.

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.

Actuarial Science is the study of risk factors, using statistical and mathematical data to research past trends and their probable implication on future events. Actuarial Science is utilized in the financial and insurance industries, and is also applicable in the fields of healthcare, criminal justice, and sociology where predictive data is a valuable resource.

¹ “Goal 4: Workforce and Economic Development.” South Dakota Board of Regents Strategic Plan 2022-2027, page 15, https://sdbor.edu/wp-content/uploads/2023/09/StrategicPlan_22_27.pdf

4. How will the proposed minor benefit students?

Actuaries are in demand, and the purpose of Northern's Actuarial Science minor is driven by the needs of the workforce. Students will have the necessary mathematical, statistical, accounting, economic, and business background to be prepared for employment in the growing field of actuarial science with high workforce demand.

The Society of Actuaries administers credentialing exams for actuaries. Once a student passes the first exam (Exam P), they qualify for paid internships and entry level employment as an actuary. Actuaries take a series of exams and courses through professional organizations over the course of their careers. Northern's minor in Actuarial Science prepares students for the first exam and entry into the profession.

Once a student has their initial job, employers often pay for additional exams and study materials and provide study time during the work week. Once a student passes their second exam, then they can apply for or complete Validation by Education Experience (VEE) credit to advance their career. The three academic topics required for students to complete the ASA / CERA designation through the VEE process are 1) Economics 2) Accounting and Finance and 3) Mathematical Statistics.

The courses in Northern's minor are designed to satisfy these three topics required for VEE credit.

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

According to the U.S. Bureau of Labor Statistics, employment in the field of Actuarial Science is projected to grow 23% from 2022 to 2032, "much faster than the average for all occupations. About 2,300 openings for actuaries are projected each year, on average, over the decade,"² with a median salary over \$113,000 in 2022.³ There is no projected workforce data available on the U.S. Bureau of Labor Statistics for the State of South Dakota.⁴ Occupational wage and employment statistics provided by the U.S. Bureau of Labor Statistics indicates the following industries have the highest levels of employment of actuaries:⁵

| Industry | Employment | Percent of industry employment | Hourly mean wage | Annual mean wage |
|--|------------|--------------------------------|------------------|------------------|
| Insurance Carriers | 13,410 | 1.11 | \$ 60.68 | \$ 126,220 |
| Agencies, Brokerages, and Other Insurance Related Activities | 4,900 | 0.38 | \$ 64.29 | \$ 133,720 |

² Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Actuaries, <https://www.bls.gov/ooh/math/actuaries.htm>. (visited February 19, 2024).

³ Bureau of Labor Statistics, U.S. Department of Labor, Career One Stop, Actuaries, <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Actuaries&onetcode=15201100&location=United%20States>. (visited February 19, 2024).

⁴ Occupational Information Network (O*NET), U.S. Department of Labor/Employment and Training Administration (USDOL/ETA), Actuaries. <https://www.onetonline.org/link/localtrends/15-2011.00?st=SD> (visited February 19, 2024).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Wage and Employment Statistics, Actuaries, <https://www.bls.gov/oes/current/oes152011.htm>. (visited February 19, 2024).

| | | | | |
|--|-------|------|----------|------------|
| Management, Scientific, and Technical Consulting Services | 2,880 | 0.16 | \$ 59.54 | \$ 123,830 |
| Management of Companies and Enterprises | 1,190 | 0.04 | \$ 55.12 | \$ 114,650 |
| State Government, excluding schools and hospitals (OEWS Designation) | 550 | 0.03 | \$ 48.43 | \$ 100,720 |

While Actuarial Science/Actuaries is not specifically listed in the South Dakota Occupational Employment Projections 2020-2030, workforce projections for related careers that would be supplemented by this minor/top occupational fields in which actuaries are utilized are expected to grow, including Financial Managers (projected increase of 21.85%), Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists (projected increase of 11.3%), and Data Scientists and Mathematical Science Occupations (projected increase of 36.84%).⁶ National and regional projections point toward considerable growth in the Actuarial Science field.

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

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| <i>Estimates</i> | FY 25 | FY 26 | FY 27 | FY 28 |
| Students enrolled in the minor (fall) | 5 | 10 | 15 | 20 |
| Completions by graduates | 0 | 0 | 5 | 10 |

*Do not include current fiscal year.

It is anticipated that there will be strong interest in this minor among students with majors in mathematics, criminal justice, sociology, finance, accounting, and business.

The above enrollment estimates are based on 10% of the average student enrollment in the Mathematics (BS/BSEd), Criminal Justice, and Sociology majors as of fall 2023 for year 4. Additional students in the program will enroll from the BS in Accounting and the BS in Finance. Because the demand for actuaries is expected to grow much faster than average by 2032 (see item 5 above), it is expected that enrollment in the minor will increase.

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

The coursework required for the Actuarial Science Minor is selected to meet the required Validation by Educational Experience (VEE) requirements listed with the Society of Actuaries (SOA). After students have completed two of the actuarial exams, they can use these courses to apply for credit toward their VEE requirements. All courses in the minor satisfy VEE requirements and will count toward SOA certification.

⁶ South Dakota Department of Labor and Regulation, Statewide South Dakota Employment Projections by Occupation 2020-2030, https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx. (visited February 19, 2024)

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

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

| [Insert title of proposed minor] | Credit Hours | Percent |
|---|--------------|---------|
| Requirements in minor | 26 | 100% |
| Requirements in minor that can be taken to fulfill a SDBOR general education goal | (6) | 0% |
| Electives in | | |
| Total | 26 (20) | 100% |

B. Required Courses in the Minor

| Prefix | Number | Course Title (add or delete rows as needed) | Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i> | Credit Hours | New (yes, no) |
|----------|--------|--|---|--------------|---------------|
| ACCT | 210 | Principles of Accounting I | | 3 | No |
| ACCT | 211 | Principles of Accounting II | ACCT 210 (3 cr.) | 3 | No |
| BADM | 310 | Business Finance | ACCT 211(3 cr.) | 3 | No |
| ECON | 201 | Principles of Microeconomics | | 3 | No |
| ECON | 202 | Principles of Macroeconomics | | 3 | No |
| MATH | 123 | Calculus I | | 4 | No |
| MATH | 125 | Calculus II | MATH 123 (4 cr.) | 4 | No |
| MATH | 381 | Introduction to Probability and Statistics | MATH 125 (4 cr.) | 3 | No |
| Subtotal | | | | 26 (20) | |

NOTE: Students pursuing actuary credentials will complete two actuarial exams through the Society of Actuaries and use the courses within this minor to meet the Validation by Educational Experience (VEE) credentialing requirements.

Explanation and justification for more than 18 credit hours, including prerequisites:

ACCT 210 is a pre-req for ACCT 211, and ACCT 211 is a pre-req for BADM 310. BADM 310 is an essential course in the minor and is required in similar actuarial science minors at other universities. The pre-requisite for MATH 381 is MATH 125 Calculus II, and MATH 123 is a pre-req for MATH 125. All 3 of these MATH courses are required in similar actuarial science minors at other universities.

Students who are BS Mathematics majors do not have any ECON, BADM, or ACCT courses required in their degree; so, those 5 courses will not overlap with their BS Mathematics degree.

Northern State University seeks an exception to the overlap with the major for the Actuarial Sciences Minor. Students who are majoring in Finance, Accounting, or any Business field who decide to complete the Minor in Actuarial Sciences are required to take 3 MATH courses beyond the level of Math required for their degree. While the overlap between Business majors and the

Actuarial Science minor is greater than 6 credits, the 11 credits required in Math are at a level of rigor needed to understand Actuarial Sciences at a basic level. Additionally, the Business courses required in the minor are set by the Society of Actuarial Sciences, and Business students who complete the Minor in Actuarial Sciences are workforce ready.

Students pursuing the Actuarial Science Minor will be guided by their academic advisor to take MATH 123 to fulfill their SDBOR Goal #5 and ECON 201 to fulfill their SDBOR Goal #3 in the general education requirements so that students can earn the minor with 20 additional credits instead of 26.

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

None.

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

| Individual Student Outcome (Same as in the text of the proposal) | Program Courses that Address the Outcomes | | | | | |
|--|---|-----------------------------|-------------|--------------|-------------|---------------------|
| | ACCT 210 | ACCT 211 and BADM 310 | ECON 201 | ECO N 202 | MATH 381 | MATH 123, 125 |
| Apply concepts of differential and integral calculus to actuarial problems. | | | | | X | X |
| Apply common probability distributions and fundamental probabilistic concepts to risk analysis problems. | | | X | | X | |
| Formulate and analyze idealized problems of risk in insurance and financial mathematics. | | X | | X | | |
| Select the appropriate premium calculation principle and calculate premiums using standard principles. | X | | | | | |
| Assess risk for different types of products. | | X | | | X | |

Faculty in Mathematics and the School of Business collaborated to map the learning outcomes over the courses required in the minor. Students will achieve these outcomes through weekly coursework, quizzes, and exams.

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 technologies used for the courses within this minor will be consistent with those available and utilized for other NSU courses. The majority of courses will be offered via face-to-face delivery with some options for HyFlex or online delivery.

The instructional approaches used will include lecture, discussion, application assignments, and written exercises.

11. Delivery Location

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

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

| | Yes/No | Intended Start Date |
|-----------|--------|---------------------|
| On campus | Yes | Fall 2024 |

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

| | Yes/No | If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i> | Intended Start Date |
|--|--------|--|---------------------|
| Distance Delivery (online/other distance delivery methods) | Yes | X01 (Face-to-Face) X02 (Hyflex) X03 (Hyflex Synchronous) X15 (Online Asynchronous) | Fall 2024 |
| Does another BOR institution already have authorization to offer the program online? | No | If yes, identify institutions: | |

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

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

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

Northern State University requests an exception to Board policy to run this minor with 26 required credits including prerequisites. As the response to item 8 above indicates, students enrolled in this minor can use MATH 123 and ECON 201 to fulfill their general education requirements, which reduces the unique credits in the minor to 20.

NSU requests an exception in minor course overlap for Finance, Accounting, and Business majors. The field of Actuarial Sciences is in demand and students will be employable in an additional career field after taking 11 credits in MATH above those required for their major.

NSU Math faculty are in the process of submitting all courses required in the proposed minor for VEE credit to streamline the credentialing process for Northern 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.*

Faculty are currently teaching these courses. There are no additional costs to creating a pertinent minor, one that will help prepare students for the workforce and increase enrollments.

- 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.*

N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – B (3)

DATE: June 26-27, 2024

SUBJECT

New Program Request – NSU – Minor in Data Science

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 Data Science. Data Science combines core concepts and techniques of statistics, mathematics, and computer science to collect and interpret data. The proposed minor will provide students with the background to know the essential skills and concepts of probability, statistics, and communication, allowing them to design and implement inferential and computational analysis within their own academic field and career discipline. Additionally, students will gain knowledge of the concepts and techniques essential for data analysis, including data ethics and proficiency in data-oriented computing and statistical methodology.

IMPACT AND RECOMMENDATION

NSU plans to offer the minor in Data Science on campus and online. NSU does not request new state resources. No new courses will be required. NSU estimates 22 students enrolled and 12 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: NSU – Minor in Data Science

DRAFT MOTION 20240626_6-B(3):

I move to authorize NSU to offer a minor in Data Science, 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: | Data Science |
| DEGREE(S) IN WHICH MINOR MAY BE EARNED: | All baccalaureate degrees |
| EXISTING RELATED MAJORS OR MINORS: | Math |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2024 |
| PROPOSED CIP CODE: | 27.0101 |
| UNIVERSITY DEPARTMENT: | Science and Math |
| BANNER DEPARTMENT CODE: | NSCM |
| UNIVERSITY DIVISION: | College of Arts and Sciences |
| BANNER DIVISION CODE: | 5A |

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

- The individual preparing this request has read [AAC Guideline 2.3.2.2.D](#), 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

5/2/2024

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

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 1.2.1 |
| DSU: | SDCL § 13-59 | BOR Policy 1.2.2 |
| NSU: | SDCL § 13-59 | BOR Policy 1.2.3 |
| SDSMT: | SDCL § 13-60 | BOR Policy 1.2.4 |
| SDSU: | SDCL § 13-58 | BOR Policy 1.2.5 |
| USD: | SDCL § 13-57 | BOR Policy 1.2.6 |
| | Board of Regents Strategic Plan | |

A common and growing field of employment for students with a background in Mathematics is data science. Northern’s Minor in Data Science is in alignment with Goal 4 of the SD Board of Regents Strategic Plan to prepare students for workforce needs and “place a special emphasis on STEM, Teacher Education, Nursing and Healthcare, and Business undergraduate completion.”¹

Students in the BS in Mathematics are required to earn a minor or a second major, and the Data Science Minor is a excellent choice in a Minor for Mathematics majors. The availability of the Data Science minor will be a recruiting opportunity for the Mathematics program. Additionally, this minor is suitable and beneficial for students majoring in the fields of physical, biomedical, behavioral, or social sciences where inferential and computational analysis is regularly utilized.

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.

Data science combines core concepts and techniques of statistics, mathematics, and computer science to collect and interpret data. These core concepts can be applied to problems in a variety of fields including the physical, biomedical, behavioral, and social sciences, equipping students from any major with a firm understanding of the methodological and conceptual tools of data-driven discovery.

4. How will the proposed minor benefit students?

Students with a Data Science background know the essential skills and concepts of probability, statistics, and communication, allowing them to design and implement inferential and computational analysis within their own academic and career discipline. The Data Science Minor will provide students with practical knowledge of the concepts and techniques essential for data

¹ “Goal 4: Workforce and Economic Development.” South Dakota Board of Regents Strategic Plan 2022-2027, page 15, https://sdbor.edu/wp-content/uploads/2023/09/StrategicPlan_22_27.pdf

analysis, including data ethics and proficiency in data-oriented computing and statistical methodology.

Northern's Data Science Minor will equip students from a wide variety of majors with essential skills to effectively design, implement, and critically assess inferential analysis within their specific disciplines. Students will develop strong analytical abilities and learn practical applications of data cleaning, data visualization, data collection, data management, and data integration. Students will learn ethical and effective techniques for exploring, collecting, communicating, processing, and making decisions with data as well as how to integrate these elements into an efficient data workflow.

Currently, SDSU has a data science minor and USD has a business analytics minor. The purpose of Northern's Minor in Data Science is driven by the needs of the workforce. The coursework selected in Northern's Data Science Minor is a collaborative effort that is heavily influenced by recommendations from faculty in the NSU School of Business. As a result of the collaboration between Mathematics and Business faculty, Northern's Data Science Minor marries courses from mathematics, statistics, business, and technology, which makes the program distinct from SDSU and USD's programs.

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 U.S. Bureau of Labor Statistics, employment in the field of Data Science is projected to grow 35% from 2022 to 2032, "much faster than the average for all occupations. About 17,700 openings for data scientists are projected each year, on average, over the decade,"² with a median salary over \$103,500.³ The South Dakota Occupational Employment Projections 2020-2030 indicate that workforce projections for data scientists is expected to increase 36.84%.⁴ National and regional projections point toward considerable growth in the Data Science field.

According to the Occupational Information Network (O*NET), sponsored by the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA), there is a projected 33% growth nationally in workforce demand from 2020 to 2030.⁵ Occupational wage and employment statistics provided by the U.S. Bureau of Labor Statistics indicates the following industries have the highest levels of employment of data scientists:⁶

² Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Data Scientists, <https://www.bls.gov/ooh/math/data-scientists.htm>. (visited February 19, 2024).

³ Bureau of Labor Statistics. U.S. Department of Labor. Career One Stop, Data Scientists, <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Data%20Scientists&onetcode=15-2051.00&location=United%20States>. (visited February 19, 2024).

⁴ South Dakota Department of Labor and Regulation, Statewide South Dakota Employment Projections by Occupation 2020-2030, https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx. (visited February 19, 2024)

⁵ Occupational Information Network (O*NET), U.S. Department of Labor/Employment and Training Administration (USDOL/ETA), Data Scientists. <https://www.onetonline.org/link/localtrends/15-2051.00?st=SD> (visited February 19, 2024).

⁶ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Wage and Employment Statistics, Actuaries, <https://www.bls.gov/oes/current/oes152011.htm>. (visited February 19, 2024).

| Industry | Employment | Percent of industry employment | Hourly mean wage | Annual mean wage |
|---|------------|--------------------------------|------------------|------------------|
| Computer Systems Design and Related Services | 21,440 | 0.87 | \$ 56.63 | \$ 117,800 |
| Management of Companies and Enterprises | 15,440 | 0.58 | \$ 54.77 | \$ 113,920 |
| Management, Scientific, and Technical Consulting Services | 11,640 | 0.66 | \$ 53.10 | \$ 110,450 |
| Scientific Research and Development Services | 8,380 | 0.97 | \$ 60.39 | \$ 125,620 |
| Insurance Carriers | 8,320 | 0.69 | \$ 53.43 | \$ 111,130 |

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

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| <i>Estimates</i> | FY 25 | FY 26 | FY 27 | FY 28 |
| Students enrolled in the minor (fall) | 7 | 12 | 17 | 22 |
| Completions by graduates | 0 | 0 | 7 | 12 |

*Do not include current fiscal year.

It is anticipated that there will be strong interest in this minor among students with majors in mathematics, accounting, finance, business administration, sociology, and the health fields. The above enrollment estimates are based on 10% of the average student enrollment in the Accounting, Banking and Financial Services, Sociology, and Mathematics (BS/BSEd) majors as of fall 2023 for year 4. Because the demand for data scientists is expected to grow much faster than average by 2032 (see item 5 above), it is expected that enrollment in the minor will increase.

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

The coursework required for understanding data science and its operations is centered on analytical knowledge as well as mathematical skills. Students should be able to understand complex data sets and statistical software packages (e.g., Python/R), to effectively manage/understand said data sets. The curriculum incorporates both math and data analytics through a myriad of courses in data management and systems as well as math and business.

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

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

| Data Science | Credit Hours | Percent |
|---|---------------------|----------------|
| Requirements in minor | 16 | 64% |
| Requirements in minor that can be taken to fulfill required courses in the math, finance, accounting, or business majors. | (7) | |
| Electives in minor | 9 | 36% |
| Total | 25 (18) | 100% |

B. Required Courses in the Minor

| Prefix | Number | Course Title <i>(add or delete rows as needed)</i> | Prerequisites for Course <i>Include credits for prereqs in subtotal below.</i> | Credit Hours | New (yes, no) |
|---------------|---------------|--|--|---------------------|----------------------|
| BADM | 459 | Analytics | BADM 220 (3 cr.), MATH 281 (3 cr.) or STAT 281 (3 cr.) | 3 | No |
| MATH | 381 | Introduction to Probability and Statistics | MATH 125 (4 cr.) | 3 | No |
| MIS | 150 | Computer Science I | | 3 | No |
| Subtotal | | | | 16 (7) | |

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 <i>(add or delete rows as needed)</i> | Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i> | Credit Hours | New (yes, no) |
|--|---------------|--|--|---------------------|----------------------|
| Choose 3 from the following (9 credits): | | | | | |
| BADM | 424 | Operations Research | BADM 220 (3 cr.) or STAT 281 (3 cr.) | 3 | No |
| BADM | 492 | Analytics II | BADM 459 | 3 | No |
| MATH | 316 | Discrete Mathematics | MATH 225 | 3 | No |
| MATH | 412 | Linear Algebra | MATH 125 | 3 | No |
| MIS | 250 | Computer Science II | CSC 150 (3 cr.) or MIS 150 (3 cr.) | 3 | No |
| MIS | 371 | Survey of Data Structures | MIS 150 (3 cr.) | 3 | No |
| MIS | 385 | Data Mining | | 3 | No |
| MIS | 480 | Business Intelligence | BADM 220 (3 cr.) and MIS 325 (3 cr.) | 3 | No |
| MIS | 484 | Database Management Systems | | 3 | No |
| Subtotal | | | | 9 | |

Explanation and justification for more than 18 credit hours, including prerequisites. Students majoring in BS Mathematics will take MATH 381 and the pre-requisite in their major, which reduces the total credits of new courses to meet the minor to 18. Students majoring in Finance, Accounting, and Business fields will take BADM 459 and the pre-requisite in their major, which reduces the total credits of new courses to meet the minor to 18.

Students pursuing the Minor in Data Science will be guided by their academic advisors to select the best options that coincide with meeting general education requirements and/or their individual major program requirements so that no additional credit hours above the 18 will be required for the minor.

The pre-requisite for MATH 381 is MATH 125 Calculus II. Students pursuing the Data Science Minor who are not also pursuing the BS Mathematics will be guided by their academic advisor to take MATH 125 to fulfill their SDBOR Goal #5 general education requirement so that no additional credit hours are required for the minor. For those students pursuing this minor who are also pursuing the BS Mathematics, MATH 125 is a required course within the major, so no additional credit hours are required for the minor.

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

| Individual Student Outcome (Same as in the text of the proposal) | Program Courses that Address the Outcomes | | | | | |
|--|---|----------------------|----------|-------------------------------|---------|---------|
| | BADM 459 | BADM 424 BADM 480 | MATH 381 | MIS 150 MIS 250 MIS 484 | MIS 371 | MIS 385 |
| Use basic programming concepts and techniques to clean, wrangle, and organize data | | | | X | | |
| Perform effective exploratory data analysis and visualization of datasets | X | | X | | | |
| Connect real-world objectives in data analysis to formal mathematical tools | | X | | | | |
| Demonstrate a clear understanding of issues related to bias, fairness, and privacy with respect to data science applications | | | | | X | X |
| Apply data science techniques to problems from various disciplines and effectively synthesize, present and communicate results | X | | | | | X |

Faculty in Mathematics and the School of Business collaborated to map the learning outcomes over the courses required in the minor. Students will achieve these outcomes through weekly coursework, quizzes, and exams.

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 technologies used for the courses within this minor will be consistent with those available and utilized for other NSU courses. The majority of courses will be offered via face-to-face delivery with some options for HyFlex or online delivery.

The instructional approaches used will include lecture, discussion, application assignments, and written exercises.

11. Delivery Location

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

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

| | Yes/No | Intended Start Date |
|-----------|--------|---------------------|
| On campus | Yes | Fall 2024 |

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

| | Yes/No | If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i> | Intended Start Date |
|--|--------|--|---------------------|
| Distance Delivery (online/other distance delivery methods) | Yes | X01 (Face-to-Face) X02 (HyFlex) X03 (HyFlex Synchronous) X15 (Online Asynchronous) | Fall 2024 |
| Does another BOR institution already have authorization to offer the program online? | No | If yes, identify institutions: | |

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

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

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

Northern State University requests an exception to Board policy to run this minor with more than 18 credits. As the response to item 8 above indicates, students enrolled in this minor will be closely guided by their professional academic advisors to select the best options that coincide with meeting their general education requirements and/or their individual major requirements so that they can earn the minor with 18 credits.

Similar minors in Data Science incorporate Math, Business Analytics, and Computer Science are more than 18 credits. See, for example, Ithaca College's minor in data science, which is steadily growing in enrollments:

<https://catalog.ithaca.edu/undergrad/schools/school-humanities-sciences/departments/mathematics/data-science-minor/>

Northern State University is launching the Data Science Minor at very little cost to the University because all courses are in place and are regularly taught with seats available. If the minor grows in enrollments to justify creation of an interdisciplinary data science major at Northern, then faculty will need to be added.

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.

Faculty are currently teaching these courses. There are no additional costs to creating a pertinent minor, one that will help prepare students for the workforce and increase enrollments.

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.

N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – B (4)

DATE: June 26-27, 2024

SUBJECT

New Program Request – NSU – Minor in Movie, Animation, and Stage Acting

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 Movie, Animation, and Stage Acting (MASA). The proposed minor provides students with exposure and experience in acting for theatre, animation, content creation, sports programming, film, and other modalities. The MASA minor provides students with cutting-edge experiences in new forms of acting and performance across multiple modalities of production and delivery.

IMPACT AND RECOMMENDATION

NSU plans to offer the minor in Movie, Animation, and Stage Acting on campus and online (HyFlex). NSU does not request new state resources. No new courses 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 Movie, Animation, and Stage Acting

DRAFT MOTION 20240626_6-B(4):

I move to authorize NSU to offer a minor in Movie, Animation, and Stage Acting, 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: | Movie, Animation, & Stage Acting (MASA) |
| DEGREE(S) IN WHICH MINOR MAY BE EARNED: | All baccalaureate degrees |
| EXISTING RELATED MAJORS OR MINORS: | Theatre Minor, BFA in Digital Media |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2024 |
| PROPOSED CIP CODE: | 50.0599 |
| UNIVERSITY DEPARTMENT: | Music & 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 [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Michael Werons
President (or Designee) of the University

4/26/2024

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

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

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

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

Northern’s **Movie, Animation, & Stage Acting (MASA)** minor provides students who want to create and act in online content opportunity to hone their craft. The MASA minor compliments degrees in digital media, communication studies, marketing, sports administration, English, psychology, and music.

The MASA minor supports the SDBOR’s strategic plan, specifically Goal 4: Workforce and Economic Development. Faculty teaching courses in the MASA minor are directly preparing students with the competencies they need to engage in the digital media, sports media, [film](#), and [theatre and arts](#) economies of South Dakota. In addition to specific career fields, in the gig economy, students can create revenue by creating online content that is consumed on social media platforms. The MASA minor supports Northern’s strategic priority toward distinctive learning. With a curriculum grounded in experiential learning, the MASA minor will prepare Northern’s students to pursue creative activities and earn an academic credential for their deep involvement and learning in theatre, film, or sports media productions.

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 MASA minor provides students with exposure and experience in acting for theatre, animation, content creation, sports programming, film, and other modalities. The MASA minor provides students with cutting-edge experiences in new forms of acting and performance across multiple modalities of production and delivery.

4. How will the proposed minor benefit students?

The MASA minor capitalizes on the University’s investments in new studio spaces in our Digital Media program. Courses in the MASA minor will embolden students to create in Northern’s two new Digital Media labs: The Moving Imagery Lab and Podcasting Studio and the Cinematic and

Auditory Virtual Environments Lab. The Theatre faculty member and faculty in digital media work together to create experiential learning opportunities for students from all academic programs. These opportunities include writing, producing, and acting in award-winning films and writing, producing, and presenting in sports media productions. Northern students recently won [best film in the 48Create](#) film festival. Northern students produce the [Wolves Pregame show](#) and the [Behind the Pack podcast](#). The MASA minor affords students who are actively involved in the University's digital media productions to earn a credential tied to that experience.

Northern has modernized its fine arts curriculum in Music & Theatre by redesigning curriculum and inactivating an underenrolled program. Northern's redesigned BA in Music incorporates more industry-centered applied courses, including podcast production and requires fewer credits overall, which enables students to choose one or more complimentary minors or a second major. Due to low enrollment in the degree program, Northern inactivated the BA in Theatre and reduced the faculty in Theatre to one professor who teaches the limited courses in regular rotation and supervises theatre activities and theatre research projects. Although the degree program was low enrolled, Northern students produce and act in Theatre activities on stage in the Johnson Fine Arts Center and Blackbox Theatre and on Main Street in the Aberdeen Community Theatre. In the 2023-2024 season, Northern produced 4 theatre productions, 2 opera productions, and student theatre productions. The MASA minor affords students who are actively involved in the University's continued theatre productions to earn a credential tied to that experience.

Students in the MASA minor will be actively involved in film productions, film festivals, sports media productions, and theatre productions. Through the MASA minor, students will gain experiences including narrative and documentary movie acting, acting on a green-screen soundstage within digital environments, streaming/broadcasting performance (including product advertising performance), voice-acting for podcasts and games, and acting with digital motion capture technology to give life to both animated movies and video game characters.

With classes in digital art and theatre, students in the MASA minor have opportunities to develop character traits including confidence, teamwork, empathy, trustworthiness, active listening, receptiveness to constructive criticism, and dependability that are essential to building soft skills like leadership, communication, and teamwork.

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 28.8% employment increase in Performing Arts, Spectator Sports, and Related Industries by 2030. Likewise, the US Bureau of Labor Statistics predicts a nationwide 3% increase in Performing Arts jobs, a 2.8% increase in independent artists, writers, and performers, a 2.6% increase in motion-picture and sound-recording jobs, and a 2.8% employment increase in the combined radio/television broadcasting and media streaming field.

In a recent search on Mandy.com (a media-industry job website), there were 18 positions listed for Educational Video Performer, "Live History," Content Creator, Advertising Presenter, or Live Streaming Talent within a 100-mile area of South Dakota. There are full-time and hourly positions as well as graduate assistantships available in the fields of acting in digital media.

The versatility of this minor allows for increased employment exposure for actors and performing artists across a larger combined field of stage and media outlets including traditional theatre; digital filmmaking via festival competitions; television broadcasting via streaming networks, podcasts, and social media; and advertising/marketing performances via social media or streaming services.

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

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| <i>Estimates</i> | FY 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.

Estimated enrollments are based on the number of students who regularly take part in theatre productions and activities. The potential exists for more students across the campus to adopt this new minor because students pursuing careers in marketing or public relations may be interested in ways to create more engaging content.

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

Northern’s MASA minor also works toward Digital Media competencies as set forth by National Association of Schools of Art and Design (NASAD) accreditation standards:

- 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 particular 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.

Additionally, the MASA minor’s approach of mixing training in media production as well as approaches to acting in live and digital performance serves as vital pre-professional training for students perusing careers in the entertainment industry. Increasingly, students entering the

workforce need experience working on camera, on mic, and on stage to ensure diverse, sustainable, and robust careers.

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

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

| Movie, Animation, & Stage Acting | Credit Hours | Percent |
|----------------------------------|--------------|---------|
| Requirements in minor | 12 | 66% |
| Electives in minor | 6 | 33% |
| | | |
| Total | 18 | 100% |

B. Required Courses in the Minor

| Prefix | Number | Course Title (add or delete rows as needed) | Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i> | Credit Hours | New (yes, no) |
|----------|--------|--|--|-----------------|---------------------|
| ARTD | 113 | Introduction to Digital Media | | 3 | No |
| THEA | 131 | Introduction to Acting | | 3 | No |
| ARTD | 338 | Video Streaming & Digital Filmmaking I | ARTD 113 | 3 | No |
| THEA | 360 | Acting for the Camera | THEA 131 | 3 | No |
| Subtotal | | | | 12 | |

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

| Prefix | Number | Course Title (add or delete rows as needed) | Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i> | Credit Hours | New (yes, no) |
|--|--------|--|--|-----------------|---------------------|
| <i>Choose One Theatre Elective (BFA Digital Media majors choose 6 credits from Theatre Electives):</i> | | | | | |
| THEA | 100 | Introduction to Theatre | | 3 | No |
| THEA | 250 | Play/Script Analysis | | 3 | No |
| THEA | 289 | Theatre Activities | | 0-2 | No |
| THEA | 292 | Theatre Topics | | 1-4 | No |
| THEA | 435 | History of American Musical Theatre | | 3 | No |
| THEA | 480 | Summer Theatre | | 1-5 | No |
| THEA | 494 | Theatre Internship | | 1-16 | No |

| <i>Choose One Art/Digital Media Elective:</i> | | | | | |
|---|-----|---|-----------------------|------|----|
| 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 & Digital Filmmaking II | ARTD 113 and ARTD 338 | 3 | No |
| ART | 494 | Internship | | 1-16 | No |
| Subtotal | | | | 6 | |

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

| Individual Student Outcome (Same as in the text of the proposal) | THEA 131* | THEA 360* | ARTD 113* | ARTD 338* | THEA 100/250/289/292/435/480 | ARTD 241/333/337/438/494 |
|---|-----------|-----------|-----------|-----------|------------------------------|--------------------------|
| Executes and examines effective written and oral two-way communication skills with key stakeholders. | X | X | X | X | X | X |
| Designs and innovates content for all aspects of time-based media and presentation (i.e. stage, filmmaking, broadcasting/streaming, podcasting, video and audio advertising). | | X | X | X | | X |
| Identifies, differentiates, and creates production tactics for imaginative, truthful, and factual approaches to communication/representation. | | X | X | X | X | X |
| Establishes critical and creative strategies for individuals, teams and/or events, depending on the needs of a target audience. | X | X | | X | X | X |
| Constructs professional experience and demonstrates industry skills specific to succeeding in digital media and/or theatrical careers. | X | X | X | X | X | X |

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

9. 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 courses 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 digital media (ARTD prefix) courses are offered on a set and sequenced 2-year rotation to ensure students progress timely through their major and to ensure courses meet minimum course enrollments. The theatre courses will be offered on a predictable rotation and spaced over 2 years to ensure courses meet minimum course enrollments. Most theatre courses place a premium on liveness and immediacy; therefore, the courses are primarily taught face-to-face through experiential learning. THEA 131 and THEA 360, especially, provide students with hands-on training in realistic acting styles while developing skill in collaboration, textual analysis, and creating a role. Feedback aims to instill professional habits as performers across media types and increase creative expressiveness.

Among the theatre electives, 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 approved to satisfy a degree requirement across all majors.

10. Delivery Location

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

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

| | Yes/No | Intended Start Date |
|------------------|--------|---------------------|
| On campus | Yes | Fall 2024 |

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

| | Yes/No | If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i> | Intended Start Date |
|---|--------|--|---------------------|
| Distance Delivery (online/other distance delivery methods) | Yes | HyFlex | Fall 2024 |

| | | |
|---|----|---------------------------------------|
| Does another BOR institution already have authorization to offer the program online? | No | If yes, identify institutions: |
|---|----|---------------------------------------|

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

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

- 11. 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.

- 12. 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 rotation in the theatre minor and in the digital media degree. 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.

- 13. 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.

14. 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 MASA minor is open to all students and is designed to attract undergraduates interested in Theatre and acting as well as students majoring in communication studies, marketing, sports administration, English, psychology, and music.

The minor is also a good fit for students earning the BFA in Digital Media. Northern's BFA in Digital Media requires no courses with the THEA prefix. Students in this major will take their 6 electives all in the THEA prefix, avoiding significant overlap with the degree.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – B (5)

DATE: June 26-27, 2024

SUBJECT

New Program Request – SDSU – Minor in Surface Mount Technology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a minor in Surface Mount Technology. The proposed minor will provide knowledge and skills in manufacturing processes, materials and methods for production of printed circuit boards, quality control and inspection of processes and products, lean processes, and SMT processes and methods. The minor addresses the need for people with expertise in surface mount technology in the production of printed electronic circuit boards for use in a wide variety of electronically controlled products.

IMPACT AND RECOMMENDATION

SDSU plans to offer the minor in Surface Mount Technology on campus. SDSU does not request new state resources. Two new courses will be required. SDSU estimates 20 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSU – Minor in Surface Mount Technology

DRAFT MOTION 20240626_6-B(5):

I move to authorize SDSU to offer a minor in Surface Mount Technology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor


| | |
|--|--|
| UNIVERSITY: | SDSU |
| TITLE OF PROPOSED MINOR: | Surface Mount Technology |
| DEGREE(S) IN WHICH MINOR MAY BE EARNED: | Any |
| EXISTING RELATED MAJORS OR MINORS: | Electrical Engineering, Mechanical Engineering |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2024 |
| PROPOSED CIP CODE: | 15.0616 |
| UNIVERSITY DEPARTMENT: | Construction and Concrete Industry Management |
| BANNER DEPARTMENT CODE: | SCCM |
| UNIVERSITY DIVISION: | Jerome J Lohr College of Engineering |
| BANNER DIVISION CODE: | 3E |

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

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

University Approval

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



 President of the University

4/25/24

Date

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

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

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Surface Mount Technology. SDBOR Policy 1.2.5 states South Dakota State University's mission is to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The Surface Mount Technology Minor supports the educational

mission of SDSU by providing a needed area of professional education in a necessary engineering technique utilized in regional manufacturing. The program would be unique in the region and would meet a present need expressed by industry.

The minor 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.”

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 in Surface Mount Technology (SMT) will provide knowledge and skills in manufacturing processes, materials and methods for production of printed circuit board, quality control and inspection of processes and products, lean processes, and SMT processes and methods. The minor addresses the need for people with expertise in surface mount technology in the production of printed electronic circuit boards for use in a wide variety of electronically controlled products.

4. How will the proposed minor benefit students?

Students earning a minor in Surface Mount Technology would be able to pursue careers in printed circuit board manufacturing, a rapidly expanding career area due to the increasing number of integrated circuit chips used in modern products. Regional manufacturers desire students with these skills and presently offer a premium to individuals with this background.

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.

Surface Mount Technology is the process used to manufacture printed circuit boards. Surface Mount Technology is a \$6 Billion business of which the United States has a 28% share. The trend in smaller consumer electronics, SMART (Self-Monitoring, Analysis, and Reporting Technology), and the increase in Internet of Things (IoT) devices is driving manufacturers to incorporate more and smaller printed circuits into products. Surface Mount Technology makes it possible to manufacture these (Research Nester, 2024).¹ At present, Indeed has more than 700 positions being advertised for Surface Mount Technician and over 250 for Surface Mount Engineer. Salaries for Technicians range from \$15 to over \$65 per hour and for Engineers the range is \$80,000 to over \$250,000 per year.²

¹ Research Nester – Surface Mount Technology market report (2024)
https://www.researchnester.com/reports/surface-mount-technology-market/5253?gad_source=1&gclid=Cj0KCQjwwYSwBhDcARIsAOyL0fhORCxEHEJIdvJUh2saIBYQG7LsWbzFIVJgoyV3wKkIRxJ3DB9GYPYsaAu5GEALw_wcB Accessed March 25, 2024

² Indeed.com (2024) SMT Technician search https://www.indeed.com/q-smt-technician-jobs.html?aceid=&gad_source=1&gclid=Cj0KCQjwwYSwBhDcARIsAOyL0fhORCxEHEJIdvJUh2saIBYQG7LsWbzFIVJgoyV3wKkIRxJ3DB9GYPYsaAu5GEALw_wcB&gclsrc=aw.ds&vjk=7babf12f016cab44 Accessed March 1, 2024

Indeed.com (2024) SMT Engineer search
<https://www.indeed.com/jobs?q=smt+engineer&l=&vjk=dcd8a04cfa199f5f> Accessed March 1, 2024.

There is one school in the United States that teaches Surface Mount Technology, Rochester Institute of Technology, as a minor (RIT, 2024).³ Local industry approached SDSU to ask if the university could offer something similar to Rochester's program as they have only been able to hire one individual, a Rochester Institute of Technology graduate, with this education or experience and prior to hiring that person, they were unaware that there were any educational programs offered in the content area. Presently, the industries hire Mechanical and Electrical Engineering students then provide training on the job. A recent meeting was held to determine interest in forming a Surface Mount Technology Technical Education consortium among the regional companies that would benefit from this training with the effort being spearheaded by Daktronics. There were over 25 people in attendance representing 8 regional companies and the national Surface Mount Technology Association with additional companies noting that they support the idea but were unable to attend the meeting on short notice. From this meeting, there was an estimate of at least 50 employees needed among the regional industries to meet their present needs. With the current move in the United States to domesticate circuit board and semiconductor manufacturing through the CHIPS act, there will be an increase in need.

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

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| <i>Estimates</i> | FY 25 | FY 26 | FY 27 | FY 28 |
| Students enrolled in the minor (fall) | 8 | 16 | 20 | 20 |
| Completions by graduates | 0 | 4 | 8 | 10 |

*Do not include current fiscal year.

The Jerome J. Lohr College of Engineering anticipates student enrollment in the minor in year one at 8 students and growing to 20 students by year four. Estimated enrollments are based on a survey of current engineering student employees of Daktronics. Of the employed student engineers, half noted an interest in a minor in Surface Mount Technology if it was available. These values do not include any individuals who would be interested in the program who work at other regional manufacturers or incoming students. Students in Electrical Engineering and Mechanical Engineering would be interested in this minor especially if they are interested in pursuing a career in the manufacturing sector.

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

The curriculum follows the basic guidelines presented by the Surface Mount Technology Association and consortium members and mirrors some features of the Rochester Institute of Technology's program. The curriculum was presented to the Surface Mount Technology consortium and to Surface Mount Technology Association president to share with the association.

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

³ Rochester Institute of Technology Surface Mount Electronics Manufacturing Minor (2024)
<https://www.rit.edu/study/surface-mount-electronics-manufacturing-minor> Accessed March 1, 2024.

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

| Surface Mount Technology Minor | Credit Hours | Percent |
|--------------------------------|--------------|---------|
| Requirements in minor | 18 | 100% |
| Electives in minor | 0 | 0% |
| Total | 18 | |

B. Required Courses in the Minor

| Prefix | Number | Course Title | Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i> | Credit Hours | New (yes, no) |
|--------------------|-----------------------|--|--|--------------|---------------|
| GE | 101 | Introduction to Engineering and Technical Professions | None | 1 | No |
| MNET OR ME | 231 OR 121-121L | Manufacturing Processes (2 cr.) Production and Fabrication Processes and Lab (1, 1 cr.) | MNET 231: None ME 121-121L: None | 2 | No |
| MNET | 367 | Production Strategy | MNET 150 or MNET 231 or ET 232 or ME 121 | 2 | No |
| MNET | 367L | Production Strategy Lab | None | 1 | |
| MNET | 467 | Principles of Surface Mount Technology | MNET 367 and OM 462 | 3 | Yes |
| MNET | 469 | Immersive Experience in Surface Mount Technology | MNET 467 | 3 | Yes |
| OM | 462 | Quality Management | STAT 281 or STAT 381 | 3 | No |
| STAT OR STAT | 281 381 | Introduction to Statistics (3 cr.) Introduction to Probability and Statistics (3 cr.) | STAT 281: MATH 103 or MATH 114 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125 or math placement (High School GPA is 3.55 or higher, Math Index 1300 or higher, Accuplacer AAF 250-300 or Accuplacer SDCalculus 1-15, Challenge Index 1300 or higher, or ALEKS PPL 61) STAT 381: MATH 125 | 3 (3-5) | No |
| Subtotal | | | | 18 | |

*Credit hours in parentheses () indicate prerequisite courses not counted in the minor requirements. The net number of prerequisites not counted is 3-5 credits. These prerequisites

are fundamental to SGR #5 general education coursework. MATH 103, MATH 114, MATH 115, MATH 120, MATH 121, MATH 123, MATH 125, and STAT 281 are all approved as courses for SGR #5.

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

At the completion of the Surface Mount Technology minor, students will be able to:

- Describe the Institute of Printed Circuits (IPC) standards and printed circuit board structure and materials.
- Describe manufacturing processes and methods including LEAN, Screen Printing, Component Pick and Place, Soldering and Test procedures.
- Describe and demonstrate quality control methods and processes used in Printed Circuit board manufacture.
- Identify different types of machines used in manufacturing printed circuit boards.
- Students will be able to demonstrate the use of statistical tests used in manufacturing processes.

| Individual Student Outcome | Program Courses that Address the Outcomes | | | | | | |
|---|---|----------|----------|----------|----------|--------|---------------------|
| | GE 101 | MNET 231 | MNET 367 | MNET 467 | MNET 569 | OM 462 | STAT 281 or STAT381 |
| Students will be able to describe the Institute of Printed Circuits (IPC) standards and printed circuit board structure and materials. | | | x | x | | | |
| Students will be able to describe manufacturing processes and methods including LEAN, Screen Printing, Component Pick and Place, Soldering and Test procedures. | x | x | x | | | | |
| Students will be able to describe and demonstrate quality control methods and processes used in Printed Circuit board manufacture. | | | x | x | x | | |
| Students will be able to identify different types of machines used in manufacturing printed circuit boards. | | x | x | x | | | |
| Students will be able to demonstrate the use of statistical tests used in manufacturing processes. | | | | | x | 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 approaches will include face-to-face lecture and hands-on activities.

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 | 2024-2025 Academic Year |

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

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

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

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

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."

The university requests an exception to the Board policy that limits minors to a total of 18 credits, including prerequisites. The Surface Mount Technology Minor will require students to complete prerequisites that are fundamental to SGR #5 general education coursework. The program requires students to complete either STAT 281 or STAT 381. Prerequisites to complete STAT 281 include MATH 103 or MATH 114 or MATH 115 or MATH 120 or MATH 121 or MATH 123 or MATH 125 or math placement (High School GPA is 3.55 or higher, Math Index 1300 or higher, Accuplacer AAF 250-300 or Accuplacer SDCalculus 1-15, Challenge Index 1300 or higher, or ALEKS PPL 61). STAT 381 would require the prerequisite MATH 125. MATH 103, MATH 114, MATH 115, MATH 120, MATH 121, MATH 123, MATH 125, and STAT 281 are all approved as courses for SGR #5. The minor is intended for Electrical Engineering and Mechanical Engineering students. MATH 125 is a required course in both majors.

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.

SDSU does not request new state resources. The development of course material will be supported by the Surface Mount Technology Education consortium. Daktronics has pledged to allow use of one of its manufacturing lines by teachers and students in the hands-on portion of the courses. The minor would be offered with a combination of existing courses and two new courses. The department has an established connection and working relationship with Daktronics.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement.

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

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

Appendix A
Corresponding Curriculum Requests – New Course Requests



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

| | |
|---|--|
| SDSU | Jerome J. Lohr College of Engineering/Department of Construction and Concrete Industry Management |
| Institution | Division/Department |
| Dennis D. Hedge | 4/24/2024 |
| Institutional Approval Signature | Date |

Section 1. Course Title and Description

| Prefix & No. | Course Title | Credits |
|--------------|--|---------|
| MNET 467 | Principles of Surface Mount Technology | 3 |
| MNET 567 | Principles of Surface Mount Technology | 3 |

| |
|--|
| Course Description |
| This course introduces students to automated surface mount technology circuit board assembly. Students will be provided an overview of the print, placement, reflow, and inspections processes involved. In depth discussion of process parameters, typical defects and how to correct them will be presented. |

MNET 467 Pre-requisites or Co-requisites

| Prefix & No. | Course Title | Pre-Req/Co-Req? |
|--------------|---------------------|-----------------|
| MNET 367 | Production Strategy | Pre-Req |
| OM 462 | Quality Management | Pre-Req |

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 |
|--------------|-------------------------|---------|
| MNET 231 | Manufacturing Processes | 3 |
| MNET 367 | Production Strategy | 3 |

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

MNET 231 and MNET 367 are introductory courses that cover a wide range of manufacturing processes and strategies. The proposed course, MNET 467-567 Principles of Surface Mount Technology, will introduce students to automated surface mount technology circuit board assembly.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: The Surface Mount Technology Education consortium will be providing guest speakers and access to an industrial manufacturing process line for course activities. SDSU will provide an instructor to coordinate the course.

3.2. Existing program(s) in which course will be offered: Surface Mount Technology Graduate Certificate, Surface Mount Technology Minor

- 3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): R - Lecture
- 3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 – Face to Face
- 3.5. Term change will be effective: fall 2024
- 3.6. Can students repeat the course for additional credit? ☐ Yes, total credit limit: ☒ No
- 3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No
- 3.8. Will section enrollment be capped? ☒ Yes, max per section: 20 ☐ No
- 3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No
- 3.10. Is this prefix approved for your university? ☒ Yes ☐ No

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

- 4.1. University Department: Construction and Concrete Industry Management
- 4.2. Banner Department Code: SCCM
- 4.3. Proposed CIP Code: 15.0616

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

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

| | | |
|----------------------------|-------------------|-------------|
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| Request Originator | Signature | Date |
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| Department Chair | Signature | Date |
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| School/College Dean | Signature | Date |

- Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
The proposed course, MNET 467-567 Principles of Surface Mount Technology, will introduce students to automated surface mount technology circuit board assembly. The use of Surface Mount Technology is increasing due to the increase in printed circuit boards in consumer electronics and SMART (Self-Monitoring, Analysis, and Reporting Technology), devices. The MNET 467-567 course will allow students to gain knowledge of this process which will enhance their employment opportunities.
- Note whether this course is: ☒ Required ☐ Elective
- In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None
- If this will be a dual listed course, indicate how the distinction between the two levels will be made.
Graduate students will have different assessments compared to undergraduate students as well as more robust projects.
- Desired section size: 20
- Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Carrie Steinlicht, Senior Lecturer, PhD
- Note whether adequate facilities are available and list any special equipment needed for the course.
This lecture course does not require special equipment or facilities.
- Note whether adequate library and media support are available for the course.
Library and media support is adequate for this course as the topic is contained in IEEE journals and other journals presently available through the library.
- Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
- If this course may be offered for variable credit, explain how the amount of credit at each offering is

to be determined.

N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU

Institution

Dennis D. Hedge

Institutional Approval Signature

Jerome J. Lohr College of Engineering/Department of
Construction and Concrete Industry Management

Division/Department

4/24/2024

Date

Section 1. Course Title and Description

| Prefix & No. | Course Title | Credits |
|--------------|--|---------|
| MNET 469 | Immersive Experience in Surface Mount Technology | 3 |
| MNET 569 | Immersive Experience in Surface Mount Technology | 3 |

Course Description

This course provides hands-on experiences in using state of the art automated surface mount technology circuit board assembly. Students will be provided an opportunity to learn about printing, placement, reflow, and inspection processes. Control of process parameters, typical defects and how to correct them will be practiced.

MNET 469 Pre-requisites or Co-requisites

| Prefix & No. | Course Title | Pre-Req/Co-Req? |
|--------------|--|-----------------|
| MNET 467 | Principles of Surface Mount Technology | Pre-Req |

MNET 569 Pre-requisites or Co-requisites

| Prefix & No. | Course Title | Pre-Req/Co-Req? |
|--------------|--|-----------------|
| MNET 567 | Principles of Surface Mount Technology | Pre-Req |

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 |
|--------------|-------------------------|---------|
| MNET 231 | Manufacturing Processes | 3 |
| MNET 367 | Production Strategy | 3 |

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

MNET 231 and MNET 367 are introductory courses that cover a wide range of manufacturing processes and strategies. They are prerequisites to MNET 467-567 Principles of Surface Mount Technology, the prerequisite course to the proposed course which will focus on modern surface mount printed circuit board manufacturing. MNET 469-569 will provide hands-on experience in using state of the art automated surface mount technology circuit board assembly.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: The Surface Mount Technology Education consortium will be providing guest speakers and access to an industrial manufacturing process line for course activities. SDSU will provide an instructor to coordinate the course.

3.2. Existing program(s) in which course will be offered: Surface Mount Technology Graduate Certificate, Surface Mount Technology Minor

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): L - Laboratory

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

3.5. Term change will be effective: fall 2024

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

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

3.8. Will section enrollment be capped? ☒ Yes, max per section: 20 ☐ No

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

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

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

4.1. University Department: Construction and Concrete Industry Management

4.2. Banner Department Code: SCCM

4.3. Proposed CIP Code: 15.0616

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

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

| | | |
|----------------------------|-------------------|-------------|
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| Request Originator | Signature | Date |
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| Department Chair | Signature | Date |
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| School/College Dean | Signature | Date |

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

The proposed course, MNET 469-569 Immersive experience in Surface Mount Technology, will introduce students to automated surface mount technology circuit board assembly. The use of Surface Mount Technology is increasing due to the increase in printed circuit boards in consumer electronics and SMART (Self-Monitoring, Analysis, and Reporting Technology), devices. The MNET 469-569 course will allow students to gain knowledge of this process which will enhance their employment opportunities.

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

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

None

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

Graduate students will have different assessments compared to undergraduate students as well as more robust projects.

5. Desired section size: 20

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Carrie Steinlicht, Senior Lecturer, PhD

7. Note whether adequate facilities are available and list any special equipment needed for the course.
Surface Mount Technology requires access to industrial equipment not at SDSU. Given the cost and rapidly changing technology, SDSU will partner with the Surface Mount Technology Education Consortium to use equipment at operating surface mount facilities. Daktronics has pledged to provide access to an operating manufacturing line at least one day per week for course activities.
8. Note whether adequate library and media support are available for the course.
Library and media support is adequate for this course as the topic is contained in IEEE journals and other journals presently available through the library.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – C (1)

DATE: June 26-27, 2024

SUBJECT

New Undergraduate Certificate Request – BHSU – Wichozani Health & Wellness

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 Wichozani Health & Wellness. In collaboration with The Indian University of North America at Crazy Horse Memorial, BHSU will deliver Indigenous health and wellness education courses that offer several benefits to individuals providing Indigenous tribal healthcare services, to agencies or organizations offering health-related programs, and ultimately to Indigenous communities and tribal citizens. The courses promote cultural sensitivity, enhance understanding of traditional healing practices, and address the unique health challenges faced by Indigenous communities. Graduates may find opportunities in healthcare, public health, community organizations, and government agencies (local, tribal, state, federal) focused on improving Indigenous health outcomes.

IMPACT AND RECOMMENDATION

BHSU plans to offer the proposed certificate at Crazy Horse Memorial. BHSU does not request new state resources. Two new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: BHSU – Wichozani Health & Wellness

DRAFT MOTION 20240626_6-C(1):

I move to authorize BHSU to offer an undergraduate certificate in Wichozani Health & Wellness, 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: | Wichozani Health & Wellness |
| INTENDED DATE OF IMPLEMENTATION: | Spring 2025 |
| PROPOSED CIP CODE: | 05.0202 |
| UNIVERSITY DEPARTMENT: | School of Math and Social Science |
| BANNER DEPARTMENT CODE: | BSMS |
| UNIVERSITY DIVISION: | College of Liberal Arts |
| BANNER DIVISION CODE: | 6A |

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

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

University Approval

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

Jon L. Kilpinen

Institutional Approval Signature

President or Chief Academic Officer of the University

April 12, 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. Is this a graduate-level certificate or undergraduate-level certificate (place an “X” in the appropriate box)?**

Undergraduate Certificate ☒

Graduate Certificate ☐

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

The undergraduate certificate in Wichozani Health & Wellness will provide a semester-long experience through a partnership between The Indian University of North America® at Crazy Horse Memorial® and Black Hills State University (BHSU). The Wichozani Health & Wellness framework will provide robust public health and wellness educational opportunities surrounding the complex and contemporary issues facing American Indians and American Indian communities.

The Wichozani Health & Wellness program is designed to have students study on site at The Indian University of North America® at Crazy Horse Memorial®. Students will have the opportunity to earn 13 credits.

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

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

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

In alignment with American Indian Studies.

- 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.

In collaboration with The Indian University of North America®, BHSU will deliver Indigenous health and wellness education courses that offer several benefits to individuals providing Indigenous tribal healthcare services, to agencies or organizations offering health-related programs, and ultimately to Indigenous communities and tribal citizens. The courses promote cultural sensitivity, enhance understanding of traditional healing practices, and address the unique health challenges faced by Indigenous communities. These courses also contribute to building a more inclusive healthcare system by training professionals to provide culturally competent care, ultimately improving health outcomes for Indigenous populations. The demand for graduates with an undergraduate Indigenous health certificate is increasing as healthcare systems recognize the importance of culturally competent care. With a growing

emphasis on addressing health disparities in Indigenous communities, there is demand for professionals equipped with the knowledge and skills gained from such programs. Graduates may find opportunities in healthcare, public health, community organizations, and government agencies (local, tribal, state, federal) focused on improving Indigenous health outcomes.

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 Wichozani Health and Wellness Certificate is intended for both American Indian students and for those with a strong desire to serve the American Indian population from all degree programs. American Indian students are historically an underrepresented minority group at mainstream colleges and universities nationwide, including South Dakota. At this point, the certificate is designed to be offered at the Indian University of North America at Crazy Horse who are enrolled BHSU students.

This certificate program will work closely with The Center for American Indian Studies that was established at Black Hills State University by an act of the South Dakota Legislature. Some mandates of the Center are:

- *To serve as the administrative unit for academic programs in American Indian Studies (AIS major and minor)
- *To act as a coordinating and liaison facility for issues and programs dealing with American Indian students (BHSU has the highest proportion of American Indian students of any South Dakota state institution of higher learning)
- *To promote awareness of American Indian cultures, value systems, and social problems among both American Indian people themselves and members of the larger society
- *To assist the University in both recruiting and retaining students of American Indian ancestry
- *To act as a liaison with tribal governments, tribal educational facilities, and American Indian organizations in the Northern Plains region when so requested
- *To support, encourage, and seek funding for research and publication pertaining to all areas of American Indian culture, language, and heritage

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

This certificate is designed for the BHSU students enrolled at the Indian University of North America. This certificate could also be available to students who attend BHSU or could be applied towards our American Indian Studies major, or minor.

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

The certificate in Wichozani Health and Wellness will complement a wide array of majors and career paths in health care, biological sciences, nursing, American Indian studies, and exercise sciences.

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 credits could be applied towards a bachelor's degree in American Indian Studies. All twelve credits could be applied to the AIS major and would satisfy twelve of the fifteen required elective 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.**

| Prefix | Number | Course Title (add or delete rows as needed) | Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i> | Credit Hours | New (yes, no) |
|----------|---------|--|--|-----------------|---------------------|
| AIS | 360 | Native American Public Health | | 3 | Yes |
| AIS | 377 | Ethnobotany of the Northern Plains | | 3 | No |
| AIS | 475/575 | Native Food Systems | | 3 | Yes |
| AIS | 492 | Topics | | 3 | No |
| Subtotal | | | | 12 | |

* We request the additional, 13th credit to allow students the critical opportunity to conduct individualized research, scholarship, or a community-related project. We believe this capstone experience will allow students to form the bridge between academic knowledge and future professional work.

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.*

- Demonstrate an understanding of native plants, their medicinal uses.
- Develop broad knowledge of traditional food sources: their identification, location, and preparation.
- Create an understanding of challenges to health that have resulted from traditional to commercialized diet.
- Cultivate skills to assess data and evaluate sources of medical information and sociological studies.
- Understand current resources, governmental systems, policy, and practice related to indigenous health.
- Identify area of focus related to indigenous health and wellness, cultivate and demonstrate a deeper understanding through individualized research, scholarship, or community-based project.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. *Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

| Individual Student Outcome (Same as in the text of the proposal) | AIS 360 | AIS 377 | AIS 447/575 | AIS 492 |
|--|---------|---------|-------------|---------|
| Demonstrate an understanding of native plants, their medicinal uses | | x | | |
| Develop broad knowledge of traditional food sources: their identification, location and preparation. | | | x | |
| Create an understanding of challenges to health that have resulted from traditional to commercialized diet. | | | | x |
| Cultivate skills to assess data and evaluate sources of medical information and sociological studies. | x | | | |
| Understand current resources, governmental systems, policy and practice related to indigenous health. | x | | | |
| Identify area of focus related to indigenous health and wellness, cultivate and demonstrate a deeper understanding through individualized research, scholarship, or community-based project. | | | | x |

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

9. Delivery Location.

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

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

| | Yes/No | Intended Start Date |
|-----------|--------|---------------------|
| On campus | No | Spring 2025 |

| | Yes/No | If Yes, list location(s) | Intended Start Date |
|------------|--------|---|---------------------|
| Off campus | Yes | Crazy Horse Memorial 12151 Avenue of the Chiefs Crazy Horse, SD 57730 | Spring 2025 |

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

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – C (3)

DATE: June 26-27, 2024

SUBJECT

New Graduate Certificate Request – SDSU – Surface Mount Technology

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 Surface Mount Technology (SMT). The proposed graduate certificate will provide knowledge and skills in lean manufacturing methods, materials and equipment for production of printed circuit boards, quality management, statistical control, inspection of processes and products, and SMT processes and methods. The curriculum has been reviewed by the Surface Mount Technology Education Consortium and the national Surface Mount Technology Association.

IMPACT AND RECOMMENDATION

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

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Surface Mount Technology

DRAFT MOTION 20240626_6-C(3):

I move to authorize SDSU to offer a graduate certificate in Surface Mount Technology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

| | |
|---|--|
| UNIVERSITY: | SDSU |
| TITLE OF PROPOSED CERTIFICATE: | Surface Mount Technology |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2024 |
| PROPOSED CIP CODE: | 15.0616 |
| UNIVERSITY DEPARTMENT: | Construction and Concrete Industry Management |
| BANNER DEPARTMENT CODE: | SCCM |
| UNIVERSITY DIVISION: | Jerome J Lohr College of Engineering |
| BANNER DIVISION CODE: | 3E |

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

- The individual preparing this request has read [AAC Guideline 2.3.2.2.C](#), 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

4/25/24

Date

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

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.

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Surface Mount Technology. The graduate certificate in Surface Mount Technology (SMT) will provide knowledge and skills in lean manufacturing methods, materials and equipment for production of printed circuit boards, quality management, statistical control, inspection of processes and products, and SMT processes and methods. The curriculum has been reviewed by the Surface Mount Technology Education Consortium and the national Surface Mount Technology Association.

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.

SDBOR Policy 1.2.5 states South Dakota State University's mission is to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The Surface Mount Technology graduate certificate supports the educational mission of SDSU by providing a needed area of professional education in a necessary engineering technique utilized in regional manufacturing. The certificate aligns with the South Dakota Board of Regents Strategic Plan 2022-2027 Goal 4: Workforce and Economic Development and SDSU's Strategic Plan Pathway to Premier 2030 Goal 1: Achieve Excellence through Transformative Education. The program would be unique in the region and would meet a present need expressed by industry.

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.*

Surface Mount Technology is the process used to manufacture printed circuit boards. Surface Mount Technology is a \$6 Billion business of which the United States has a 28% share. The trend in smaller consumer electronics, SMART (Self-Monitoring, Analysis, and Reporting Technology), and the increase in Internet of Things (IoT) devices is driving manufacturers to incorporate more and smaller printed circuits into products. Surface Mount Technology makes it possible to manufacture these (Research Nester, 2024).¹ At present, Indeed has more than 700 positions being advertised for Surface Mount Technician and over 250 for Surface Mount Engineer. Salaries for Technicians range from \$15 to over \$65 per hour and for Engineers the range is \$80,000 to over \$250,000 per year.²

There is one school in the United States that teaches Surface Mount Technology, Rochester Institute of Technology, as a minor (RIT, 2024).³ Local industry approached SDSU to ask if the university could offer something similar to Rochester's program as they have only been able to hire one individual, a Rochester Institute of Technology graduate, with this education or experience and prior to hiring that person, they were unaware that there were any educational programs offered in the content area. Presently, the industries hire Mechanical and Electrical Engineering students then provide training on the job. A recent meeting was held to determine interest in forming a Surface Mount Technology Technical Education

¹ Research Nester – Surface Mount Technology market report (2024)

https://www.researchnester.com/reports/surface-mount-technology-market/5253?gad_source=1&gclid=Cj0KCQjwwYSwBhDcARIsAOyL0fhORCxHEJIdvJUh2saIBYQG7LsWbzFIVJgoyV3wKkIRxJ3DB9GYPYsaAu5GEALw_wcB Accessed March 25, 2024

² Indeed.com (2024) SMT Technician search https://www.indeed.com/q-smt-technician-jobs.html?aceid=&gad_source=1&gclid=Cj0KCQjwwYSwBhDcARIsAOyL0fhORCxHEJIdvJUh2saIBYQG7LsWbzFIVJgoyV3wKkIRxJ3DB9GYPYsaAu5GEALw_wcB&gclsrc=aw.ds&vjk=7babf12f016cab44 Accessed March 1, 2024

Indeed.com (2024) SMT Engineer search <https://www.indeed.com/jobs?q=smt+engineer&l=&vjk=dcd8a04cfa199f5f> Accessed March 1, 2024.

³ Rochester Institute of Technology Surface Mount Electronics Manufacturing Minor (2024) <https://www.rit.edu/study/surface-mount-electronics-manufacturing-minor> Accessed March 1, 2024.

consortium among the regional companies that would benefit from this training with the effort being spearheaded by Daktronics. There were over 25 people in attendance representing 8 regional companies and the national Surface Mount Technology Association with additional companies noting that they support the idea but were unable to attend the meeting on short notice. From this meeting, there was an estimate of at least 50 employees needed among the regional industries to meet their present needs. With the current move in the United States to domesticate circuit board and semiconductor manufacturing through the CHIPS act, there will be an increase in need.

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 Surface Mount Technology Certificate will aid those entering or already working in the field of component manufacturing especially in companies that manufacture printed circuit boards. The certificate is open to graduates of Electrical Engineering, Electronics Engineering Technology, Mechanical Engineering, and Operations Management programs and others as appropriate. The proposed certificate will assist students in connecting their present knowledge of manufacturing processes to current practices in printed circuit board manufacturing, including materials, processes, and methods including quality assessment and control.

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 would be offered as a stand-alone certificate for those already holding a bachelor's degree in electrical engineering, electronics engineering technology, mechanical engineering, or related fields from a regionally accredited institution. As noted in #2 and #4, the curriculum has been reviewed by the Surface Mount Technology Education Consortium and the national Surface Mount Technology Association.

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 Electrical Engineering, Mechanical Engineering, and the Operations Management programs. This credential will benefit students who plan to work in printed circuit board manufacturing.

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 12 credits can be toward the Master of Engineering (M.Eng.).

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including

prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.

| Prefix | Number | Course Title | Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i> | Credit Hours | New (yes, no) |
|---------------|---------------|--|--|---------------------|----------------------|
| MNET | 567 | Principles of Surface Mount Technology | None | 3 | Yes |
| MNET | 568 | Manufacturing Plant Management | None | 3 | No |
| MNET | 569 | Immersive Experience in Surface Mount Technology | MNET 567 | 3 | Yes |
| OM | 562 | Quality Management | None | 3 | No |
| Subtotal | | | | 12 | |

Twelve credits will be required for the graduate certificate to allow students the opportunity to demonstrate core competencies in printed circuit board manufacturing materials, processes, and methods including LEAN manufacturing concepts.

MNET 567 Principles of Surface Mount Technology (3 cr.) will provide students an understanding of modern printed circuit board manufacturing methods, processes and machines, quality control methods and procedures.

MNET 568 Manufacturing Plant Management (3 cr.) will provide students experience with integrating the technical, managerial, analytical and communications skills necessary to operate a manufacturing process line.

MNET 569 Immersive Experience in Surface Mount Technology (3 cr.) will provide students a practical hands-on experience in working with surface mount technology equipment, methods and processes.

OM 562 Quality Management (3 cr.) will provide students with an understanding of modern manufacturing managerial philosophies and techniques of quality planning and control.

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 be expected to demonstrate how to efficiently design, set up, and manage a printed circuit board manufacturing process. After completion of this certificate, students should be able to:

- Describe the Institute of Printed Circuits (IPC) standards and printed circuit board structure and materials.
- Describe manufacturing processes and methods including LEAN, Screen Printing, Component Pick and Place, Soldering and Test procedures.

- Demonstrate quality control methods and processes used in Printed Circuit board manufacture.
- Identify different types of machines used in manufacturing printed circuit boards.

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

| Individual Student Outcome | Program Courses that Address the Outcomes | | | |
|---|---|----------|----------|--------|
| | MNET 567 | MNET 568 | MNET 569 | OM 562 |
| Students will be able to describe the Institute of Printed Circuits (IPC) standards and printed circuit board structure and materials. | x | | | |
| Students will be able to describe manufacturing processes and methods including LEAN, Screen Printing, Component Pick and Place, Soldering and Test procedures. | x | x | | x |
| Students will be able to demonstrate quality control methods and processes used in Printed Circuit board manufacture. | | | x | |
| Students will be able to identify different types of machines used in manufacturing printed circuit boards. | x | | x | |

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

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning

(e.g., as an on-line program)? *This question responds to HLC definitions for distance delivery.*

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

10. Additional Information:

Additional 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

| | |
|---|--|
| SDSU | Jerome J. Lohr College of Engineering/Department of Construction and Concrete Industry Management |
| Institution | Division/Department |
| Dennis D. Hedge | 4/24/2024 |
| Institutional Approval Signature | Date |

Section 1. Course Title and Description

| Prefix & No. | Course Title | Credits |
|--------------|--|---------|
| MNET 467 | Principles of Surface Mount Technology | 3 |
| MNET 567 | Principles of Surface Mount Technology | 3 |

| Course Description |
|--|
| This course introduces students to automated surface mount technology circuit board assembly. Students will be provided an overview of the print, placement, reflow, and inspections processes involved. In depth discussion of process parameters, typical defects and how to correct them will be presented. |

MNET 467 Pre-requisites or Co-requisites

| Prefix & No. | Course Title | Pre-Req/Co-Req? |
|--------------|---------------------|-----------------|
| MNET 367 | Production Strategy | Pre-Req |
| OM 462 | Quality Management | Pre-Req |

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 |
|--------------|-------------------------|---------|
| MNET 231 | Manufacturing Processes | 3 |
| MNET 367 | Production Strategy | 3 |

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

MNET 231 and MNET 367 are introductory courses that cover a wide range of manufacturing processes and strategies. The proposed course, MNET 467-567 Principles of Surface Mount Technology, will introduce students to automated surface mount technology circuit board assembly.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: The Surface Mount Technology Education consortium will be providing guest speakers and access to an industrial manufacturing process line for course activities. SDSU will provide an instructor to coordinate the course.

3.2. Existing program(s) in which course will be offered: Surface Mount Technology Graduate

Certificate, Surface Mount Technology Minor

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

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

3.5. Term change will be effective: fall 2024

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

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

3.8. Will section enrollment be capped? ☒ Yes, max per section: 20 ☐ No

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

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

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

4.1. University Department: Construction and Concrete Industry Management

4.2. Banner Department Code: SCCM

4.3. Proposed CIP Code: 15.0616

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

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

| | | |
|----------------------------|-------------------|-------------|
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| Request Originator | Signature | Date |
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| Department Chair | Signature | Date |
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| School/College Dean | Signature | Date |

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

The proposed course, MNET 467-567 Principles of Surface Mount Technology, will introduce students to automated surface mount technology circuit board assembly. The use of Surface Mount Technology is increasing due to the increase in printed circuit boards in consumer electronics and SMART (Self-Monitoring, Analysis, and Reporting Technology), devices. The MNET 467-567 course will allow students to gain knowledge of this process which will enhance their employment opportunities.

2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
Graduate students will have different assessments compared to undergraduate students as well as more robust projects.
5. Desired section size: 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Carrie Steinlicht, Senior Lecturer, PhD
7. Note whether adequate facilities are available and list any special equipment needed for the course.
This lecture course does not require special equipment or facilities.
8. Note whether adequate library and media support are available for the course.
Library and media support is adequate for this course as the topic is contained in IEEE journals and other journals presently available through the library.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No

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

N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU

**Jerome J. Lohr College of Engineering/Department of
Construction and Concrete Industry Management**

Institution

Division/Department

Dennis D. Hedge

4/24/2024

Institutional Approval Signature

Date

Section 1. Course Title and Description

| Prefix & No. | Course Title | Credits |
|--------------|--|---------|
| MNET 469 | Immersive Experience in Surface Mount Technology | 3 |
| MNET 569 | Immersive Experience in Surface Mount Technology | 3 |

Course Description

This course provides hands-on experiences in using state of the art automated surface mount technology circuit board assembly. Students will be provided an opportunity to learn about printing, placement, reflow, and inspection processes. Control of process parameters, typical defects and how to correct them will be practiced.

MNET 469 Pre-requisites or Co-requisites

| Prefix & No. | Course Title | Pre-Req/Co-Req? |
|--------------|--|-----------------|
| MNET 467 | Principles of Surface Mount Technology | Pre-Req |

MNET 569 Pre-requisites or Co-requisites

| Prefix & No. | Course Title | Pre-Req/Co-Req? |
|--------------|--|-----------------|
| MNET 567 | Principles of Surface Mount Technology | Pre-Req |

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 |
|--------------|-------------------------|---------|
| MNET 231 | Manufacturing Processes | 3 |
| MNET 367 | Production Strategy | 3 |

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

MNET 231 and MNET 367 are introductory courses that cover a wide range of manufacturing processes and strategies. They are prerequisites to MNET 467-567 Principles of Surface Mount Technology, the prerequisite course to the proposed course which will focus on modern surface mount printed circuit board manufacturing. MNET 469-569 will provide hands-on experience in using state of the art automated surface mount technology circuit board assembly.

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

☒ No. Schedule Management, explain below: The Surface Mount Technology Education consortium will be providing guest speakers and access to an industrial manufacturing process line for course activities. SDSU will provide an instructor to coordinate the course.

3.2. Existing program(s) in which course will be offered: Surface Mount Technology Graduate Certificate, Surface Mount Technology Minor

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): L - Laboratory

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

3.5. Term change will be effective: fall 2024

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

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

3.8. Will section enrollment be capped? ☒ Yes, max per section: 20 ☐ No

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

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

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

4.1. University Department: Construction and Concrete Industry Management

4.2. Banner Department Code: SCCM

4.3. Proposed CIP Code: 15.0616

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

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

| | | |
|----------------------------|-------------------|-------------|
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| Request Originator | Signature | Date |
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| Department Chair | Signature | Date |
| Suzette Burckhard | Suzette Burckhard | 3/26/2024 |
| School/College Dean | Signature | Date |

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

The proposed course, MNET 469-569 Immersive experience in Surface Mount Technology, will introduce students to automated surface mount technology circuit board assembly. The use of Surface Mount Technology is increasing due to the increase in printed circuit boards in consumer electronics and SMART (Self-Monitoring, Analysis, and Reporting Technology), devices. The MNET 469-569 course will allow students to gain knowledge of this process which will enhance their employment opportunities.

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

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

None

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

Graduate students will have different assessments compared to undergraduate students as well as more robust projects.

5. Desired section size: 20

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Carrie Steinlicht, Senior Lecturer, PhD

7. Note whether adequate facilities are available and list any special equipment needed for the course.
Surface Mount Technology requires access to industrial equipment not at SDSU. Given the cost and rapidly changing technology, SDSU will partner with the Surface Mount Technology Education Consortium to use equipment at operating surface mount facilities. Daktronics has pledged to provide access to an operating manufacturing line at least one day per week for course activities.
8. Note whether adequate library and media support are available for the course.
Library and media support is adequate for this course as the topic is contained in IEEE journals and other journals presently available through the library.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – D (1)

DATE: June 26-27, 2024

SUBJECT

**New Specialization Requests – DSU – Computer Science & Cyber Education
Specialization and Educational Technology Specialization – MEd in Educational
Technology**

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 Computer Science & Cyber Education specialization and an Educational Technology specialization within the MEd in Educational Technology. The Computer Science & Cyber Education specialization will equip South Dakota teachers to teach in the Governor’s Cyber Academy (GCA) by credentialing them in secondary computer science education. The South Dakota Department of Education is in the process of creating and approving K-8 Computer Science Standards. The Educational Technology specialization will give teachers the confidence and skills to use technology in the classroom to enhance learning as well as address the workforce demand for career and technical education teachers.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the specializations on campus and online. DSU does not request additional state resources. Nine new courses will be required for Computer Science & Cyber Education specialization, and four new courses will be required for the Educational Technology specialization. Three of the new courses are required for the core curriculum of the program and will apply to both specializations.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Computer Science & Cyber
Education Specialization – MEd in Educational Technology

Attachment II – New Specialization Request Form: DSU – Educational Technology
Specialization – MEd in Educational Technology

DRAFT MOTION 20240626_6-D(1):

I move to authorize DSU to offer a Computer Science & Cyber Education specialization and an Educational Technology specialization within the MEd in Educational Technology program, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

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

| | |
|---|---|
| UNIVERSITY: | DSU |
| TITLE OF PROPOSED SPECIALIZATION: | Computer Science and Cyber Education |
| NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED: | MSEd, Educational Technology |
| BANNER PROGRAM CODE: | DEDT |
| INTENDED DATE OF IMPLEMENTATION: | 5/6/2024 |
| PROPOSED CIP CODE: | 13.0501 |
| UNIVERSITY DEPARTMENT: | Education |
| BANNER DEPARTMENT CODE: | DEDU |
| UNIVERSITY DIVISION: | College of Education |
| BANNER DIVISION CODE: | DED 8E |

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature
President or Chief Academic Officer of the University

3/1/2024

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. 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 computing and technology challenges that teachers face today are much different than they were nearly twenty-five years ago when MSET began. It is time that our program again looks ahead to prepare educators for emerging needs and opportunities. This generation of our degree program prepares teachers to know, teach, and apply neo-global digital skills in cyber security, data privacy (social media), artificial intelligence, cloud computing, and learning analytics (et al.) while remaining anchored to standards-based learning outcomes. Additionally, the introduction of two specializations (18 cr. hrs.), Educational Technology and Computer Science & Cyber Education, creates a stronger disciplinary foundation for educators to offer new opportunities to their students. The specialization in Computer Science & Cyber Education will equip South Dakota teachers to teach in the Governor’s Cyber Academy (GCA) by credentialing them in secondary computer science education. The South Dakota Department of Education is in the process of creating and approving K-8 Computer Science Standards, which will impact over 150 accredited public and accredited non-public schools. In 2023, the South Dakota Department of Education published a K-8 enrollment of 106,164 for public and non-public schools (<https://doe.sd.gov/ofm/enrollment.aspx>). These changes provide an opportunity to train teachers to implement the upcoming K-8 Computer Science Standards. These changes aim to foster innovative, competent professionals prepared to lead in the computer-science sector, which is what the South Dakota Board of Regents has encouraged graduate programs at its member institutions to do.

In terms of teaching the courses in these specializations, DSU will not have to add additional faculty. The new courses will be taught by existing faculty members that have expertise in the appropriate areas. To accommodate the increased workload for the faculty members teaching these new graduate courses, it is possible that adjunct faculty members will need to be utilized to teach one or two undergraduate courses.

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.*

This specialization will be included on a student’s transcript. This specialization highlights students' skills in computer and cyber education. The Computer Science and Cyber Education specialization will help to address the teacher shortage in computer science. Based on data from the Computer Science Teachers Association (CSTA) survey

conducted in 2022¹, there aren't enough teachers qualified to teach computer science courses in many schools. This survey had 2,238 participants and the first recommendation, based on the data collected, was to: "Recruit, retain, and diversify the pool of CS teachers. There are not enough CS teachers to meet the needs across schools, particularly for those serving marginalized communities."

Some additional data to support this claim of a lack of qualified CS teachers comes from the Trends in the State of Computer Science in U.S. K-12 Schools conducted by Google and Gallup in 2016². This survey data came from 4,357 participants which included students, parents, and teachers. Below are some of the key findings that speak to the need for more CS teachers:

Schools report a lack of qualified teachers and funds as key barriers to offering CS. Additionally, schools continue to report that they have too many other classes that support required testing for students, which may immobilize some schools from adding CS offerings, especially in lower grade levels. Sixty-three percent of K-12 principals and 74% of superintendents who do not have CS in their school or district say a reason they do not offer CS is the lack of teachers available at their school with the necessary skills to teach it. Additionally, at least half of principals and superintendents (50% and 55%, respectively) note that they must devote most of their time to other courses that are related to testing requirements.

High school principals without CS classes are more likely to cite a lack of qualified teachers (22%) and lack of student demand (19%) as the main reason for not offering CS than they are to cite too many classes related to testing requirements (14%).

This data comes from surveys conducted nationally. Because this is an online program, we have the potential to attract students from across the country to help meet the workforce demand for more qualified CS teachers.

As schools continue to expand their offerings in computer science and cyber, this shortage will increase and teachers with these qualifications will be in high demand. Additionally, students that complete this specialization will be able to teach dual credit computer science courses as well as potentially teach courses in the Governors Cyber Academy which will help address workforce demand at DSU as well as other BOR institutions.

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

| Prefix | Number | Course Title (add or delete rows as needed) | Credit Hours | New (yes, no) |
|-------------------------|--------|---|--------------|---------------|
| Required Courses | | | 12 | |
| CET | 720 | Leadership and Evaluation of Educational Technology | 3 | No |
| CET | 722 | Instructional Design for Interactive Learning | 3 | Yes |
| CET | 726 | Visual Design for Learning | 3 | Yes |
| CET | 785 | Research Methods in Educational Technology | 3 | Yes |
| | | | | |

¹ 2022 Moving Towards a Vision of Equitable Computer Science – Survey Results. Retrieved from: <https://members.csteachers.org/documents/en-us/1d16f7a7-e39b-4ebd-a5fa-b8cf82e6f029/1/>.

² Google Inc. & Gallup Inc. (2016). Trends in the State of Computer Science in U.S. K-12 Schools. Retrieved from <http://goo.gl/j291E0>

| Computer Science and Cyber Education Specialization | | | 18 | |
|--|-----|---------------------------------------|-----------|-----|
| CSC | 611 | Cyber Leadership and Ethics | 3 | Yes |
| CSC | 613 | Artificial Intelligence for Educators | 3 | Yes |
| CSC | 617 | Cybersecurity for Educators | 3 | Yes |
| CSC | 626 | Computer Programming for Educators | 3 | Yes |
| CSC | 653 | Hardware and Networking for Educators | 3 | Yes |
| CSC | 683 | Cybersecurity Practicum | 3 | Yes |

Total number of hours required for completion of specialization

18

Total number of hours required for completion of major

30

Total number of hours required for completion of degree

30

5. Delivery Location

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

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

| | Yes/No | Intended Start Date |
|------------------|---------------|----------------------------|
| On campus | Yes | Fall 2024 |

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

| | Yes/No | If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i> | Intended Start Date |
|---|---------------|---|----------------------------|
| Distance Delivery (online/other distance delivery methods) | Yes | D15 Online Asynchronous; D01 Face to Face | Fall 2024 |

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

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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

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

| | |
|---|-------------------------------------|
| UNIVERSITY: | DSU |
| TITLE OF PROPOSED SPECIALIZATION: | Educational Technology |
| NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED: | MSEd, Educational Technology |
| BANNER PROGRAM CODE: | DEDT |
| INTENDED DATE OF IMPLEMENTATION: | 5/6/2024 |
| PROPOSED CIP CODE: | 13.0501 |
| UNIVERSITY DEPARTMENT: | Education |
| BANNER DEPARTMENT CODE: | DEDU |
| UNIVERSITY DIVISION: | College of Education |
| BANNER DIVISION CODE: | DED 8E |

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature

President or Chief Academic Officer of the University

3/1/2024

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. 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 computing and technology challenges that teachers face today are much different than they were nearly twenty-five years ago when MSET began. It is time that our program again looks ahead to prepare educators for emerging needs and opportunities. This generation of our degree program prepares teachers to know, teach, and apply neo-global digital skills in cyber security, data privacy (social media), artificial intelligence, cloud computing, and learning analytics (et al.) while remaining anchored to standards-based learning outcomes. Additionally, the introduction of two specializations (18 cr. hrs.), Educational Technology and Computer Science & Cyber Education, creates a stronger disciplinary foundation for educators to offer new opportunities to their students. The specialization Computer Science & Cyber Education will equip South Dakota teachers to teach in the Governor’s Cyber Academy (GCA) by credentialing them in secondary computer science education. These changes aim to foster innovative, competent professionals prepared to lead in the computer-science sector, which is what the South Dakota Board of Regents has encouraged graduate programs at its member institutions to do.

In terms of teaching the courses in these specializations, DSU will not have to add additional faculty. The new courses will be taught by existing faculty members that have expertise in the appropriate areas. To accommodate the increased workload for the faculty members teaching these new graduate courses, it is possible that adjunct faculty members will need to be utilized to teach one or two undergraduate courses.

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.*

This specialization will be included on a student’s transcript. This specialization highlights students' skills in technology integration which are in high demand by schools. According to the International Society for Technology’s 2023 Research Study, 56% of teachers aren’t confident using technology in the classroom¹. We know that as schools continue to invest in technology, teachers with the skills to use the technology effectively will be in a position to fill jobs and use technology in ways that impact learning and potentially improve student achievement.

¹ 2023 ISTE Research Study: Transforming Teacher Education. Retrieved from: https://1818747.fs1.hubspotusercontent-na1.net/hubfs/1818747/2023_ISTEWhitePaper_TransformTeacherEd_web.pdf

Additionally, according to the US Bureau of Labor Statistics “14,800 openings for career and technical education teachers are projected each year, on average, over the decade.”² This Educational Technology Specialization will equip teachers with the skills and qualifications to step into these career and technical education positions.

This Educational Technology specialization would give teachers the confidence and skills to use technology in the classroom to enhance learning as well as address the workforce demand for career and technical education teachers.

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

| Prefix | Number | Course Title (add or delete rows as needed) | Credit Hours | New (yes, no) |
|-------------------------|--------|---|--------------|---------------|
| Required Courses | | | 12 | |
| CET | 720 | Leadership and Evaluation of Educational Technology | 3 | No |
| CET | 722 | Instructional Design for Interactive Learning | 3 | Yes |
| CET | 726 | Visual Design for Learning | 3 | Yes |
| CET | 785 | Research Methods in Educational Technology | 3 | Yes |
| | | | | |

| | | | | |
|--|-----|--|-----------|-----|
| Educational Technology Specialization | | | 18 | |
| CET | 756 | Intro to Instructional Programming | | No |
| CET | 741 | Learning Science in Online Education | 3 | Yes |
| CET | 751 | Technology Hardware and Networking Essentials | 3 | No |
| CET | 753 | OR Network Management in Education Institutions | | No |
| Choose 9 credits from the following: | | | 9 | |
| CET | 532 | Esports Foundations and Systems | 3 | No |
| CET | 723 | Inclusive STEM Instruction | 3 | No |
| CET | 725 | Emerging Technologies in Education | 3 | No |
| CET | 721 | Web Authoring | 1 | No |
| CET | 792 | Topics | 1-3 | No |
| CSC courses listed in the Computer Science and Cyber Education Specialization (CSC 611, CSC 613, CSC 617, CSC 626, CSC 653 or CSC 683) | | | 3-9 | Yes |

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

| |
|----|
| 18 |
| 30 |
| 30 |

5. Delivery Location

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Career and Technical Education Teachers, at <https://www.bls.gov/ooh/education-training-and-library/career-and-technical-education-teachers.htm> (visited April 17, 2024).

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

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

| | Yes/No | Intended Start Date |
|------------------|--------|---------------------|
| On campus | Yes | Fall 2024 |

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

| | Yes/No | If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i> | Intended Start Date |
|---|--------|--|---------------------|
| Distance Delivery (online/other distance delivery methods) | Yes | D15 Online Asynchronous; D01 Face to Face | Fall 2024 |

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – E
DATE: June 26-27, 2024

SUBJECT

Substantive Program Modifications Requiring Board Approval – BHSU, DSU, & SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination
[AAC Guideline 2.3.2.3.A](#) – Substantive Program Modifications

BACKGROUND / DISCUSSION

Dakota State University has 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

- BHSU – Communication and Media (BS) – *request to change total credits required within the discipline, total credits of supportive course work, total credits of elective course work, total credits required for the program, program name, and existing specialization*
- 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 Special 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 Physical Education – *request to change total credits of required within the discipline and total credits of elective course work*

(Continued)

DRAFT MOTION 20240626_6-E:

I move to approve the substantive program modifications from BHSU, DSU, and SDSU, as presented.

- SDSU – *Curriculum and Instruction (M.Ed.)* – request to change total credits required within the discipline, total credits required for the program, reactivate program code and remove specializations

IMPACT AND RECOMMENDATION

Upon approval by the Board, the proposals will move forward for implementation and entry into Banner.

ATTACHMENTS

Attachment I – BHSU: Substantive Program Modification Request – Communication and Media (BS)

Attachment II - DSU: Substantive Program Modification Request – Elementary Education (BSEd)

Attachment III – DSU: Substantive Program Modification Request – Special Education (BSEd)

Attachment IV – DSU: Substantive Program Modification Request – Elementary Education/Special Education (BSEd)

Attachment V – DSU: Substantive Program Modification Request – Physical Education (BSEd)

Attachment VI – SDSU: Substantive Program Modification Request – Curriculum and Instruction (M.Ed.)



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

| | |
|--|--------------------------------|
| UNIVERSITY: | BHSU |
| CURRENT PROGRAM DEGREE: | Bachelor of Science |
| CURRENT PROGRAM MAJOR/MINOR: | Communication and Media |
| CURRENT SPECIALIZATION (If applicable): | |
| CIP CODE: | 090199 |
| UNIVERSITY DEPARTMENT: | Arts and Humanities |
| BANNER DEPARTMENT CODE: | BSAH |
| UNIVERSITY COLLEGE: | College of Liberal Arts |
| BANNER COLLEGE CODE: | 6A |

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.

| | |
|--|---|
| <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Vice President of Academic Affairs or President of the University | <div style="text-align: right; font-size: small; color: gray; margin-bottom: 5px;">Click here to enter a date.</div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date |
|--|---|

1. This modification addresses a change in (place an "X" in the appropriate box):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Total credits required within the discipline <input checked="" type="checkbox"/> Total credits of elective course work <input checked="" type="checkbox"/> Program name <input type="checkbox"/> CIP Code <input checked="" type="checkbox"/> Modification requiring Board of Regents approval <i>Must have prior approval from Executive Director or designee</i> | <input checked="" type="checkbox"/> Total credits of supportive course work <input checked="" type="checkbox"/> Total credits required for program <input checked="" type="checkbox"/> Existing specialization <input type="checkbox"/> Other (explain below) |
|---|--|

2. Effective date of change: 8/1/2024

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 ☐ Specialization ☐ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur (place an "X" in the appropriate 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: **Multimedia Journalism**

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 | | | | Proposed Curriculum (highlight changes) | | | |
|----------------------|------|-----------------------------|----------|---|------|------------------------------------|----------|
| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
| REQUIRED CORE | | | | | | | |
| ART | 161 | Graphic Communications | 3 | ART | 161 | Graphic Communications | 3 |
| | | | | ART | 265 | Basic Photography | 3 |
| | | | | ART | 257 | Intermediate Graphic Communication | 3 |
| CMST | 201 | Interpersonal Communication | 3 | | | REMOVE | |
| | | | | CMST | 215 | Public Speaking | 3 |
| | | | | MCOM | 151 | Intro to Mass Communication | 3 |
| MCOM | 210 | Basic Media Writing | 3 | MCOM | 210 | Basic Media Writing | 3 |
| | | | | MCOM | 266 | Photojournalism | 3 |

| | | | | | | | | |
|---|-----|------------------------------------|---|---------------|-----|-------------------------------|-----|--|
| | | | | MCOM | 317 | Multimedia Reporting | 3 | |
| | | | | MCOM | 325 | Digital Storytelling | 3 | |
| | | | | MCOM | 410 | Advanced Reporting | 3 | |
| | | | | MCOM | 430 | Media Law | 3 | |
| | | | | MCOM | 448 | Interactive Multimedia Design | 3 | |
| | | | | MCOM | 452 | Media Issues | 3 | |
| MCOM | 458 | Integrated Media Production Lab I | 3 | | | REMOVE | | |
| | | OR | | | | | | |
| MCOM | 459 | Integrated Media Production Lab II | 3 | | | REMOVE | | |
| MCOM | 494 | Internship | 3 | MCOM | 494 | Internship | 3 | |
| | | | | MCOM | 495 | Practicum | 1-4 | |
| TEXTUAL COMMUNICATION EMPHASIS | | | | REMOVE | | | | |
| <i>Take one of the Following:</i> | | | | | | REMOVE | | |
| BADM | 344 | Managerial Communications | 3 | | | REMOVE | | |
| ENGL | 379 | Technical Communication | 3 | | | REMOVE | | |
| MCOM | 317 | Multimedia Reporting | 3 | | | REMOVE | | |
| MCOM | 330 | Writing for Digital Media | 3 | | | REMOVE | | |
| VISUAL COMMUNICATION EMPHASIS | | | | REMOVE | | | | |
| ART | 265 | Basic Photography | 3 | | | REMOVE | | |
| ART | 266 | Photojournalism | 3 | | | REMOVE | | |
| ART | 328 | Advertising Media Communication | 3 | | | REMOVE | | |
| MCOM | 331 | Video Production | 3 | | | REMOVE | | |
| DIGITAL COMMUNICATION EMPHASIS | | | | REMOVE | | | | |
| MCOM | 220 | Introduction to Digital Media | 3 | | | REMOVE | | |
| MCOM | 235 | Social Media Survey | 3 | | | REMOVE | | |
| MCOM | 351 | Web Design | 3 | | | REMOVE | | |
| MCOM | 458 | Integrated Media Production Lab I | 3 | | | REMOVE | | |
| | | OR | | | | | | |
| MCOM | 459 | Integrated Media Production Lab II | 3 | | | REMOVE | | |
| AUDIO COMMUNICATION & PERFORMANCE EMPHASIS | | | | REMOVE | | | | |
| CMST | 215 | Public Speaking | 3 | | | REMOVE | | |
| CMST | 222 | Argumentation and Debate | 3 | | | REMOVE | | |
| CMST | 434 | Small Group Communication | 3 | | | REMOVE | | |
| MCOM | 221 | Audio Production | 3 | | | REMOVE | | |
| MCOM | 305 | Sports Broadcasting | 3 | | | | | |
| THEA | 131 | Introduction to Acting | 3 | | | REMOVE | | |
| CULTURAL CONTEXT EMPHASIS | | | | REMOVE | | | | |
| CMST | 410 | Organized Communication | 3 | | | REMOVE | | |
| MCOM | 430 | Media Law | 3 | | | REMOVE | | |
| MCOM | 452 | Mass Media Issues | 3 | | | REMOVE | | |
| MCOM | 475 | Public Relations | 3 | | | REMOVE | | |

| | | | | | | |
|---|-----|--|--|--------|--|--|
| Take 3 additional courses from the above list and from above MCOM or CMST prefix. | | | | REMOVE | | |
| Total number of hours required for major, minor, or specialization | 39 | | Total number of hours required for major, minor, or specialization | 43-46 | | |
| Total number of hours required for degree | 120 | | Total number of hours required for degree | 120 | | |

8. Explanation of the Change:

The proposed changes will streamline the major, provide a clear identity for the program, and ensure that students are provided industry standard edification. Based on industry research, we feel this will provide students a more focused education, while still providing a robust curriculum of courses.

Currently, the major is composed of multiple “choose one” options that current faculty staffing cannot realistically offer or maintain. As such, we are eliminating all the “choose one” options for students and providing a clear academic path for students, while also ensuring that the courses offered are all taught by current, full-time faculty. The “choose one” courses that are being eliminated are: BADM 344, ENGL 379, MCOM 330, ART 328, MCOM 331, MCOM 220, MCOM 235, MCOM 351, MCOM 458, MCOM 459, CMST 222, CMST 434, MCOM 221, MCOM 305, THEA 131, CMST 410, and MCOM 475.

Instead of a buffet of courses to choose from without a clear focus or outcome, we instead provide a set of courses all aligned under the “Multimedia Journalism” major. The courses are focused on providing students with clear career-oriented training in becoming well-rounded multimedia journalism practitioners. As such, we focused on providing students with practical skills in reporting, writing, copy editing, audio and video production and postproduction, graphic design and layout, as well as balancing the curriculum with a solid theoretical/critical thinking foundation.

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.
05/01/2024

10. Identify the program modification requested.
Changing Communication and Media major to Multimedia Journalism major.

11. Provide justification for the desired modification.

The modification will create a cohesive, industry-focused major. This change, first and foremost, will provide students with a major that features a clear pathway of coursework dedicated to ensuring they receive a well-rounded education in multimedia journalism. The modification eliminates extraneous courses and electives that no longer meet the teaching expertise of faculty nor the needs of the major.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

The catalog descriptions will not change as the added courses are SDBOR common courses. The program learning outcomes will focus on providing students with industry standard production skills along with the critical thinking skills necessary to produce ethical content.

13. Indicate the number of students currently enrolled in the program.

30

14. Describe the real impact to students.

Currently enrolled students have the option to adopt the new catalog or use course substitutions to fulfill current major requirements. Course substitutions have been a common theme with Mass Comm majors due to lack of faculty members. New students will automatically be enrolled in the new catalog. This curriculum change does not negate the minor requirement for the Bachelor of Arts Degree. Graduation end date for current students is Spring 2027.

15. Describe the real impact to the university.

The impact to the university should be positive. There may be some advising challenges up front, but a clear path for students to successfully complete the major paired with a sustainable course rotation for one full-time faculty member should ease advising concerns long term.

16. Describe any cost associated with the program modification.

No cost increases, but it may save the program money by no longer needing to employ adjunct faculty.

17. Describe any risks and unintended consequences associated with the program modification.

This plan has been thoroughly vetted with allied faculty and all agree that no negative impact is expected.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

Only future students unless current students elect to adopt the new major catalog.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

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 MAJOR/MINOR: | Elementary Education |
| 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.

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Total credits required within the discipline <input checked="" type="checkbox"/> Total credits of elective course work <input type="checkbox"/> Program name <input type="checkbox"/> CIP Code <input type="checkbox"/> Modification requiring Board of Regents approval <i>Must have prior approval from Executive Director or designee</i> | <input type="checkbox"/> Total credits of supportive course work <input type="checkbox"/> Total credits required for program <input type="checkbox"/> Existing specialization <input type="checkbox"/> Other (explain below) |
|---|---|

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 ☐ Specialization ☐ Minor ☐ Major ☒**5. If a name change is proposed, the change will occur (place an "X" in the appropriate 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):

| <i>Existing Curriculum</i> | | | | <i>Proposed Curriculum (highlight changes)</i> | | | |
|---|----------------|---|--------------|---|------------|--|-----------|
| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
| General Education Requirement* | | | 30 | General Education Requirement* | | | 30 |
| *Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and HIST 151 as part of the system-wide general education requirement. | | | | *Majors must take MATH 114, or MATH 103 , or a course requiring MATH 114 as a prerequisite, INED 211, and HIST 151 as part of the system-wide general education requirement. | | | |
| Professional Education Core | | | 77 | Professional Education | | | 54 |
| | | | | EDFN | 102 | Introduction to Education | 3 |
| EDFN | 295 | Pre Admission Practicum | 1 | | | | |
| EDFN | 300 | Survey of Middle Level Education | 1 | EDFN | 300 | Survey of Middle Level Education | 1 |
| EDFN | 338 | Foundations of American Education | 2 | | | | |
| EDFN | 365 | Computer-Based Technology and Learning | 3 | EDFN | 365 | Computer-Based Technology and Learning | 3 |
| ELED | 462 | Teaching English: New Language | 2 | ELED | 462 | Teaching English: New Language | 2 |
| ELED | 303 | Earth & Physical Science for Elementary Teachers/Lab | 4 | | | | |

| | | | | | | | |
|--|-----|---|----------|--|-----|---|-----------|
| ELED | 361 | Social Studies for Elementary Teachers | 2 | | | | |
| 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 | 341 | Mathematical Concepts for Teachers I | 3 |
| | | | | MATH | 342 | OR Mathematical Concepts for Teachers II | |
| MATH | 342 | Mathematical Concepts for Teachers II | 3 | | | | |
| SPED | 100 | Introduction to Persons with Exceptionalities | 3 | SPED | 100 | Introduction to Persons with Exceptionalities | 3 |
| Admission to Teacher Education Program required for the remaining courses | | | | Admission to Teacher Education Program required for the remaining courses | | | |
| EDER | 415 | Educational Assessment | 2 | | | | |
| EDFN | 401 | Methods of Educational Technology | 1 | | | | |
| EDFN | 440 | Classroom Management | 2 | EDFN | 440 | Classroom Management | 2 |
| EDFN | 465 | Multimedia & Web Development in Education | 2 | | | | |
| | | | | EDER | 431 | Educational Technology & Assessment | 3 |
| 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 | 8 | ELED | 488 | Student Teaching | 6 |
| HLTH | 420 | K-12 Methods of Health Education | 1 | | | | |
| PE | 360 | K-8 Physical Education Methods | 1 | | | | |
| SPED | 441 | Inclusive Methods for Diverse Learners | 2 | | | | |
| SPED | 460 | Family Systems and Professional Collaboration | 2 | SPED | 460 | Family Systems and Professional Collaboration | 3 |
| | | | | | | | |
| Technology Requirement | | | 6 | Technology Requirement | | | 6 |
| CSC | 105 | Introduction to Computers | 3 | CSC | 105 | Introduction to Computers | 3 |
| CIS | 123 | Problem-Solving & Programming OR | 3 | CIS | 123 | Problem-Solving & Programming | 3 |
| CIS | 130 | Visual Basic Programming | | | | | |
| CSC | 150 | Computer Science I | | | | | |
| | | | | | | | |
| Electives | | | 7 | Electives | | | 30 |

| | |
|---|-----|
| Total number of hours required for major, minor or specialization | 83 |
| Total number of hours required for degree | 120 |

| | |
|---|-----|
| Total number of hours required for major, minor or specialization | 60 |
| Total number of hours required for degree | 120 |

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.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

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 MAJOR/MINOR: | Special Education |
| 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.

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):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Total credits required within the discipline | <input type="checkbox"/> Total credits of supportive course work |
| <input checked="" type="checkbox"/> Total credits of elective course work | <input type="checkbox"/> Total credits required for program |
| <input type="checkbox"/> Program name | <input type="checkbox"/> Existing specialization |
| <input type="checkbox"/> CIP Code | <input type="checkbox"/> Other (explain below) |
| <input type="checkbox"/> Modification requiring Board of Regents approval <i>Must have prior approval from Executive Director or designee</i> | |

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 ☐ Specialization ☐ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur (place an "X" in the appropriate 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 | | | | Proposed Curriculum (highlight changes) | | | |
|---|------|-----------------------------------|----------|--|------|--|----------|
| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
| System Wide General Education Requirement* | | | 30 | System Wide General Education Requirement* | | | 30 |
| *Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and HIST 151 as part of the system-wide general education requirement. | | | | *Majors must take MATH 114 or MATH 103, or a course requiring MATH 114 as a prerequisite, INED 211, and HIST 151 as part of the system-wide general education requirement. | | | |
| General Education | | | 30 | General Education | | | 30 |
| | | | | | | | |
| Professional Education Core | | | 78 | Professional Education | | | 57 |
| | | | | EDFN | 102 | Intro to Education | 3 |
| | | | | SPED | 100 | OR Intro to Persons with Exceptionalities | |
| EDFN | 295 | Pre Admission Practicum | 1 | | | | |
| EDFN | 300 | Survey of Middle Level Education | 1 | | | | |
| EDFN | 338 | Foundations of American Education | 2 | | | | |

| | | | | | | | |
|--|-----|---|----------|--|-----|---|----------|
| EDFN | 365 | Computer Based Technology and Learning | 3 | | | | |
| ELED | 462 | Teaching English: New Language | 2 | ELED | 462 | Teaching English: New Language | 2 |
| EPSY | 210 | Lifespan Development | 3 | EPSY | 210 | Lifespan Development | 3 |
| EPSY | 302 | Educational Psychology | 3 | EPSY | 302 | OR Education Psychology | |
| MATH | 341 | Mathematical Concepts for Teachers I | 3 | MATH | 341 | Mathematical Concepts for Teachers I | 3 |
| | | | | MATH | 342 | OR Mathematical Concepts for Teachers II | |
| MATH | 342 | Mathematical Concepts for Teachers II | 3 | | | | |
| SPED | 100 | Introduction to Persons with Exceptionalities | 3 | | | | |
| Admission to Teacher Education Program required for the remaining courses | | | | Admission to Teacher Education Program required for the remaining courses | | | |
| EDFN | 440 | Classroom Management | 2 | EDFN | 440 | Classroom Management | 2 |
| EDFN | 475 | Human Relations | 3 | | | | |
| 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 (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 | | | | |
| 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 | 3 |
| 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 | 3 |
| SPED | 465 | Computer Applications Special Education | 3 | SPED | 465 | Computer Applications Special Education | 3 |
| SPED | 488 | Student Teaching in Special Education | 8 | SPED | 488 | Student Teaching in Special Education | 6 |
| | | | | | | | |
| Technology Requirement | | | 6 | Technology Requirement | | | 6 |
| CSC | 105 | Introduction to Computers | 3 | CSC | 105 | Introduction to Computers | 3 |

| | | | | | | | |
|---|----------------|---|----------|---|-----|-------------------------------|-----------|
| CIS | 123 | Problem-Solving & Programming OR | | CIS | 123 | Problem-Solving & Programming | 3 |
| CIS | 130 | Visual Basic Programming | 3 | | | | |
| CSC | 150 | Computer Science I | | | | | |
| Electives | | | 6 | Electives | | | 27 |
| Total number of hours required for major, minor or specialization | | | 84 | Total number of hours required for major, minor or specialization | | | 63 |
| Total number of hours required for degree | | | 120 | Total number of hours required for degree | | | 120 |

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.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

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 MAJOR/MINOR: | Elementary Education/Special Education |
| 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.

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Total credits required within the discipline <input checked="" type="checkbox"/> Total credits of elective course work <input type="checkbox"/> Program name <input type="checkbox"/> CIP Code <input type="checkbox"/> Modification requiring Board of Regents approval <i>Must have prior approval from Executive Director or designee</i> | <input type="checkbox"/> Total credits of supportive course work <input type="checkbox"/> Total credits required for program <input type="checkbox"/> Existing specialization <input type="checkbox"/> Other (explain below) |
|---|---|

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 ☐ Specialization ☐ Minor ☐ Major ☒**5. If a name change is proposed, the change will occur (place an "X" in the appropriate 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):

| <i>Existing Curriculum</i> | | | | <i>Proposed Curriculum (highlight changes)</i> | | | |
|---|----------------|---|--------------|---|------------|--|-----------|
| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
| System Wide General Education Requirement* | | | 30 | System Wide General Education Requirement* | | | 30 |
| *Majors must take MATH 114 or a course requiring MATH 114 as a prerequisite, INED 211, and HIST 151 as part of the system-wide general education requirement. | | | | *Majors must take MATH 114, or MATH 103 , or a course requiring MATH 114 as a prerequisite, INED 211, and HIST 151 as part of the system-wide general education requirement. | | | |
| General Education | | | 30 | General Education | | | 30 |
| Professional Education Core | | | 99 | Professional Education | | | 74 |
| EDFN | 295 | Pre Admission Practicum | 1 | | | | |
| EDFN | 300 | Survey of Middle Level Education | 1 | | | | |
| | | | | EDFN | 102 | Intro to Education | 3 |
| EDFN | 338 | Foundations of American Education | 2 | | | | |
| EDFN | 365 | Computer-Based Technology and Learning | 3 | EDFN | 365 | Computer-Based Technology and Learning | 3 |
| ELED | 303 | Earth & Physical Science for Elementary Teachers/Lab | 4 | | | | |

| | | | | | | | |
|--|----------------|---|--------------|--|------------|---|----------|
| ELED | 361 | Social Studies for Elementary Teachers | 2 | | | | |
| ELED | 462 | Teaching English: New Language | 2 | ELED | 462 | Teaching English: New Language | 2 |
| 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 | 341 | Mathematical Concepts for Teachers I | 3 |
| | | | | MATH | 342 | OR Mathematical Concepts for Teachers II | |
| MATH | 342 | Mathematical Concepts for Teachers II | 3 | | | | |
| SPED | 100 | Introduction to Persons with Exceptionalities | 3 | SPED | 100 | Introduction to Persons with Exceptionalities | 3 |
| Admission to Teacher Education Program required for the remaining courses | | | | Admission to Teacher Education Program required for the remaining 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 | 3 |
| HLTH | 420 | 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 | 3 |
| 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 | 3 |

| | | | | | | | |
|---|----------------|--|----------|---|-----|--|-----------|
| SPED | 465 | Computer Applications Special Education | 3 | SPED | 465 | Computer Applications Special Education | 3 |
| SPED | 488 | Student Teaching in Special Education | 8 | SPED | 488 | Student Teaching in Special Education | 3 |
| Technology Requirement | | | 6 | Technology Requirement | | | 6 |
| CSC | 105 | Introduction to Computers | 3 | CSC | 105 | Introduction to Computers | 3 |
| CIS | 123 | Problem-Solving & Programming OR | 3 | CIS | 123 | Problem-Solving & Programming | 3 |
| CIS | 130 | Visual Basic Programming | | | | | |
| CSC | 150 | Computer Science I | | | | | |
| Electives | | | 7 | Electives | | | 10 |
| Total number of hours required for major, minor, or specialization | | | 102 | Total number of hours required for major, minor, or specialization | | | 80 |
| Total number of hours required for degree | | | 142 | Total number of hours required for degree | | | 120 |

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.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

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 MAJOR/MINOR: | Physical Education |
| 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.

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):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Total credits required within the discipline | <input checked="" type="checkbox"/> Total credits of supportive course work |
| <input checked="" type="checkbox"/> Total credits of elective course work | <input type="checkbox"/> Total credits required for program |
| <input type="checkbox"/> Program name | <input type="checkbox"/> Existing specialization |
| <input type="checkbox"/> CIP Code | <input type="checkbox"/> Other (explain below) |
| <input type="checkbox"/> Modification requiring Board of Regents approval <i>Must have prior approval from Executive Director or designee</i> | |

2. Effective date of change: Fall Semester 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 ☐ Specialization ☐ Minor ☐ Major ☒**5. If a name change is proposed, the change will occur (place an "X" in the appropriate 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):

| <i>Existing Curriculum</i> | | | | <i>Proposed Curriculum (highlight changes)</i> | | | |
|--|------|-------------------------|----------|---|------|-------------------------|-----------|
| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
| System Wide General Education Requirement | | | 30 | System Wide General Education Requirement | | | 30 |
| Majors must take INED 211, EPSY 210 and MATH 114 or MATH 103 as a prerequisite as part of the system-wide general education requirement. | | | | Majors must take INED 211, EPSY 210, and MATH 114, or MATH 103, or a course requiring MATH 114 as a prerequisite , as part of the system-wide general education requirement. | | | |
| | | | | | | | |
| Major Core Required Courses | | | 39 | Major Core Required Courses | | | 26 |
| 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 |

| | | | | | | | |
|---|----------|--|--------------|---|----------|--|-----|
| PE | 352 | Adapted PE | 2 | | | | |
| PE | 354 | Prevention and Care of Athletic Injuries | 3 | PE | 354 | Prevention and Care of Athletic Injuries | 3 |
| PE | 363 | Skills concepts | 3 | PE | 363 | Skills concepts | 3 |
| PE | 440 | Organization & Admin of HPEA | 2 | | | | |
| SEED | 395 | Practicum | 2 | | | | |
| | | | | GAME | 487 | Facility, Risk, & Facility Management in Sport | 3 |
| | | | | | | | |
| Professional Education Course | | | 28 | Professional Education Courses | | | 15 |
| EDFN | 338 | Foundations of American Ed | 2 | | | | |
| EPSY | 302 | Educational Psychology | 3 | EPSY | 302 | Educational Psychology | 3 |
| SEED | 295 | Practicum | 1 | | | | |
| SPED | 100 | Intro to Persons with Exceptionalities | 3 | SPED | 100 | Introduction to Person's with Exceptionalities | 3 |
| Admission to the Teacher Education Program is required for the remaining courses. | | | | Admission to the Teacher Education Program is required for the remaining courses. | | | |
| | | | | | | | |
| ED | 488 | K-12 Student Teaching | 8 | ED | 488 | K-12 Student Teaching | 4 |
| | | | | EDER | 431 | Educational Technology & Assessment | 3 |
| EDFN | 475 | 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 | 450 | Reading and Content Literacy | 3 | | | | |
| | | | | | | | |
| Supporting Science and Technology Requirement | | | 13 | Supporting Science and Technology Requirement | | | 10 |
| CSC | 105 | Intro to Computers | 3 | CSC | 105 | Intro to Computers | 3 |
| CIS | 123 | Problem Solving and Programming (recommended) OR | 3 | CIS | 123 | Problem Solving and Programming (recommended) OR | 3 |
| CIS | 130 | Visual Basic Programming OR | | CIS | 130 | Visual Basic Programming OR | |
| CSC | 150 | Computer Science I | | CSC | 150 | Computer Science I | |
| BIOL | 221/221L | Human Anatomy/Lab | 4 | BIOL | 221/221L | Human Anatomy/Lab | 4 |
| CSC | 161 | Computer Hardware, Data Communications and Networking | 3 | | | | |
| | | | | | | | |
| Electives | | | 10 | Electives | | | 39 |
| Total number of hours required for major, minor, or specialization | | | 80 | Total number of hours required for major, minor, or specialization | | | 51 |
| Total number of hours required for degree | | | 120 | Total number of hours required for degree | | | 120 |

8. Explanation of the Change:

The reason for this change is based on several items.

- 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.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

| | |
|-------------------------------------|--|
| UNIVERSITY: | SDSU |
| CURRENT PROGRAM DEGREE: | Master of Education (M.Ed.) |
| CURRENT PROGRAM MAJOR/MINOR: | Curriculum & Instruction |
| CURRENT SPECIALIZATION: | – Early Childhood Education – Elementary Education – Secondary Education |
| CIP CODE: | 13.0301 |
| UNIVERSITY DEPARTMENT: | School of Education, Counseling & Human Development |
| BANNER DEPARTMENT CODE: | SECH |
| UNIVERSITY COLLEGE: | College of Education & Human Sciences |
| BANNER COLLEGE CODE: | 3H |

University Approval

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

Dennis D. Hedge

Vice President of Academic Affairs or
President of the University

4/24/2024

Date

1. This modification addresses a change in:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Total credits required within the discipline | <input type="checkbox"/> Total credits of supportive course work |
| <input checked="" type="checkbox"/> Total credits of elective course work | <input checked="" type="checkbox"/> Total credits required for program |
| <input type="checkbox"/> Program name | <input type="checkbox"/> Existing specialization |
| <input type="checkbox"/> CIP Code | <input checked="" type="checkbox"/> Other: Reactivate Program Code to Allow Graduates and Remove Specializations |
- ☒ Modification requiring Board of Regents approval
Must have prior approval from Executive Director or designee

2. Effective date of change: 2024-2025 Academic Year

3. Program Degree Level:

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

4. Category:

Certificate ☐ Specialization ☒ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur:

- ☐ 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:

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:

| <i>Existing Curriculum</i> | | | | <i>Proposed Curriculum (highlight changes)</i> | | | |
|----------------------------|------|---|----------|--|------|---|----------|
| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
| | | Curriculum & Instruction Core Requirements | | | | Curriculum & Instruction Requirements | |
| EDER | 610 | Introduction to Research | 3 | EDER | 610 | Introduction to Research | 3 |
| | | | | EDER | 612 | Inquiry and Action Research | 3 |
| EDFN | 600 | Advanced Pedagogy | 3 | EDFN | 600 | Educational Theory in Practice | 3 |
| | | | | EDFN | 700 | Exceptional Learners | 3 |
| EDFN | 725 | Education in a Pluralistic Society | 3 | EDFN | 725 | Education in a Pluralistic Society | 3 |
| EDFN | 730 | Current Issues in Education | 3 | EDFN | 730 | Current Issues in Education | 3 |
| EPSY | 740 | Advanced Educational Psychology | 3 | EPSY | 740 | Educational Psychology: Cognition, Learning and Applications | 3 |
| | | | | | | | |
| | | | | | | Thesis | |
| | | | | EDFN | 798 | Thesis | 6 |
| | | | | | | ECE, EDER, EDFN, AGED, EDAD, EPSY, FCSE, or HDFS Electives | 3 |
| | | | | | | | |
| | | | | | | Non-Thesis | |
| | | | | | | ECE, EDER, EDFN, AGED, EDAD, EPSY, FCSE, or HDFS Electives | 9 |
| | | | | | | | |
| | | Specialization Requirements | | | | Specialization Requirements | |
| | | Elementary Education Specialization | | | | Elementary Education Specialization | |
| | | Select 9 credits from the following: EDER 612 Inquiry & Action Research (3) EDER 711 Educational Assessment (3) EDFN 700 Exceptional Learners (3) EDFN 750 Educational Technology (3) | 9 | | | Select 9 credits from the following: EDER 612 Inquiry & Action Research (3) EDER 711 Educational Assessment (3) EDFN 700 Exceptional Learners (3) EDFN 750 Educational Technology (3) | 9 |
| | | Select one of the following options: | | | | Select one of the following options: | |
| | | Option A –Thesis | | | | Option A –Thesis | |
| EDFN | 798 | Thesis | 5 | EDFN | 798 | Thesis | 5 |
| | | Approved Electives | 1 | | | Approved Electives | 1 |
| | | | | | | | |
| | | Option B- Research/Design Paper | | | | Option B- Research/Design Paper | |
| EDER | 788 | Master's Research Problems/Projects | 3 | EDER | 788 | Master's Research Problems/Projects | 3 |
| | | Approved Electives | 3 | | | Approved Electives | 3 |
| | | | | | | | |
| | | Option C – Coursework Only | | | | Option C – Coursework Only | |
| | | Approved Electives | 8 | | | Approved Electives | 8 |
| | | | | | | | |
| | | Secondary Education Specialization | | | | Secondary Education Specialization | |
| | | Select 9 credits from the following: EDER 612 Inquiry & Action Research (3) EDER 711 Educational Assessment (3) EDFN 700 Exceptional Learners (3) EDFN 750 Educational Technology (3) | 9 | | | Select 9 credits from the following: EDER 612 Inquiry & Action Research (3) EDER 711 Educational Assessment (3) EDFN 700 Exceptional Learners (3) EDFN 750 Educational Technology (3) | 9 |
| | | Select one of the following options: | | | | Select one of the following options: | |
| | | Option A –Thesis | | | | Option A –Thesis | |
| EDFN | 798 | Thesis | 5 | EDFN | 798 | Thesis | 5 |
| | | Approved Electives | 1 | | | Approved Electives | 1 |
| | | | | | | | |
| | | Option B- Research/Design Paper | | | | Option B- Research/Design Paper | |

| <i>Existing Curriculum</i> | | | | <i>Proposed Curriculum (highlight changes)</i> | | | |
|---|-----|---|----|--|-----|---|----|
| EDER | 788 | Master's Research Problems/Projects | 3 | EDER | 788 | Master's Research Problems/Projects | 3 |
| | | Approved Electives | 5 | | | Approved Electives | 5 |
| | | Option C – Coursework Only | | | | Option C – Coursework Only | |
| | | Approved Electives | 8 | | | Approved Electives | 8 |
| | | Early Childhood Education Specialization | | | | Early Childhood Education Specialization | |
| ECE or EDFN | 794 | Internship (2) | 2 | ECE or EDFN | 794 | Internship (2) | 2 |
| EDFN | 794 | Internship (2) | | EDFN | 794 | Internship (2) | |
| EDFN | 701 | Capstone | 1 | EDFN | 701 | Capstone | 1 |
| | | Select <u>one</u> of the following options: | | | | Select <u>one</u> of the following options: | |
| | | Option A – Thesis | | | | Option A – Thesis | |
| EDFN | 798 | Thesis | 5 | EDFN | 798 | Thesis | 5 |
| EDER OR EDER | 612 | Inquiry & Action Research (3) | 3 | EDER OR EDER | 612 | Inquiry & Action Research (3) | 3 |
| | 614 | Advanced Educational Research Design and Analysis (3) | | | 614 | Advanced Educational Research Design and Analysis (3) | |
| | | Select <u>6</u> credits of the following: ECE 711 Development Theory and Application (3) ECE 715 Cognitive Development (3) EDER 711 Educational Assessment (3) EDFN 700 Exceptional Learners (3) EDFN 750 Educational Technology (3) HDFS 742 Family Theory and Research (3) | 6 | | | Select <u>6</u> credits of the following: ECE 711 Development Theory and Application (3) ECE 715 Cognitive Development (3) EDER 711 Educational Assessment (3) EDFN 700 Exceptional Learners (3) EDFN 750 Educational Technology (3) HDFS 742 Family Theory and Research (3) | 6 |
| | | Approved Electives | 1 | | | Approved Electives | 1 |
| | | Option B- Research/Design Paper | | | | Option B- Research/Design Paper | |
| EDER | 788 | Master's Research Problems/Projects | 3 | EDER | 788 | Master's Research Problems/Projects | 3 |
| | | Select <u>9</u> credits from the following: ECE 711 Development Theory and Application (3) ECE 715 Cognitive Development (3) EDER 612 Inquiry & Action Research (3) EDER 711 Educational Assessment (3) EDFN 750 Educational Technology (3) HDFS 742 Family Theory and Research (3) | 9 | | | Select <u>9</u> credits from the following: ECE 711 Development Theory and Application (3) ECE 715 Cognitive Development (3) EDER 612 Inquiry & Action Research (3) EDER 711 Educational Assessment (3) EDFN 750 Educational Technology (3) HDFS 742 Family Theory and Research (3) | 9 |
| | | Approved Electives | 5 | | | Approved Electives | 5 |
| | | Option C – Coursework Only | | | | Option C – Coursework Only | |
| | | Select <u>9</u> credits from the following: ECE 711 Development Theory and Application (3) ECE 715 Cognitive Development (3) EDER 612 Inquiry & Action Research (3) EDER 711 Educational Assessment (3) EDFN 750 Educational Technology (3) HDFS 742 Family Theory and Research (3) | 9 | | | Select <u>9</u> credits from the following: ECE 711 Development Theory and Application (3) ECE 715 Cognitive Development (3) EDER 612 Inquiry & Action Research (3) EDER 711 Educational Assessment (3) EDFN 750 Educational Technology (3) HDFS 742 Family Theory and Research (3) | 9 |
| | | Approved Electives | 11 | | | Approved Electives | 11 |
| Total number of hours required for degree | | | | Total number of hours required for degree | | | |
| Option A | | | 30 | Thesis | | | 30 |
| Option B | | | 32 | Non-Thesis | | | 30 |
| Option C | | | 35 | | | | |

8. Explanation of the Change:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – F
DATE: June 26-27, 2024

SUBJECT

Inactive Status and Program Termination Requests – NSU & SDSU

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

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

- Degree Program: Biology (BSEd), Chemistry (BSEd), English (BSEd), History (BSEd), Mathematics (BSEd), and Spanish (BSEd)
Justification: NSU is retooling the BSEd secondary education degree program within the Millicent Atkins School of Education to include a teaching pathway for a dual-degree program emphasis of content and secondary education (BA/BS + BSEd). The dual-degree option transcripts both degrees, which allows future employers to see the extent of the student's preparation in both areas. Additionally, the dual-degree option opens up additional career paths as students may pursue teaching, graduate school, curriculum development, educational administration, tutoring, educational publishing in their content area, and more.

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

- Degree Program: Curriculum & Instruction (M.Ed.) – Early Childhood Education, Elementary Education, and Secondary Education Specializations
Justification: The School of Education, Counseling and Human Development has requested to reactivate the M.Ed. Curriculum and Instruction program code [SMED.CI] to allow graduates and to remove the three specializations in Early Childhood Education [SMED.CI-ECE], Elementary Education [SMED.CI-ELE], and Secondary Education [SMED.CI-SED]. Students in the online Curriculum and

(Continued)

DRAFT MOTION 20240626_6-F:

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

Instruction program were required to graduate with one of the three specializations. This request reflects shifts in teacher education graduate studies across institutions. This will help focus the enrollment and recruitment strategies around PK-12 curriculum and instruction studies.

This proposal is contingent upon approval of the Curriculum and Instruction (M.Ed.) program modification by the Board.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – NSU Program Termination Requests

Attachment II – SDSU Program Termination Requests



SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

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

| | |
|--------------------------------|--|
| UNIVERSITY: | NSU |
| DEGREE(S) AND PROGRAM: | BSEd Biology |
| CIP CODE: | 13.1322 |
| UNIVERSITY DEPARTMENT: | Science and Mathematics |
| BANNER DEPARTMENT CODE: | NSCM |
| UNIVERSITY DIVISION: | College of Arts and Sciences |
| BANNER DIVISION CODE: | 5A-College of Arts and Sciences |

University Approval

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

Michael W. W. W.
President (or Designee) of the University

4/29/2024

Date

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

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category (place an "X" in the appropriate box):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

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

Inactive Status ☒ Termination ☐
See question 4 See questions 5 and 6

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

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

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Retooling of the BSEd secondary education degree program by the Millicent Atkins School of Education to include a teaching pathway for a dual-degree program emphasis of content and secondary education (BA/BS + BSEd) supports the Biology program's intent of providing students with more in-depth knowledge of content while also pursuing their Education program requirements. Moving from a BSEd Biology option to a dual-degree option transcripts both degrees, which allows future employers to see the extent of the student's preparation in both areas. Additionally, the dual-degree option opens up additional career paths as students may pursue teaching, graduate school, curriculum development, educational administration, tutoring, educational publishing in their content area, and more. Students interested in pursuing a BSEd in Biology would select the School of Education's BSEd Secondary Education Dual-Degree Emphasis and would receive a BS in Biology and a BSEd in Secondary Education.

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

There will be no negative impact on students. All required courses and electives will be offered in pertinent rotation. Northern will provide a teach-out of the current BSEd Biology program that will allow current students to complete their degree in a timely manner. Current students will also have the option to change to the new catalog and declare the BSEd Secondary Education Dual-Degree Emphasis to receive a BS in Biology and a BSEd in Secondary Education.

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

30 May 2028

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

1 August 2024

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

- D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

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



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

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

| | |
|--------------------------------|---------------------------------|
| UNIVERSITY: | NSU |
| DEGREE(S) AND PROGRAM: | BSEd Chemistry |
| CIP CODE: | 13.1323 |
| UNIVERSITY DEPARTMENT: | Science and Mathematics |
| BANNER DEPARTMENT CODE: | NSCM |
| UNIVERSITY DIVISION: | College of Arts and Sciences |
| BANNER DIVISION CODE: | 5A-College of Arts and Sciences |

University Approval

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

Michael W. Wronos
President (or Designee) of the University

4/29/2024
Date

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

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category (place an "X" in the appropriate box):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

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

Inactive Status ☒ Termination ☐
See question 4 See questions 5 and 6

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

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

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Retooling of the BSEd secondary education degree program by the Millicent Atkins School of Education to include a teaching pathway for a dual-degree program emphasis of content and secondary education (BA/BS + BSEd) supports the Chemistry program's intent of providing students with more in-depth knowledge of content while also pursuing their Education program requirements. Moving from a BSEd Chemistry option to a dual-degree option transcripts both degrees, which allows future employers to see the extent of the student's preparation in both areas. Additionally, the dual-degree option opens up additional career paths as students may pursue teaching, graduate school, curriculum development, educational administration, tutoring, educational publishing in their content area, and more. Students interested in pursuing a BSEd in Chemistry would select the School of Education's BSEd Secondary Education Dual-Degree Emphasis and would receive a BS in Chemistry and a BSEd in Secondary Education.

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

There will be no negative impact on students. All required courses and electives will be offered in pertinent rotation. Northern will provide a teach-out of the current BSEd Chemistry program that will allow current students to complete their degree in a timely manner. Current students will also have the option to change to the new catalog and declare the BSEd Secondary Education Dual-Degree Emphasis to receive a BS in Chemistry and a BSEd in Secondary Education.

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

30 May 2028

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

1 August 2024

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

- D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

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



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

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

| | |
|--------------------------------|---|
| UNIVERSITY: | NSU |
| DEGREE(S) AND PROGRAM: | BSEd English |
| CIP CODE: | 13.1305 |
| UNIVERSITY DEPARTMENT: | English, Communication, and Global Languages |
| BANNER DEPARTMENT CODE: | NECL |
| UNIVERSITY DIVISION: | College of Arts and Sciences |
| BANNER DIVISION CODE: | 5A-College of Arts and Sciences |

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

4/29/2024

Date

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

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category (*place an "X" in the appropriate box*):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

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

Inactive Status ☒ Termination ☐

See question 4

See questions 5 and 6

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

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

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Retooling of the BSEd secondary education degree program by the Millicent Atkins School of Education to include a teaching pathway for a dual-degree program emphasis of content and secondary education (BA/BS + BSEd) supports the English program's intent of providing students with more in-depth knowledge of content while also pursuing their Education program requirements. Moving from a BSEd English option to a dual-degree option transcripts both degrees, which allows future employers to see the extent of the student's preparation in both areas. Additionally, the dual-degree option opens up additional career paths as students may pursue teaching, graduate school, curriculum development, educational administration, tutoring, educational publishing in their content area, and more. Students interested in pursuing a BSEd in English would select the School of Education's BSEd Secondary Education Dual-Degree Emphasis and would receive a BA in English and a BSEd in Secondary Education.

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

There will be no negative impact on students. All required courses and electives will be offered in pertinent rotation. Northern will provide a teach-out of the current BSEd English program that will allow current students to complete their degree in a timely manner. Current students will also have the option to change to the new catalog and declare the BSEd Secondary Education Dual-Degree Emphasis to receive a BA in English and a BSEd in Secondary Education.

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

30 May 2028

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

1 August 2024

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

- D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

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



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

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

| | |
|--------------------------------|--|
| UNIVERSITY: | NSU |
| DEGREE(S) AND PROGRAM: | BSEd History |
| CIP CODE: | 13.1328 |
| UNIVERSITY DEPARTMENT: | History and Social Sciences |
| BANNER DEPARTMENT CODE: | NHSS |
| UNIVERSITY DIVISION: | College of Arts and Sciences |
| BANNER DIVISION CODE: | 5A-College of Arts and Sciences |

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.


4/29/2024

 President (Designee) of the University Date

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

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category (place an "X" in the appropriate box):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

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

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

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:

Retooling of the BSEd secondary education degree program by the Millicent Atkins School of Education to include a teaching pathway for a dual-degree program emphasis of content and secondary education (BA/BS + BSEd) supports the History program's intent of providing students with more in-depth knowledge of content while also pursuing their Education program requirements. Moving from a BSEd History option to a dual-degree option transcripts both degrees, which allows future employers to see the extent of the student's preparation in both areas. Additionally, the dual-degree option opens up additional career paths as students may pursue teaching, graduate school, curriculum development, educational administration, tutoring, educational publishing in their content area, and more. Students interested in pursuing a BSEd in History would select the School of Education's BSEd Secondary Education Dual-Degree Emphasis and would receive a BA in History and a BSEd in Secondary Education.

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

There will be no negative impact on students. All required courses and electives will be offered in pertinent rotation. Northern will provide a teach-out of the current BSEd History program that will allow current students to complete their degree in a timely manner. Current students will also have the option to change to the new catalog and declare the BSEd Secondary Education Dual-Degree Emphasis to receive a BA in History and a BSEd in Secondary Education.

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

30 May 2028

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

1 August 2024

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

- D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

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



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

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| | |
|--------------------------------|-------------------------------------|
| UNIVERSITY: | NSU |
| DEGREE(S) AND PROGRAM: | BSEd Mathematics |
| CIP CODE: | 13.1311 |
| UNIVERSITY DEPARTMENT: | Science and Mathematics |
| BANNER DEPARTMENT CODE: | NSCM |
| UNIVERSITY DIVISION: | College of Arts and Sciences |
| BANNER DIVISION CODE: | 5A |

University Approval

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



President (or Designee) of the University

4/29/2024

Date

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

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category (place an "X" in the appropriate box):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

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

Inactive Status ☒ Termination ☐
See question 4 See questions 5 and 6

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

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

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

The Math program is retooling their BS Math degree to incorporate the Education courses as well as other emphasis as a part of the degree. The purpose is to provide a more cohesive cohort of students as well as provide students more relevant training the math field. To this end, adding the emphases of secondary education, actuarial science, data science, and applied math will better prepare our students for employment after graduation. Further, math courses/electives are being adjusted due to loss of faculty and to better accommodate the needs of students in each emphasis.

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

There will not be any impact to the students. All the courses will be offered in pertinent rotation, and students will still obtain math content as well as education content as a part of the BS Math degree. Thus, the transition from a BSEd Math to a BS Math will be seamless.

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

30 May 2027

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

1 January 2024

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

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

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

- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

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



SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

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| | |
|--------------------------------|---|
| UNIVERSITY: | NSU |
| DEGREE(S) AND PROGRAM: | BSEd Spanish |
| CIP CODE: | 13.1330 |
| UNIVERSITY DEPARTMENT: | English, Communication, and Global Languages |
| BANNER DEPARTMENT CODE: | NECL |
| UNIVERSITY DIVISION: | College of Arts and Sciences |
| BANNER DIVISION CODE: | 5A-College of Arts and Sciences |

University Approval

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

Michael Wernow

President (or Designee) of the University

4/29/2024

Date

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

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category (*place an "X" in the appropriate box*):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

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

Inactive Status ☒ Termination ☐

See question 4

See questions 5 and 6

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

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

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Retooling of the BSEd secondary education degree program by the Millicent Atkins School of Education to include a teaching pathway for a dual-degree program emphasis of content and secondary education (BA/BS + BSEd) supports the Spanish program's intent of providing students with more in-depth knowledge of content while also pursuing their Education program requirements. Moving from a BSEd Spanish option to a dual-degree option transcripts both degrees, which allows future employers to see the extent of the student's preparation in both areas. Additionally, the dual-degree option opens up additional career paths as students may pursue teaching, graduate school, curriculum development, educational administration, tutoring, educational publishing in their content area, and more. Students interested in pursuing a BSEd in Spanish would select the School of Education's BSEd Secondary Education Dual-Degree Emphasis and would receive a BA in Spanish and a BSEd in Secondary Education.

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

There will be no negative impact on students. All required courses and electives will be offered in pertinent rotation. Northern will provide a teach-out of the current BSEd Spanish program that will allow current students to complete their degree in a timely manner. Current students will also have the option to change to the new catalog and declare the BSEd Secondary Education Dual-Degree Emphasis to receive a BA in Spanish and a BSEd in Secondary Education.

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

30 May 2028

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

1 August 2024

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

- D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

6. TERMINATION WITHOUT ENROLLED STUDENTS

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

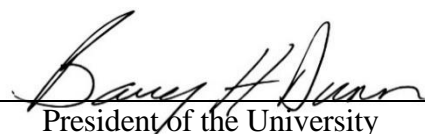


SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

| | |
|--------------------------------|---|
| UNIVERSITY: | SDSU |
| DEGREE(S) AND PROGRAM: | Curriculum & Instruction (M.Ed.) - Early Childhood Education Specialization [SMED.CI-ECE] |
| CIP CODE: | 13.0301 - Major CIP 13.1210 - Specialization CIP |
| UNIVERSITY DEPARTMENT: | School of Education, Counseling & Human Development |
| BANNER DEPARTMENT CODE: | SECH |
| UNIVERSITY DIVISION: | Education & Human Sciences |
| BANNER DIVISION CODE: | 3H |

University Approval

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



 President of the University

4/25/2024

 Date

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

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The School of Education, Counseling and Human Development has requested to reactivate the M.Ed. Curriculum and Instruction program code [SMED.CI] to allow graduates and to remove the three specializations in Early Childhood Education [SMED.CI-ECE], Elementary Education [SMED.CI-ELE], and Secondary Education [SMED.CI-SED]. Students in the online Curriculum and Instruction program were

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.

required to graduate with one of the three specializations. This request reflects shifts in teacher education graduate studies across institutions. This will help focus the enrollment and recruitment strategies around PK-12 curriculum and instruction studies.

This proposal is contingent upon approval of the Curriculum and Instruction (M.Ed.) program modification.

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

The Early Childhood Education Specialization currently has 5 students enrolled. Current students will be allowed to graduate with this specialization.

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

Spring 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*)?

Spring 2024

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

Spring 2026

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

By combining the Elementary Education, Secondary Education, and Early Childhood Education specializations under one broader Curriculum & Instruction program the school will be able to achieve efficiency in scheduling courses.

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

No employee terminations are necessary.

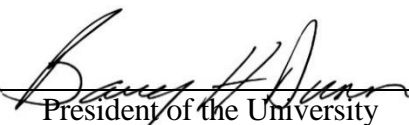


SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

| | |
|--------------------------------|--|
| UNIVERSITY: | SDSU |
| DEGREE(S) AND PROGRAM: | Curriculum & Instruction (M.Ed.) – Elementary Education Specialization [SMED.CI-ELE] |
| CIP CODE: | 13.0301 - Major CIP 13.1202 - Specialization CIP |
| UNIVERSITY DEPARTMENT: | School of Education, Counseling & Human Development |
| BANNER DEPARTMENT CODE: | SECH |
| UNIVERSITY DIVISION: | Education & Human Sciences |
| BANNER DIVISION CODE: | 3H |

University Approval

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



 President of the University

4/25/2024

 Date

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

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The School of Education, Counseling and Human Development has requested to reactivate the M.Ed. Curriculum and Instruction program code [SMED.CI] to allow graduates and to remove the three specializations in Early Childhood Education [SMED.CI-ECE], Elementary Education [SMED.CI-ELE], and Secondary Education [SMED.CI-SED]. Students in the online Curriculum and Instruction program were

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.

required to graduate with one of the three specializations. This request reflects shifts in teacher education graduate studies across institutions. This will help focus the enrollment and recruitment strategies around PK-12 curriculum and instruction studies.

This proposal is contingent upon approval of the Curriculum and Instruction (M.Ed.) program modification.

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

The Elementary Education Specialization currently has 5 students enrolled. Current students will be allowed to graduate with this specialization.

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

Spring 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*)?

Spring 2024

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

Spring 2026

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

By combining the Elementary Education, Secondary Education, and Early Childhood Education specializations under one broader Curriculum & Instruction program the school will be able to achieve efficiency in scheduling courses.

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: | SDSU |
| DEGREE(S) AND PROGRAM: | Curriculum & Instruction (M.Ed.) – Secondary Education Specialization [SMED.CI- SED] |
| CIP CODE: | 13.0301 - Major CIP 13.1205 - Specialization CIP |
| UNIVERSITY DEPARTMENT: | School of Education, Counseling & Human Development |
| BANNER DEPARTMENT CODE: | SECH |
| UNIVERSITY DIVISION: | Education & Human Sciences |
| BANNER DIVISION CODE: | 3H |

University Approval

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



 President of the University

4/25/2024

 Date

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

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The School of Education, Counseling and Human Development has requested to reactivate the M.Ed. Curriculum and Instruction program code [SMED.CI] to allow graduates and to remove the three specializations in Early Childhood Education [SMED.CI-ECE], Elementary Education [SMED.CI-ELE], and Secondary Education [SMED.CI-SED]. Students in the online Curriculum and Instruction program were

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.

required to graduate with one of the three specializations. This request reflects shifts in teacher education graduate studies across institutions. This will help focus the enrollment and recruitment strategies around PK-12 curriculum and instruction studies.

This proposal is contingent upon approval of the Curriculum and Instruction (M.Ed.) program modification.

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

The Secondary Education Specialization currently has 12 students enrolled. Current students will be allowed to graduate with this specialization.

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

Spring 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*)?

Spring 2024

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

Spring 2026

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

By combining the Elementary Education, Secondary Education, and Early Childhood Education specializations under one broader Curriculum & Instruction program the school will be able to achieve efficiency in scheduling courses.

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 and Student Affairs
Consent

AGENDA ITEM: 6 – G
DATE: June 26-27, 2024

SUBJECT

Program Reactivation Request – USD

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 2.3.2.5.A](#) – Programs on Inactive Status

[AAC Guideline 2.3.2.5.C](#) – Reactivation of Programs from Inactive Status

BACKGROUND / DISCUSSION

The University of South Dakota has submitted a request asking to reactivate the Ed.D. in Educational Administration and Leadership with specializations in Curriculum Director, Director of Special Education, Pre-K-12 Principal, and School District Superintendent (see Attachment I). USD made changes to the programs last year, and recently learned through a communication with the South Dakota Department of Education that the changes made were problematic.

IMPACT AND RECOMMENDATION

There are no additional costs to activate the program, as instructors for this degree are already in place.

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Program Reactivation Request

DRAFT MOTION 20240626_6-G:

I move to approve USD's request to reactivate the Ed.D. in Educational Administration and Leadership with specializations in Curriculum Director, Director of Special Education, Pre-K-12 Principal, and School District Superintendent.



April 18, 2024

Dr. Janice Minder
SD Board of Regents
306 East Capitol Avenue, Suite 200
Pierre, SD 57501

RE: Re-activation of specializations in EdD program

Dear Dr. Minder,

On behalf of the University of South Dakota, I am writing to reactivate the Ed.D. in Educational Administration and Leadership with the specializations in Curriculum Director [UEDD.EAL-CRR], Director of Special Education [UEDD.EAL-DSE], Pre-K-12 Principal [UEDD.EAL-PKP], and School District Superintendent [UEDD.EAL-SDS] programs. After a recent communication with the South Dakota Department of Education, we have learned that the change made last year is problematic.

The administrative rules explicitly outline the eligibility criteria for individuals aspiring to serve as curriculum directors, special education directors, Pre-K-12 principals, and school superintendent. Reinstating the Ed.D. programs would fulfill the educational requirements specified by the state, thereby ensuring compliance and legitimacy in our administrator selection process. The Ed.D. programs offer a specialized, hybrid curriculum tailored to the needs and challenges of educational leadership at the building and district levels. By reactivating these programs, we provide aspiring administrators with the opportunity to acquire advanced knowledge, skills, and competencies necessary for effective administration in all educational environments. Educational leadership plays a pivotal role in shaping the academic trajectory and overall success of our schools. Investing in the professional development of future school leaders through a rigorous doctoral program enhances the quality of leadership within our educational system. Well-prepared administrators are better equipped to address complex issues, foster innovation, and promote student achievement.

USD's Ed.D. programs are a strategic imperative that not only aligns with state regulations but also advances our commitment to cultivating effective educational leadership. By providing aspiring school leaders with the opportunity to acquire advanced qualifications and expertise, we enhance the quality and effectiveness of leadership within our educational institutions. There are no additional costs to reactivate the program, instructors for this degree are already in place.

Sincerely,

DocuSigned by:

Kurt Hackemer

C78F4621591048B...

Kurt Hackemer, Provost and Vice President for Academic Affairs

OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

414 East Clark Street • Vermillion, SD 57069 • 605-677-6497 • 605-677-6651 fax • www.usd.edu

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – H (1)

DATE: June 26-27, 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 & Technology (SDSMT) seeks approval to enter into an agreement on academic cooperation with the Universidad Politécnica de Puerto Rico in San Juan, Puerto Rico.

IMPACT AND RECOMMENDATION

The agreement with the Universidad Politécnica de Puerto Rico will allow the two universities to explore staff exchange and collaboration, joint research activities and publications, continuing education and professional development opportunities, and student exchanges.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation – SDSMT & Universidad Politécnica de Puerto Rico

DRAFT MOTION 20240626_6-H(1):

I move to approve South Dakota School of Mines & Technology to finalize and execute the agreement on academic cooperation between SDSMT and the Universidad Politécnica de Puerto Rico in substantially similar form to that set forth in Attachment I.



MEMORANDUM OF UNDERSTANDING

between

**South Dakota School of Mines & Technology
Rapid City, South Dakota, USA**

and

**Universidad Politécnica de Puerto Rico
San Juan, Puerto Rico, USA**



Universidad Politécnica de Puerto Rico, San Juan, Puerto Rico (hereafter referred to as “Universidad Politécnica”) and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as “South Dakota Mines”), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality, reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by faculty members 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.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - Participation in seminars, congresses and meetings
- Student participation
 - Each party will recommend potential students for matriculation of the other university's appropriate academic programs on a reciprocal basis. The student's acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and paying tuition and fees to the host institution.

“Universidad Politécnica” and South Dakota Mines agree to continue discussions on further **cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts** will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university’s home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party, without cause, with six months’ notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

| | |
|---|--|
| Signed on behalf of Universidad Politécnica de Puerto Rico By: | Signed on behalf of South Dakota School of Mines & Technology By: |
| Eng. Ernesto Vázquez Martínez President | Jim Rankin, PhD PE President |
| Date: | Date: |

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

Consent

AGENDA ITEM: 6 – H (2)

DATE: June 26-27, 2024

SUBJECT

Agreements on Academic Cooperation – USD

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, the University of South Dakota (USD) seeks approval to enter into two agreements on academic cooperation. The first is with Cadi Ayyad University, located in Marrakech, Morocco. The second is with the University of California at San Diego (UCSD).

IMPACT AND RECOMMENDATION

The agreement with Cadi Ayyad University will allow the two universities to explore collaboration in the areas of faculty and staff exchange, student exchange or internships, short-term academic programs, joint research projects, or other activities of mutual interest.

The agreement with the University of California at San Diego is between UCSD’s Health Sciences’ T. Denny Sanford Institute for Empathy and Compassion, and The University of South Dakota Sanford School of Medicine. The agreement looks to foster collaboration between both institutions in areas of common interest in medicine. These may include, but are not limited to: exchanges of faculty and staff, exchanges of students, joint research projects and publications, exchanges of publications, materials, and information, joint conference and workshops, and special short-term programs and visits.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation – USD & Cadi Ayyad University

Attachment II – Agreement on Academic Cooperation – USD & University of California at San Diego

DRAFT MOTION 20240626_6-H(2):

I move to approve the University of South Dakota to finalize and execute the agreements on academic cooperation between USD and Cadi Ayyad University, and USD and UCSD, in substantially similar form to that set forth in Attachments I & II.



Memorandum of Understanding between Cadi Ayyad University, Morocco and University of South Dakota, USA

The President of the Cadi Ayyad University (hereinafter referred to as UCA), Marrakech, Morocco and the President/Chair of the University of South Dakota, USA, affirm their intent to promote such academic collaboration and exchanges as will be of mutual benefit to their respective Institutions. The universities, in accordance with their nature and objectives, are destined to play an essential role about the strengthening of friendship between the nations and their economic, social, and cultural development. This agreement is made as a gesture of good will between the two universities/Institutions.

The areas of collaboration may include any activity at either institution that could help foster and develop the relationship, such as:

1. Exchange of faculty and staff
2. Exchange of students for studying and/or practical training/internships.
3. Special short-term academic programs and new forms of studying
4. Cooperation concerning research projects including joint-supervision and accomplishment of doctoral theses.
5. Exchange of information, documentation, and materials where appropriate
6. Acceptance of transfer of credits among the institutions.
7. Organizing joint conference and meetings
8. Identifying and exploring further activities of mutual interest

Details of the implementation of any exchange or cooperation resulting from this agreement shall be negotiated between the two educational institutions as such specific areas arise.

The collaboration on any activity, including the above listed activities, shall be subject to securing appropriate funding based on the approval of each institution's respective authority and to entering into separate agreements upon terms and conditions mutually agreed to by the parties.

Each Institution shall designate a liaison officer to develop and coordinate the specific activities. These are the following at the date of the signing of this agreement:

UCA (Morocco) – contact person:

Blaid Bougadir

President

Cadi Ayyad University

Av. Abdelkrim El Khattabi, B.P. 511 – 40000, Marrakech, Morocco

Contact: (+212) 5.24.434.885 (tel) | presidence@uca.ma (email)**USD (USA) – contact person:**

KC Santosh, PhD

Chair, Computer Science Department

University of South Dakota

414 E Clark St, Vermillion, SD 57069, USA

Contact: (+1) 605.658.6841 (tel) | kc.santosh@usd.edu (email)

Each Institution agrees not to use the other's name or logo in publicity without written consent from the Senior Executive of the other Institution or his/her designate.

The intellectual property policies in place at each Institution shall apply to the activities initiated and implemented by the respective researchers.

Participants under this ***Memorandum of Understanding*** will be selected based on merit and without regard to race, national or ethnic origin, color, religion, age, sex, marital status, physical handicap, or sexual orientation. UCA and USD will each accept the participants selected by the other party if mutually acceptable academic and/or professional qualifications and standards are met.

This Memorandum of Understanding shall remain in force for a period of five (5) years from the date of last signature. It will be automatically renewed each year for a period of one-year unless either university gives a written notice of intent to discontinue six months prior to its expiration.

Cadi Ayyad University, Morocco**University of South Dakota, USA**

Marrakech

Place, Date

Vermillion

Place, Date

SignatureBlaid Bougadir
(President)

SignatureKC Santosh
(Chai, Computer Science Department)



**Memorandum of Understanding Regarding Academic Cooperation
Between
University of California at San Diego, Health Sciences’
T. Denny Sanford Institute for Empathy and Compassion
and
The University of South Dakota Sanford School of Medicine**

FOR THE ESTABLISHMENT OF A COLLABORATION IN EDUCATION

This Memorandum of Understanding (“MOU”) is entered into upon the date signed by both parties (“Effective Date”) by and between The Regents of the University of California, on behalf of the University of California, San Diego, Health Sciences’ T. Denny Sanford Institute for Empathy and Compassion (“UCSD”), located in La Jolla, California and The University of South Dakota Sanford School of Medicine (“USD”), located in Vermillion, South Dakota, with respect to the following:

WHEREAS, UCSD and USD seek to establish a closer relationship to foster collaboration between both institutions in areas of common interest in medicine and the impact of compassion and empathy in medicine with the goal of participating in academic and research activities in areas of common interest, and;

WHEREAS, the objective of this agreement is to promote a cooperative spirit that will enhance the goodwill that characterizes the relationship between our two universities and;

Toward achieving these objectives, UCSD and USD agree to establish a collaborative partnership for:

- a. Exchanges of faculty and staff;
- b. Exchanges of students;
- c. Joint research projects and publications;
- d. Exchanges of publications, materials, and information;
- e. Joint conferences and workshops; and
- f. Special short-term programs and visits.

As outlined in subsequent documents, an exchange will be developed in which students and faculty/staff mentors from USD can participate in research and educational programs.

The primary contacts for this MOU are William C. Mobley, M.D., Ph.D. for UCSD and Tim Ridgway, MD, FACP, FASGE for USD.

1. Initially, the collaboration between UCSD and USD will focus on the areas listed on Exhibit A. Additional programs can be added by mutual agreement of the parties. The parties may enter into specific written agreements hereunder to clarify and define the nature, extent and terms of operation for the proposed collaborations, including intellectual property ownership and funding. Prior to entering into any such agreements, these agreements will require the approval of appropriate officers from each institution. For agreed upon activities, both institutions will make available their facilities and staffs as further defined in such agreements.
2. This MOU is intended to exist for five (5) years from the Effective Date unless terminated by one of the parties. Either institution may withdraw from this MOU at any time without cause and for any reason, provided advance written notification of the withdrawal is given to the other institution at least sixty (60) days prior to the termination date. However, no termination should adversely interrupt or impair a program or course of study or its participants, commenced prior to such termination.
3. This MOU may be renewed for another period upon mutual written consent of the two institutions before the expiration date as an amendment to this MOU. This MOU is made in English, which is the authentic text.
4. Any specific program contemplated hereunder will be subject to mutual consent, availability of funds and approval of both parties.
5. The parties agree that this Memorandum of Understanding 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 purpose of the parties to which the parties are bound in honor only. This MOU may not be enforced in any legal proceeding.
6. This Memorandum of Understanding may be executed in separate counterparts, none of which need contain the signatures of all parties, each of which shall be deemed to be an original, and all of which taken together constitute one and the same instrument. Electronic or scanned signatures will be deemed to have the same effect as an original.

signature page follows immediately

The following individuals, duly authorized, have signed the present Memorandum of Understanding on behalf of their respective institutions.

The parties have executed this Agreement as set forth below.

The Regents of the University of California
on behalf of its San Diego Health Sciences'
T. Denny Sanford Institute for Empathy and
Compassion

By John M. Carethers.....
John M. Carethers, M.D.
Vice Chancellor for Health Sciences

Date: 4/15/2024.....

The University of South Dakota Sanford
School of Medicine

By:
Tim Ridgway, MD, FACP, FASGE
Dean, USD Sanford School of Medicine

Date:

EXHIBIT A

AREAS OF COLLABORATION

The T. Denny Sanford Institute is establishing the **Compassion Ambassador Program (CAmP)** with the goal of creating a national cadre of medical students who will serve as compassion ambassadors. Students will receive empathy and compassion training from the Sanford Institute and will create and disseminate empathy and compassion initiatives at their own medical school. Through a competitive application and selection process, Sanford Institute will provide a financial award to the partner institution's students to attend a 3-day immersive learning experience on the UC San Diego campus during the summer and to create and implement a mentored project related to empathy and compassion at their own institution during the following academic year. CAmP is intended for medical students who would apply with their chosen mentor from their own institution, attend summer CAmP in San Diego, and implement their project during the year following summer CAmP.

To accomplish these goals, the Sanford Institute will:

- Provide the partner institution with all documents necessary to launch the program, including an overall process guide, program marketing and application materials, review rubric, and project reporting templates.
- Complete the final review process of the student applications submitted by the partner institution for award determination
- Provide a funding award directly to students to support their travel to UC San Diego for Summer CAmP and their project implementation
- Facilitate the summer CAmP at UC San Diego, to include empathy and compassion didactics, compassion cultivation and mindfulness training, and social activities. Sanford Institute will provide all housing and meals for students during summer CAmP; students are responsible for their travel to/from UC San Diego using their award funds.
- Carry out evaluation procedures for both the overall CAmP implementation process and the student experience of the summer program and overall program.
- Collaborate with the partner institution to publish and/or present program/project findings, as needed.

To accomplish these goals, the partner institution will:

- Identify a CAmP Coordinator at their institution to implement and oversee the CAmP procedures, to serve as the point of contact for their students/mentors, and to serve as the point of contact for the Sanford Institute
- Announce the CAmP opportunity to their students and potential faculty/staff mentors and make the application available
- Establish internal deadlines for program processes (e.g. application due dates, progress report due dates) in alignment with the Sanford Institute overall timeline
- Ensure students/mentors are implementing their empathy and compassion projects to the best of their ability
- Collaborate with Sanford Institute to publish and/or present program/project findings, as needed.

To accomplish these goals, the partner institution will ensure that students understand their responsibilities as an awardee, which are to:

- Complete and submit the award acceptance form upon award notice
- Attend summer CAmP at UC San Diego during the summer
- Implement their empathy and compassion project under the guidance of their staff/faculty mentor at their own institution to the best of their ability
- Complete any required project reporting
- Collaborate with their own Institution and Sanford Institute to publish and/or present project findings, as needed.

end.///

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – I
DATE: June 26-27, 2024

SUBJECT

Articulation Agreements – SDSU & BHSU

CONTROLLING STATUTE, RULE, OR POLICY

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

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

BACKGROUND / DISCUSSION

BOR Policy 2.2.2.1 – Seamless Transfer of Credit establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2.2.2.1, SDSU & BHSU request approval for the following articulation agreement:

- Students who have completed the AS degree in Applied Health Sciences from BHSU may apply up to 52 credits toward the BSN in Nursing program at SDSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU & BHSU Articulation Agreement

DRAFT MOTION 20240626_6-I:

I move to approve South Dakota State University to finalize and execute the articulation agreement between SDSU and Black Hills State University in substantially similar form to that set forth in Attachment I.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

BLACK HILLS STATE UNIVERSITY (BHSU)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

Agreement with Respect to Applying the
APPLIED HEALTH SCIENCES
Associate of Science (AS) Degree Program at BHSU
Towards the
NURSING (BSN)
Bachelor of Science Degree Program at SDSU

I. Parties

The parties to this agreement are South Dakota State University (SDSU) and Black Hills State University (BHSU).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students;
- D. provide BHSU students an opportunity to complete both the AS degree in Applied Health Sciences and the Bachelor of Science degree with a major in Nursing (BSN) in a seamless process;
- E. encourage students to graduate from both the AS (BHSU) and BSN (SDSU) program and work collaboratively on marketing and admissions guidance.

III. Academic Program

Graduation Requirements for the Bachelor of Science in Nursing (BSN) at SDSU

| | |
|---------------------------------|------------|
| BSN major requirements | 62 |
| General Education Requirements | 32 |
| Pre-Nursing Course Requirements | 26 |
| Total credits required: | 120 |

- A. Requirements to be completed at SDSU for the major in Nursing (BSN) are reflected in the catalog website: catalog.sdstate.edu

- B. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at BHSU if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. General education coursework required for the BS degree in Nursing is identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met. The general education requirements for the BSN program may be completed at BHSU while the student completes the AS degree in Applied Health Sciences if desired.

General Education Course Requirements

| SDSU General Education Requirement | | | BHSU Equivalent | Credit Hours |
|--|--|-----------|--|--------------|
| SGR 1 Written Communication and Literacy Skills | ENGL 101 Composition | 3 | ENGL 101 | 3 |
| | ENGL 201 Composition II | 3 | ENGL 201 | 3 |
| SGR 2 Oral Communication | Approved SGR #2 course from CMST 101, 215, or 222 | 3 | Approved SGR #2 course from CMST 101, 215, or 222 | 3 |
| SGR 3 Social Sciences | PSYC 101 General Psychology | 3 | PSYC 101 | 3 |
| | SOC 100 Introduction to Sociology OR SOC 150 Social Problems | 3 | SOC 100 OR SOC 150 | 3 |
| SGR 4 Humanities & Fine Arts | Approved SGR #4 courses | 6 | Approved SGR #4 courses | 6 |
| SGR 5 Mathematics | Approved SGR 5 mathematics course | 3 | MATH 103 or higher | 3 |
| SGR 6 Natural Sciences | MICR 231/231L General Microbiology/Lab AND CHEM 106/106L Chemistry Survey/Lab OR CHEM 112/112L General Chemistry I/Lab | 8 | BIOL 231/231L AND CHEM 106/106L OR CHEM 112/112L | 8 |
| Total General Education Credits | | 32 | | 32 |

- C. The Pre-Nursing Course Requirements for the Major must also be completed as outlined below. This coursework may be taken at BHSU if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Additional foundational coursework will be transferred if the Regental System General Education transfer requirements are met. The foundational course requirements for the BSN program may be completed at BHSU while the student completes the AS degree in Applied Health Sciences.

Pre-Nursing Course Requirements for Major

| SDSU Foundational Course Requirements for Major | | BHSU Equivalent** | |
|--|--------------|---|--------------|
| BIOL 221/221L Human Anatomy and Lab | 4 | BIOL 121 BIOL 121L | 3 1 |
| BIOL 325/325L Physiology and Lab | 4 | BIOL 123 BIOL 123L | 3 1 |
| MICR 231/231L General Microbiology and Lab | 4 | BIOL 231 BIOL 231L | 3 1 |
| NURS 119 First Year Seminar | 2 | GS 100 OR NURS 119 | 1 2 |
| NUTR 315 Human Nutrition | 3 | HLTH 315 OR HLTH 422 as taught by BHSU | 3 |
| PSYC 101 General Psychology | 3 | PSYC 101 | 3 |
| NURS 201 Medical Terminology (<i>Elective</i>) | 1 | BIOL 286 | 3 |
| Total Pre-Nursing Credits | 20-21 | Total BHSU Credits | 19-20 |

**BHSU equivalent courses included in the AS in Applied Health Sciences Degree; additional elective credits may be transferred if they meet Regental System General Education transfer requirements.

IV. Pathway: Forward Articulation (completing AS degree in Applied Health Sciences at BHSU and transferring to SDSU to complete the Bachelor of Science in Nursing (BSN))

- A. A selection of SDSU Nursing major courses, including NURS 234, NURS 235, NURS 258, NURS 258L, NURS 272 and NURS 323, may be used as electives in the AS in Applied Health Sciences at BHSU.
- B. Students may elect to participate in dual advising from BHSU and SDSU while completing the BHSU AS in Applied Health Sciences program in preparation for the SDSU Bachelor of Science in Nursing program.
- C. Upon successful completion of the requirements of the AS in Applied Health Sciences at BHSU, they will graduate with an AS in Applied Health Sciences. Provided they meet all other admissions requirements and application deadlines, students will have a guaranteed seat in the Rapid City site for the SDSU College of Nursing BSN program (this agreement will be reviewed as needed, at minimum every seven years, to ensure capacity is available). If students are accepted and transfer to the SDSU Bachelor of Science in Nursing program prior to completing the BHSU AS in Applied Health Sciences degree, SDSU will advise students to complete their BHSU AS in Applied Health Sciences requirements and apply for graduation from BHSU while completing the SDSU Bachelor of Science in Nursing program.
- D. At the time of acceptance into the SDSU Bachelor of Science in Nursing program, SDSU will accept all courses from the AS in Applied Health Sciences degree as listed in this agreement. Transferable general education coursework and other pre-nursing requirements will be accepted.

- E. Once accepted into SDSU Nursing, students will complete the requirements for the Nursing (BSN) major and any other general education or free elective requirements that remain unsatisfied.
- F. Students must meet all Board of Regents policies, as well as university graduation requirements of the institution granting the degree.

V. Scholarships

To provide financial support for students transferring from BHSU's Applied Health Sciences associate degree to SDSU's Bachelor of Science in nursing degree, BHSU and SDSU shall honor merit-based scholarships, specifically the BHSU Scholarships of Distinction and SDSU Jackrabbit Guarantee, for first-time students as they transfer between institutions. First-time Applied Health Sciences students in good standing, who have met all applicable criteria for maintaining their scholarship at BHSU and have not exceeded the eligible semester count, will have their merit-based scholarship honored at an equivalent or higher amount upon transfer to SDSU's Bachelor of Science in nursing degree at the Rapid City site. After transfer, students must meet all applicable SDSU requirements for maintaining the scholarship. SDSU will honor the scholarship for the duration of the student's four-year scholarship commitment assuming all SDSU continuing eligibility requirements are met. This scholarship partnership will go into effect for students transferring from BHSU's Applied Health Sciences associate degree to SDSU's Bachelor of Science in nursing degree at the Rapid City site starting with the fall 2023 semester.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents.

VIII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by either party. Termination for any of these reasons is not a default by either party nor does it give rise to a claim against either party.

This agreement will be reviewed at minimum every seven years from the effective date per South Dakota Board of Regents policy 2:27. This agreement may be reviewed as needed at the prompting of either part.

IX. Effective Date of Agreement:

This agreement will take full effect upon approval from all parties and the South Dakota Board of Regents.

For Black Hills State University:

Cynthia Anderson, Ph.D.
Dean of College of Business and Natural Sciences
Black Hills State University

Date: _____

Jon Kilpinen, Ph.D.
Provost and Vice President for Academic Affairs
Black Hills State University

Date: _____

For South Dakota State University:

Mary Anne Krogh, Ph.D.
Dean of the College of Nursing
South Dakota State University

Date: _____

Dennis Hedge, Pharm.D.
Provost & Vice President for Academic Affairs
South Dakota State University

Date: _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – J
DATE: June 26-27, 2024

SUBJECT

SDSBVI High School Activities Association Membership

CONTROLLING STATUTE, RULE, OR POLICY

[SD High School Association – Constitution and Bylaws](#)

BACKGROUND / DISCUSSION

The South Dakota School for the Blind and Visually Impaired requests approval for continued membership in the South Dakota High School Activities Association. The membership begins July 1, 2024 and ends on June 30, 2025, with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDHSAA School Board Resolution 2024-2025

DRAFT MOTION 20240626_6-J:

I move to approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.



South Dakota High School Activities Association
P.O. Box 1217 ❖ Pierre, SD 57501
Phone (605) 224-9261 FAX: (605) 224-9262

SCHOOL BOARD RESOLUTION

Authorizing Membership in the South Dakota High School Activities Association

By resolution, the School Board of:

South Dakota School for the Blind and Visually Impaired / South Dakota Board of Regents
 (Name of School District or School)

has authorized membership in the South Dakota High School Activities Association for the high school(s) under its jurisdiction as hereinafter listed:

SDSBVI – South Dakota School for the Blind and Visually Impaired / Aberdeen SD

This is to be for the period which begins July 1, 2024 and ends on June, 30, 2025 with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

In addition, the above-mentioned School Board has ratified the Constitution, By-Laws, and rules of the South Dakota High School Activities Association as of July 1, 2024 and agrees to conduct its activities programs within the framework of these instruments.

 June 26, 2024

Date of Resolution

 President of Board

 Superintendent of Schools

Due By:

July 15, 2024

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – K
DATE: June 26-27, 2024

SUBJECT

2023 Academic Degree Program Productivity Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.4](#) – Academic Program Evaluation and Review Policy
[AAC Guideline 2.3.4.A\(5\)](#) – Program Productivity Review Guideline

BACKGROUND / DISCUSSION

The Board of Regents approved BOR Policy 2.3.4 – Academic Program Evaluation and Review Policy at their [March](#) and [May](#) meetings in 2021. The program evaluation requires campuses to evaluate their portfolio of programs, and if a program is flagged, it must be evaluated and have an action plan developed.

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

1. Degree conferral will flag if the program does not meet one (1) of the following:
 - a. Associate Degree – Five (5) graduates a year or twenty-five (25) during the five (5)-year reporting period.
 - b. Bachelor’s Degree – Seven (7) graduates a year or thirty-five (35) during the five (5)-year reporting period.
 - c. Master’s Degree – Four (4) graduates a year or twenty (20) during the five (5)-year reporting period.
 - d. Professional, Terminal, and Doctoral Degree – One (1) graduate a year or five (5) during the five (5)-year reporting period.
2. Student enrollment will be flagged if the program does not meet one (1) of the following:
 - a. Associate Degree – Three (3)-year average of a minimum of fifteen (15) enrollments.
 - b. Bachelor’s Degree – Three (3)-year average of a minimum of twenty-five (25) enrollments.

(Continued)

DRAFT MOTION 20240626_6-K:

I move to approve the recommendations as outlined in this item.

- c. Master's Degree – Three (3)-year average of a minimum of fifteen (15) enrollments.
 - d. Professional, Terminal, and Doctoral Degree – Three (3)-year average of a minimum of seven (7) enrollments.
3. Financial Viability – This is an evaluation based on instructional revenue and expenses by the academic vice president.

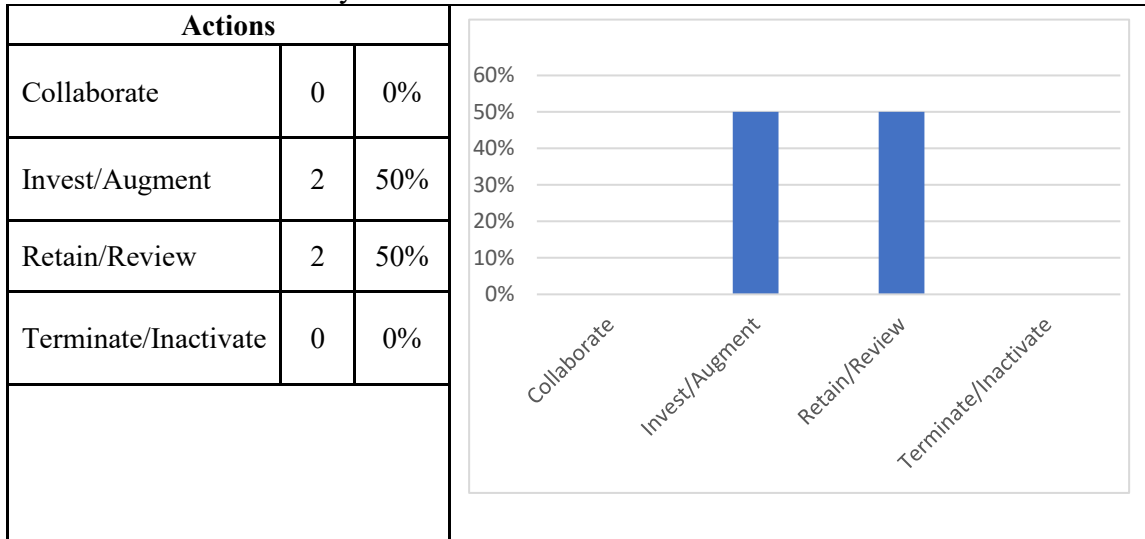
The campuses had a total of 42 programs assigned to the normally scheduled three-year mid-cycle review. Among the 42 programs, 4 were flagged via BOR Policy 2.3.4 and evaluated by university academic leadership as required (See Attachment I, Appendix I – Board Policy Summary). Table 1 provides the recommendations from the evaluation.

Table 1: Program Productivity Evaluation

| Northern State University | | |
|--|---|-----------------------|
| Classification of Instructional Program-CIP | Program Code and Description | Recommendation |
| 231304 | NBA.CST NSU Communication Studies (BA) | Invest/Augment |
| 261301 | NBS.ESC NSU Environmental Science (BS) | Invest/Augment |
| South Dakota State University | | |
| Classification of Instructional Program-CIP | Program Code and Description | Recommendation |
| 190701 | SAS.HDV SDSU Human Dev/Family Serv (AS) | Retain/Feeder |
| University of South Dakota | | |
| Classification of Instructional Program-CIP | Program Code and Description | Recommendation |
| 520213 | UBS.TCL USD Technical Leadership (BS) | Retain/Feeder |

The outcome of the evaluation was as follows, two (2) programs will be augmented (with a two-year review window) and two (2) were requested to retain for further review (as a feeder). The feeders will be placed on a five-year period for review.

Table 2: Action Summary



IMPACT AND RECOMMENDATION

The campuses have been working on the evaluation of these program reviews since February 2024. Working with academic leadership and Board academic staff has been an iterative process. Academic leadership worked directly with their campuses per internal institutional processes.

Attachment I is the annual report that has been developed for the Regents which provides supporting documentation. It is recommended that the Board approve the action recommendations as presented in Tables 1 and 2.

ATTACHMENTS

Attachment I – Academic Degree Program Productivity Report

The Board of Regents System guidelines for monitoring low-producing programs were established by the SB55 Taskforce recommendation, academic leadership at each of the campuses, and approved by the Regents. The System's dedication to ensuring program quality and program viability is a central focus of Board policy and their fiduciary responsibility as the constitutional governing board.

Policy 2.3.4 – Academic Program Evaluation and Review Policy:

Requires an evaluation of academic program productivity every three years coupled tightly with the three-year mid-cycle review. Following an analysis of the data and consultations with chief academic officers, a report shall be presented for consideration by BOR Committee A. Committee A evaluates and makes the final recommendation for the Full Board at the Board of Regents meeting. Appendix I outlines a summary of the process.

Definitions:

Retrieved from BOR Policy 2.3.4 – Academic Program Evaluation and Review Policy

Three-Year Mid-Cycle Analytics/Evaluation: University examination of program performance based on a set of common metrics: enrollment, student success, instructional activity, faculty, and revenue/expense.

Program Productivity Review: Board of Regents program productivity review analyzing programs that fail to meet the established criteria thresholds.

Watchlist: A program appearing on the Program Productivity report and allowed to remain active will be placed on an annual report created by BOR and provided to the University.

Program Assessment:

Using the criteria established by policy, data on academic programs were flagged due to low enrollments and lower program conferral numbers. The academic vice presidents further evaluated for program financial viability. EAB Edify standardized academic dashboards and other reporting tools were utilized by campuses to evaluate and make recommendations.

Mid-Cycle Review and Program Productivity Review Findings:

The campuses had a total of 42 programs assigned to the normally scheduled three-year mid-cycle. Among the 42 programs, 4 were flagged via BOR Policy 2.3.4 and evaluated by university academic leadership as required.

Summary from Calendar Year (CY) 2010 – 2023 Findings:

The enhancement of the program evaluation process as recommended by SB55 taskforce and approved by the Board of Regents, improves upon past practices. Appendix III – VI provides additional documentation. However, in this program productivity evaluation cycle, we see evidence pointing toward more collaborative requests.

Appendix:

Appendix I – Evaluation Policy Summary (2.3.4)

Appendix II – Current Cycle (Program Productivity Evaluation)

Appendix III – Active Programs by Campus and Degree Type

Appendix IV – Discontinued Programming by Campus and Degree Type CY 2010-2022

Appendix V – Approved Programming by Campus and Degree Type CY 2010-2022

Appendix VI – System Summary Comparison CY 2010-2022

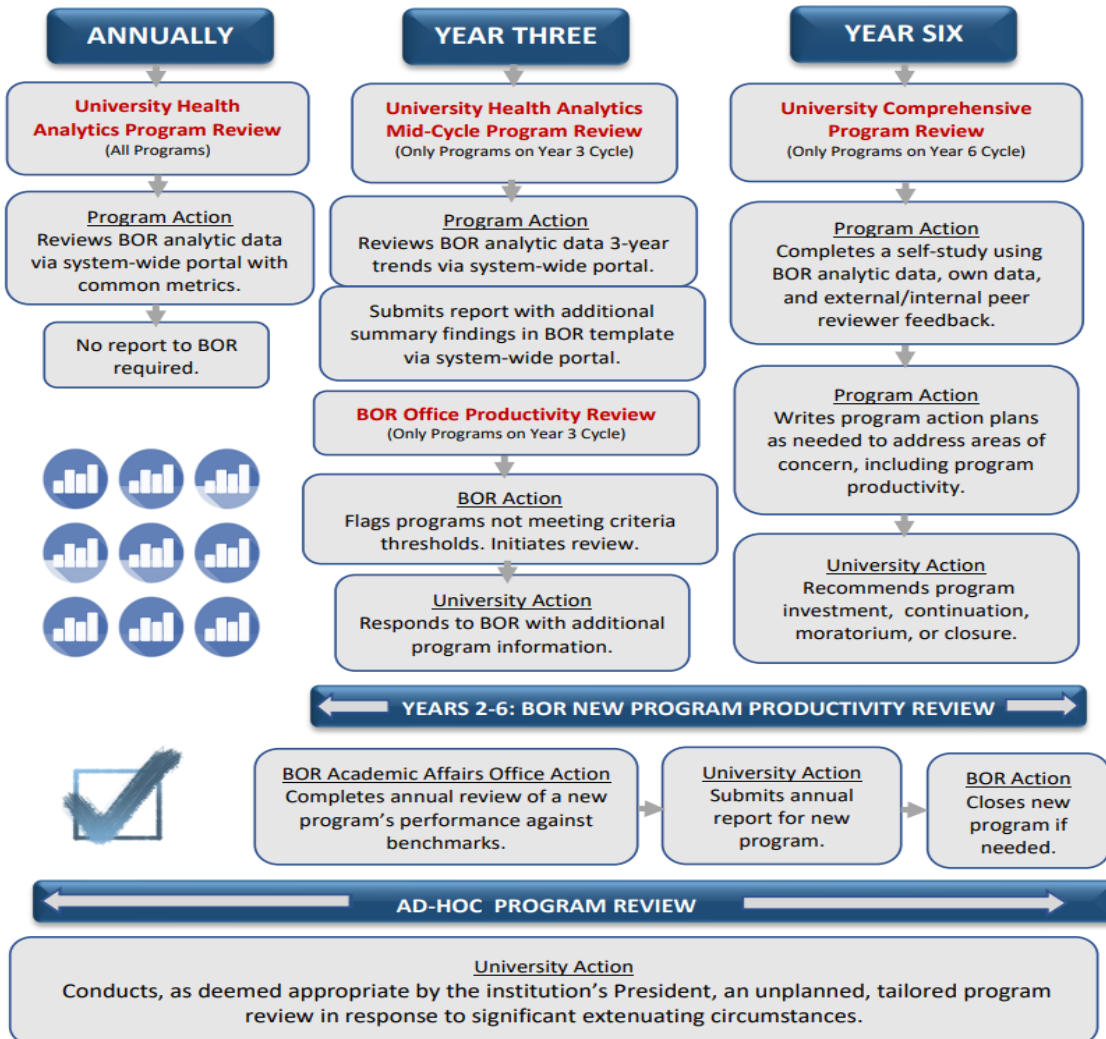
Appendix I

South Dakota Board of Regents – Policy Summary

In March of 2022, the Board of Regents approved the recommended policy from the SB55 taskforce. The graphic below describes the evaluation process.

Graph 1: Review of Academic Program Evaluation Cycle

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



Each year, as programs are scheduled for the year-three mid-cycle, they will also be evaluated for program productivity measures. If they are flagged, they are reviewed by the academic units at the campus/institution and a recommendation is forwarded to the Board office. Working with the academic vice president or designee, the Board office will evaluate the assessments and recommendations. Board academic staff may request the Board of Regents to approve full recommendations as submitted or approve additional/modified board academic staff recommendations. Any modified recommendation will be shared with the academic vice president so the dialogue can begin at the campus.

Appendix II

South Dakota Board of Regents Current Cycle – Program Productivity Evaluation

In the 2023 Mid-Cycle review, 42 programs were flagged for evaluation. Among the 42 programs, four (4) were flagged via BOR Policy 2.3.4 and evaluated by university academic leadership as required.

Table 1 provides a breakdown of those that were either noted for evaluation based on the mid-cycle or the watchlist. The 21 programs that moved forward in accordance with policy to a program productivity evaluation shall be reviewed and one of the following options must be selected by the campus.

1. Program Closure
2. Program Moratorium
3. Retain with Further Review (limit to two-year review/used only once)
4. Investment/Augmentation (Includes Collaboration)

Table 1: Assessment Findings

| University | Flagged for Mid-Cycle Evaluation | Watchlist (Programs Flagged Past Cycle) | Forwarded to the Program Productivity Evaluation |
|------------|----------------------------------|---|--|
| BHSU | 0 | 0 | 0 |
| DSU | 0 | 0 | 0 |
| NSU | 2 | 0 | 2 |
| SDSMT | 0 | 0 | 0 |
| SDSU | 1 | 0 | 1 |
| USD | 1 | 0 | 1 |

Table 2 denotes the recommended actions as outlined in the Board of Regents cover item. All but two (2) of the campus recommendations were adopted and forwarded to the Regents for consideration. Two (2) programs were partially supported with a recommendation for further research on the degree, major components.

Table 2: Recommended Actions

| Actions | | | |
|----------------------|---|-----|--|
| Collaborate | 0 | 0% | |
| Invest/Augment | 2 | 50% | |
| Retain/Review | 2 | 50% | |
| Terminate/Inactivate | 0 | 0% | |
| | | | |

As noted in Table 2, two (2) programs are being evaluated for system collaboration. This process includes development of the agreement for the system and will take time for full agreement; an update will be provided to the Regents as this plan moves forward.

Two (2) of the programs are already in the process of augmenting and investing for the intended outcome of more enrollments. Two (2) of the programs are recommended to be retained with adoption to place as a Feeder with reevaluation in five (5) years.

The following table series provides more information by campus.

Table 3: Campus Summary

Northern State University

| Classification of Instructional Program-CIP | Program Code and Description | Recommendation |
|--|--|-----------------------|
| 231304 | NBA.CST NSU Communication Studies (BA) | Invest/Augment |
| 261301 | NBS.ESC NSU Environmental Science (BS) | Invest/Augment |

South Dakota State University

| Classification of Instructional Program-CIP | Program Code and Description | Recommendation |
|--|---|-----------------------|
| 190701 | SAS.HDV SDSU Human Dev/Family Serv (AS) | Retain/Feeder |

University of South Dakota

| Classification of Instructional Program-CIP | Program Code and Description | Recommendation |
|--|---------------------------------------|-----------------------|
| 520213 | UBS.TCL USD Technical Leadership (BS) | Retain/Feeder |

To help gain an understanding of current programming levels, Appendix III outlines all currently approved programs. To present a clear historical understanding of program evaluation, Appendix IV – VI shares the outcomes of both the campus-initiated program and Board policy-initiated program evaluation.

Appendix III
South Dakota Board of Regents Active Programming

The Board of Regents offers the following degree types:

1. A **certificate** is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. This is not considered a degree; however, it is a credential that is transcribed and can be stackable into the degree programs.
2. An **associate degree** is a two-year degree requiring 60 credit hours.
3. A **bachelor degree** is a four-year degree typically requiring 120 credit hours.
4. A **master's degree** is a program of advanced, specialized study in a particular field. The degree normally requires one to two years of full-time study (or equivalent) and the completion of a minimum of 30 semester hours of credit, depending on the plan of study.
5. An **education specialist** is a post-master's award recognizing completion of an organized program of study beyond the master's degree that does not meet the requirements for a doctoral degree.
6. A **first professional degree** is a professional doctoral degree requiring two or more years of professional study past the baccalaureate degree. Examples of first professional degrees include M.D., Pharm. D., J.D., etc.
7. A **doctoral degree** is a program to prepare a student to become a scholar; that is, to discover, integrate, and apply knowledge, as well as communicate and disseminate it. Examples would be PhD, DNAP, DNP, DME, EdD, etc.

Table 4 outlines the total credentialed programs that are approved by the Board of Regents and loaded into the student information system. In total, there are 1097 credentialed student information system programs. For the purposes of this report, the focus will be on those programs where degrees are conferred (associate, bachelor, masters, doctoral/first professional, education specialist). That total represents 867 undergraduate and graduate degrees. These programs are detailed in our student information system by degree type, major program of study with and without a specialization (e.g., Bachelor of Science in Mathematics, Bachelor of Science in Mathematics with a Specialization in Data Science).

Table 4: Total Approved Active Student Information System Programs

| University | Mission Critical | Certificate | Associate | Bachelor | Masters | Education Specialist, First Professional, Doctoral |
|------------|-------------------------------|-------------|--------------------------|----------|---------|--|
| BHSU | Regional Comprehensive | 30 | 5 | 50 | 12 | NA |
| DSU | Special Focus | 36 | 9 | 40 | 16 | 6 |
| NSU | Regional Comprehensive | 32 | 7 | 47 | 18 | NA |
| SDSMT | Special Focus | 13 | 1 | 30 | 37 | 13 |
| SDSU | Research | 54 | 9 | 136 | 82 | 35 |
| USD | Research | 65 | 3 | 138 | 120 | 53 |
| Totals | Total Active Certificates 230 | | 34 | 441 | 285 | 107 |
| | | | Total Active Degrees 867 | | | |

Retrieved from Student Information System, SOACURR. Includes active degree programs by major, by major-specialization, by major (accelerated) as they are uniquely transcribed. Data as of June 14, 2024.

Appendix IV
South Dakota Board of Regents Programming History – Discontinued Programming
CY 2010-2023

The Board of Regents policy allows for a multi-faceted approach to evaluate programs and their viability. Campuses can and will evaluate workforce needs, student demand, mission-critical, and various other college and departmental criteria. Table 5 provides the total number of programs (at the Associate or higher level) that have been inactivated/terminated and discontinued by the campus process. In total, 145 academic degrees have been discontinued.

Table 5: Academic Degrees Discontinued (2010-2023) by Internal Campus Evaluation

| University | Mission Critical | Associate | Bachelor | Masters | Education Specialist, First Professional, Doctoral |
|--------------------------|---------------------------|-----------|----------|---------|--|
| BHSU | Regional Comprehensive | 2 | 19 | 1 | NA |
| DSU | Special Focus | 1 | 2 | 1 | 0 |
| NSU | Regional Comprehensive | 6 | 12 | 1 | NA |
| SDSMT | Special Focus | 0 | 2 | 4 | 0 |
| SDSU | Research | 1 | 32 | 12 | 7 |
| USD | Research | 5 | 11 | 17 | 9 |
| Total Degrees | 145 | 15 | 78 | 36 | 16 |

Retrieved from Student Information System, SOACURR – may include site terminations. Directed by Campus evaluation prior to any program productivity evaluation. Table reflects data as of June 14, 2024 as of Summer of 2023 (202350).

The Board of Regents also deploys a program productivity evaluation that allows a campus to determine an action plan to retain or they can recommend inactivation/termination. In this review process, the total number of academic degrees that have been inactivated/terminated equals 44 as presented in Table 6.

Table 6: Academic Degrees Discontinued (2010-2023) by Program Productivity Process

| University | Mission Critical | Associate | Bachelor | Masters | Education Specialist, First Professional, Doctoral |
|--------------------------|---------------------------|-----------|----------|---------|--|
| BHSU | Regional Comprehensive | 1 | 13 | 0 | NA |
| DSU | Special Focus | 1 | 2 | 0 | 0 |
| NSU | Regional Comprehensive | 0 | 3 | 1 | NA |
| SDSMT | Special Focus | 1 | 0 | 0 | 1 |
| SDSU | Research | 0 | 14 | 1 | 0 |
| USD | Research | 0 | 6 | 0 | 0 |
| Total Degrees | 44 | 3 | 38 | 2 | 1 |

Retrieved from Student Information System, SOACURR as of Summer of 2023 (202350). Directed through Program Productivity Evaluation. Table reflects data as of June 14, 2024.

With the multiple evaluation processes, campuses have discontinued a total of 189 academic degrees over the last 13 years (Table 7).

Table 7: Total Academic Degrees Discontinued (Campus Initiated/Program Productivity)

| Total Degrees | Associate | Bachelor | Masters | Education Specialist, First Professional, Doctoral |
|---------------|-----------|----------|---------|--|
| 189 | 18 | 116 | 38 | 17 |

Retrieved from Student Information System, SOACURR as of Summer of 2023 (202350). Table reflects data as of June 14, 2024.

Appendix V
South Dakota Board of Regents Programming History – Approved Programming
CY 2010-2023

In addition to the evaluation of programs for inactivation/termination, campuses have a process to request new programs to meet student demands, workforce demands, mission-critical demands, and other college and departmental requests. Table 8 displays that in the past 13 years, 171 program requests have been approved by the Board of Regents.

Table 8: Total New Established Programs (2010-2023) Student Information System

| University | Mission Critical | Associate | Bachelor | Masters | Education Specialist, First Professional, Doctoral |
|--------------------------|---------------------------|-----------|----------|---------|--|
| BHSU | Regional Comprehensive | 3 | 9 | 6 | NA |
| DSU | Special Focus | 2 | 4 | 5 | 5 |
| NSU | Regional Comprehensive | 3 | 15 | 5 | NA |
| SDSMT | Special Focus | 0 | 9 | 5 | 4 |
| SDSU | Research | 6 | 25 | 18 | 7 |
| USD | Research | 3 | 16 | 12 | 9 |
| Total Degrees | 171 | 17 | 78 | 51 | 25* |

Retrieved from Student Information System, SOACURR as of Summer of 2023 (202350). *Value corrected from 2022 Reporting.

Appendix VI
South Dakota Board of Regents Programming by Comparison Approved/Discontinued
CY 2010-2023

The number of discontinued programs outnumber the total number of new approved programs by the Board of Regents. The total approved over the twelve-year history was 171 as compared to 189 discontinued programs. The discontinued programs exceed the approved programs (Table 9).

Table 9: Comparison Tables 5 and 6

| Degree Type | Approved | Discontinued |
|---|----------|--------------|
| Associates | 17 | 18 |
| Bachelor's | 78 | 116 |
| Master's | 51 | 88 |
| Doctoral, First Professional, Specialist | 25 | 17 |
| Total Degrees | 171 | 189 |

To ensure that new programs seek out disciplines with high demand and that student demand is considered, the Regents supported a study to evaluate the workforce needs in South Dakota. The EMSI Workforce Needs Analysis study is utilized by the universities and board academic staff. In addition to workforce demand, student demand is also measured with new programming requests. All these considerations are coupled with the mission of the university. For example, the special focus universities support South Dakota and the entirety of the United States in emerging fields such as cyber security and engineering. The research universities promote economic drivers to further the impact of the state through their research programming and graduate students. The regional comprehensive focus on the regional workforce needs within South Dakota.

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination, also supported by SB55 and approved by the Board of Regents, provide specific requirements for new program requests. BOR Policy 2.3.4 follows the new programs with a six-year new program evaluation process. Together, the two (2) policies promote dynamic new programs with the management of those programs including discontinuation.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 6 – L
DATE: June 26-27, 2024

SUBJECT

Revised BOR Policies 1.6.4 (Minors on Campus); 3.8.1 (Recognition and Funding of Student Organizations); 6.13 (Facilities Use by Private Parties); and 6.13.1 (Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests) (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1.6.4](#) – Minors on Campus

[BOR Policy 3.8.1](#) – Recognition and Funding of Student Organizations

[BOR Policy 6.13](#) – Facilities Use by Private Parties

[BOR Policy 6.13.1](#) – Use of Institutional Facilities and Grounds for Expressive Activity
by Student Organizations, Students, Employees, and their Guests

[HB 1178, SD Leg 2024](#)

BACKGROUND/DISCUSSION

In recent legislative sessions, there have been multiple bills attempting to regulate performances that may occur or be supported on college campuses. This conversation culminated during the 2024 legislative session with the introduction and passage of HB 1178. The law, which becomes effective July 1, 2024, reads:

“That a NEW SECTION be added to chapter 13-53:

The Board of Regents and any institution under its control may not:

- (1) Authorize the use of any state-owned facility or property to develop, implement, facilitate, host, or promote any obscene live conduct; or
- (2) Expend any public moneys in support of obscene live conduct.

For purposes of this section, the term "obscene live conduct" has the meaning given in § 22-24-27.”

(Continued)

DRAFT MOTION 20240626_6-L:

I move to approve the second and final reading of revisions to BOR Policies 1.6.4 (Minors on Campus); 3.8.1 (Recognition and Funding of Student Organizations); 6.13 (Facilities Use by Private Parties); and 6.13.1 (Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests), as presented.

Board staff is not aware of any existing issues or occurrences in which obscene live conduct has taken place on institutional premises, and therefore there are no existing operations that require significant overhaul. However, HB 1178 provides the opportunity to clarify that such conduct is prohibited on campus for all individuals—students, employees, guests, and third parties.

As noted in committee testimony by the bill’s legislative sponsors, HB 1178 does not have the intent or purpose to prohibit drag shows from occurring on BOR property. Rather, the purpose is to act in concert with existing Board policies, such as the Minors on Campus policy, to ensure that obscene live conduct, which is not protected under the First Amendment, does not occur on campuses controlled by the Board of Regents.

IMPACT AND RECOMMENDATIONS

As noted above, these policy revisions will not change existing day-to-day operations within the system or on campuses. Rather, they will work in tandem with HB 1178 to clarify requirements and ensure public notification that obscene live conduct may not occur in BOR facilities or with public resources. Accordingly, Board policies on facilities use, funding of student organizations, and minors on campus have been revised to reflect this prohibition.

This is the second of two readings of the proposed revisions, the first having occurred in April 2024. Board staff recommends approval.

ATTACHMENTS

Attachment I – BOR Policy 1.6.4 (Minors on Campus)

Attachment II – BOR Policy 3.8.1 (Recognition and Funding of Student Organizations)

Attachment III – BOR Policy 6.13 (Facilities Use by Private Parties)

Attachment IV – BOR Policy 6.13.1 (Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Minors on Campus

NUMBER: 1.6.4

A. PURPOSE

To take affirmative steps to safeguard and protect the well-being of minors visiting campus, attending university-sponsored events and programs, or participating in external organization programs and activities that utilize campus facilities.

B. DEFINITIONS

1. **Authorized Adult:** An individual age eighteen (18) and older, paid or unpaid, who interacts directly with, supervises, chaperones, or otherwise oversees Non-Student Minors participating in a Program.
2. **External Organization:** Any individual or group not acting on behalf of the institution, or any individual or group acting independently of the institution, which includes recognized student organizations.
3. **Externally Sponsored:** Under the direct control of an External Organization.
4. **Minor:** An individual under the age of eighteen (18).
5. **Non-Student Minor:** A Minor who is not enrolled or accepted for enrollment at the university. The term includes students who are dually enrolled in university programs while also enrolled in secondary school.
6. **One-On-One Contact:** Personal, unsupervised interaction between an Authorized Adult and a Non-Student Minor without at least one other Authorized Adult, parent, or legal guardian being present.
7. **Program:** Any non-credit activity, event, or program that is University Sponsored, regardless of its location, or any activity, event, or program that is Externally Sponsored and uses University Facilities, but shall exclude the following exempt Programs:
 - 7.1. Research protocols involving Minors as human subjects, which are subject to the requirements specified by the relevant Institutional Review Board;
 - 7.2. University Sponsored or Externally Sponsored athletic competitions which are open to the general public in full group or assembly format;
 - 7.3. Recreational, exercise, or wellness programs or activities conducted in a facility open to membership or use by non-university affiliated persons by means of written agreement with an External Organization; and

- 7.4. Lawful private events or other lawful private usage of University Facilities by an External Organization in accordance with applicable university policy and through a written agreement with the university, which are not open to, whether by paid admission or otherwise, the general public, student body, or campus community. This exemption does not include Youth Programs, or otherwise exempt lawful private events or other lawful private usage of University Facilities from compliance with the provisions of Section C.2 below.
- 8. Program Leader:** The Authorized Adult designated by the program sponsor that is responsible for the operation and management of the Program.
- 9. University Facilities:** Buildings, structures, facilities, rooms, landscaping, and grounds owned or controlled by the university, but excluding municipal streets or sidewalks or public highways or rights of way that abut a campus.
- 10. University Sponsored:** Under the direct control of university employees acting within the scope of their employment.
- 11. Youth Program:** Any Program that is designed to serve or is targeted towards Non-Student Minors, at which parents or guardians are not expected to remain with, and be responsible for, their Non-Student Minor.

C. POLICY

1. Non-Student Minors on Campus

- 1.1. Non-Student Minors are generally permitted in University Facilities only as invitees, participants, or visitors, and must be under the supervision of an Authorized Adult, parent or legal guardian, or other chaperone permitted to be in a University Facility by virtue of their status as a student, employee, or volunteer of the university. Non-Student Minors, and their supervising Authorized Adult, parent or legal guardian, or chaperone, who fail to comply with BOR and/or university policies while in University Facilities may be immediately removed from University Facilities.
- 1.2. All Non-Student Minors participating in Programs on campus are generally permitted supervised use of the University Facilities identified for the Program. The University reserves the right to restrict anyone, including Non-Student Minors, from certain areas or facilities or from using specified equipment.

2. Programs Open to Minors

2.1. Prohibited Conduct

2.1.1. No Program involving the presence of Minors may include:

- 2.1.1.1. Specific sexual activities, as defined by SDCL § 11-12-1(15), or any material or other media containing specific sexual activities;
- 2.1.1.2. Obscene live conduct, as defined by SDCL § 22-24-27; ~~or~~
- 2.1.1.3. Any material, performance, description, or representation, in whatever form, meeting the definition of harmful to minors in SDCL §22-24-27(4); ~~or~~

2.1.1.3.2.1.1.4. Conduct otherwise prohibited in institutional facilities by SDBOR 6.13.1, Section B.6.

2.2. Content Descriptors

- 2.2.1. Content descriptors shall be used, as appropriate, for Programs which are open to Minors to provide parents or legal guardians with information about the content of the Program. Programs which may include nudity, sexual situations, violence, and/or other explicit content shall include the appropriate descriptor(s) (e.g., “may contain explicit content”) on any promotional material for the Program published, electronically or in print, on a university platform.

3. Program Administration

- 3.1. Authorized Adults participating in Programs involving the presence of Non-Student Minors may not:
- 3.1.1. Have One-On-One Contact with Non-Student Minors, unless the nature of the specific Program activity requires the same (e.g., private lessons, tutoring, interviews, etc.), in which case the One-On-One Contact must take place in a location that is observable and interruptible;
 - 3.1.2. Have any direct electronic communication, including social media, with Non-Student Minors without an education or programmatic purpose for the communication and without another Authorized Adult, or the Non-Student Minors parent or guardian, being included in the communication;
 - 3.1.3. Enter a Non-Student Minor’s private room, bathroom facility, changing area, shower area or similar private area occupied by a Non-Student Minor without another Authorized Adult in attendance;
 - 3.1.4. Take pictures of Non-Student Minors except as part of official pictures of the Program and only when the parent or legal guardian has signed the appropriate waiver;
 - 3.1.5. Haze, bully, or otherwise engage in abusive conduct of any kind toward, or in the presence of, a Non-Student Minor;
 - 3.1.6. Use alcohol or illegal drugs while supervising, or in the presence of, a Non-Student Minor;
 - 3.1.7. Strike, hit, administer corporal punishment to, or touch in an inappropriate or illegal manner, or manner that a person could reasonably interpret as inappropriate, any Non-Student Minor or allow the same between Non-Student Minors; or
 - 3.1.8. Use or allow any obscene or sexually suggestive comments or sexual innuendo to, or in the presence of, a Non-Student Minor.
- 3.2. All Programs, Authorized Adults, and any other individual(s) participating in a Program, must comply with the provisions of this policy, any applicable BOR or

university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations.

3.3. Program Leader

3.3.1. A Program Leader must be appointed for each Youth Program.

3.3.2. The Program Leader is responsible for:

- 3.3.2.1. Training all employees and volunteers in, and adhering to, this policy and any other applicable policies, procedures, laws, or regulations applicable to the Youth Program;
- 3.3.2.2. Certifying background checks have been conducted on Authorized Adults in accordance with this policy;
- 3.3.2.3. Establishing a procedure for notification of parents or legal guardians of all participants in the event of an emergency;
- 3.3.2.4. Completing and retaining all required forms; and
- 3.3.2.5. Establishing a plan for maintaining adequate supervision considering the number and age of Non-Student Minors participating in the Youth Program.

3.4. Supervision

- 3.4.1. Youth Programs must be supervised by two (2) or more Authorized Adults at all times.
- 3.4.2. Separate sleeping rooms are required for Authorized Adults and Non-Student Minors participating in Programs involving overnight stays, unless the Authorized Adult is a parent, guardian, or sibling of the Non-Student Minor. Signed written permission from a parent or guardian is required for a Non-Student Minor to stay overnight while participating in a Program.

3.5. Background Checks

- 3.5.1. For University Sponsored Youth Programs, background checks shall be conducted for all Authorized Adults participating in Youth Programs involving Non-Student Minors in accordance with applicable university policy.
- 3.5.2. For Youth Programs sponsored by External Organizations, all Authorized Adults affiliated with the Youth Program must have been subject to, and pass, a criminal background check and a sex offender registry check within the previous twelve months, unless the Authorized Adult is a university employee and has undergone a background check in accordance with 3.5.1 above. At a minimum, the criminal background check and sex offender registry check must consist of a search conducted by a qualified background check service provider, and include a review of criminal court records of all counties of residence based on the Authorized Adult's past seven (7) years of residential addresses. After the background check process and at any time during the Youth Program, Authorized Adults are required to notify the Program Leader

of an arrest or conviction as soon as reasonably possible if the arrest or conviction could result in the Authorized Adult's disqualification from participation as such in the Youth Program. Pending charges will be reviewed in conformity with the standards contained in the university's background check policies and applicable law.

- 3.5.3. Authorized Adults shall cooperate with any request for a background check made pursuant to this policy.
- 3.5.4. No Authorized Adult may be listed on any sex offender registry. The following types of convictions will normally render an individual ineligible to work or volunteer at a Program:
 - 3.5.4.1. Drug distribution or felony drug possession;
 - 3.5.4.2. Sexual offenses;
 - 3.5.4.3. Domestic violence;
 - 3.5.4.4. Stalking
 - 3.5.4.5. Crimes of violence involving physical injury to another person;
 - 3.5.4.6. Child abuse, molestation, child pornography or other crimes involving child endangerment, including neglect and abandonment;
 - 3.5.4.7. Murder;
 - 3.5.4.8. Kidnapping; or
 - 3.5.4.9. Any other crime involving moral turpitude, as defined in SDCL § 22-1-2(25).
- 3.5.5. The following Authorized Adults are exempt from the background check requirements under this policy:
 - 3.5.5.1. Authorized Adults who engage with Non-Student Minors at Youth Programs where the Non-Student Minors are under the direct supervision, care and control of teachers, parents or other adult chaperones from the Non-Student Minor's school or organization; and
 - 3.5.5.2. Guest presenters or participants in Youth Programs if Non-Student Minors remain under the direct supervision of Authorized Adults who have successfully completed a background check pursuant to this policy.

4. Duty to Report Inappropriate Conduct

- 4.1. Anyone who is not subject to a recognized legal privilege who witnesses or suspects that there may be inappropriate conduct towards or touching of Minors must immediately contact the university's designated law enforcement unit. Further, all participation in the Program by a person accused or suspected of inappropriate conduct with a Minor must immediately cease until the allegations have been satisfactorily resolved by the university's designated law enforcement unit.

5. External Organization Contracts

- 5.1. External Organizations that operate Programs involving Non-Student Minors must be aware of, and comply with, this policy. The specific requirements of this policy must be incorporated into any contract or subcontract with External Organizations for Programs that involve Non-Student Minors.

6. Sanctions

- 6.1. Failure to comply with the provisions of this policy, any applicable BOR or university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations may result in suspension, discontinuance and/or cancellation of the Program and/or discipline in accordance with BOR and/or university policies.

7. Exceptions

- 7.1. Only in rare and unusual circumstances may an exception to this policy be granted. Individuals may submit a written request for exception to the university president, or their designee, who will determine whether an exception to the policy will be granted. Any approved exception to this policy must be in writing, to include the nature of the exception and the rationale for its approval.

FORMS / APPENDICES:

None

SOURCE:

BOR May 2023; October 2023 (Clerical); [BOR June 2024](#).

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Recognition and Funding of Student Organizations

NUMBER: 3.8.1

A. PURPOSE

To establish policy regarding the recognition of student organizations on campus and the provision of funding thereto.

B. DEFINITIONS

None

C. POLICY

1. Recognition of Student Organizations

- 1.1. Each institution will develop and publish criteria for recognition of student organizations. These recognition criteria will require student organizations to operate under a formal set of articles that define the powers of the organization and describe how those powers may be exercised, just as articles of incorporation or constitutions define the powers of commercial, nonprofit or governmental entities and describe how these powers may be exercised. Each institution will establish rules for budgeting, custody, expenditure and audit of organization funds, and the recognition criteria will require that recognized student organizations abide by such rules. No such rules or criteria may discriminate against any student or student organization based on the content or viewpoint of their expressive activity.

Such criteria will require student organizations to operate in a nondiscriminatory manner as provided in Board Policy No. 1.4.3. In compliance with Board Policy No. 1.4.3(5) institutions will recognize two limited exceptions to the general requirement that organizations not restrict membership or participation on the basis of race, color, creed, religion, national origin, ancestry, citizenship, gender, transgender, sexual orientation, age, disability, genetic information, military service membership or veteran's status. Consistently with rights guaranteed under state and federal constitutions, Board Policy No. 1.4.3(5) accommodates the distinctive characteristics of intimate associations or expressive associations. In keeping with these guarantees, an institution may not prohibit an ideological, political or religious student organization from requiring its leaders or members of the organization affirm and adhere to the organization's sincerely held beliefs, comply with the organization's standards of conduct, or further the organization's mission or purpose, as defined by the organization.

- 1.1.1. Intimate associations involve distinctively personal aspects of life. Factors that suggest that an organization should be treated as intimate association include: (a) the relative smallness of the organization; (b) a high degree of selectivity in choosing and maintaining members of the organization; (c) the personal nature of the organization's purpose; and (d) the exclusion of nonmembers from the central activities of the organization.
 - 1.1.1.1. A student organization that operates a residential facility for its membership would illustrate the kind of organization that might be classified as an intimate association, at least insofar as relates to limiting membership on the basis of gender.
- 1.1.2. Expressive associations are created for specific expressive purposes, and they would be significantly inhibited in advocating their desired viewpoints if they could not restrict their membership based on race, color, creed, religion, national origin, ancestry, citizenship, gender, transgender, sexual orientation, age, disability, genetic information or military service membership or veteran's status.
 - 1.1.2.1. A student organization dedicated to the practice of a particular religious faith would illustrate the kind of organization that might be classified as an expressive association, at least insofar as relates to limiting membership on the basis of adherence to the tenants of that faith.
- 1.1.3. Exceptions from the nondiscrimination policy will be made only to the extent necessary to accommodate the particular circumstance that warrants an exception; the overarching purpose of supporting student organization activities is to prepare students to act as citizens and leaders of a republican form of government, which by its nature permits discrimination against none.
 - 1.1.3.1. By way of illustration, but not limitation, a student organization operating a residential facility for its membership may be allowed to limit membership on the basis of gender, but not on the basis of religion; a student organization dedicated to the practice of a particular religious faith may be allowed to limit membership on the basis of religion, but, absent any contrary doctrine of faith, not on the basis of gender.
- 1.1.4. Each institution will establish a process that student groups may follow to secure recognition as student organizations. The chief executive officer of the institution will designate an administrator who will be responsible for determining whether a group of students satisfies the criteria for recognition as a student organization. Institutions with student government organizations may request that such organizations review applications for recognition as student organizations and make recommendations to the designated administrator whether a particular group of students satisfies the institutional criteria for recognition.
- 1.2. Recognized student organizations are to exist independent of, and outside of the direct control of the institution. Recognized student organizations are not agents of the institution and are not to be endorsed or directed by the institution. Recognition of, or the provision of funding to, student organization consistent with this policy should not be construed to conflict with or alter the foregoing. Recognized student

organizations are entirely responsible for the actions, activities and liabilities incurred in the name of the recognized student organization and its members acting in their capacity as members of the recognized student organization. The provisions of this section should not be construed or applied to adversely impact or diminish the role of recognized student organizations on campus, but rather to ensure recognized student organizations enjoy the necessary autonomy to protect their right to engage in expressive activity to fullest extent permitted by law, while also maintaining the applicable accountability and responsibility associated with their status.

2. Funding of Recognized Student Organizations

In order to reduce the economic barriers to forming and operating student organizations or to accessing means of communication, institutions may grant subsidies, pursuant to this section, from funds apportioned from the general activity fee.

Only recognized student organizations may receive disbursements from the fund to finance the organizations' general operational expenses and to subsidize cultural, social, recreational and informational activities and events sponsored by the organizations.

Funding allocated to student organizations shall be distributed in a nondiscriminatory manner in accordance with applicable state and federal authority, and consistent with the institution's interests as outlined herein; provided that

2.1. No student organization will be eligible for fee subsidies:

2.1.1. If the funding is prohibited by Article 6, § 3 of the SD Constitution because it will be used for sectarian ceremonies or exercises;

2.1.2. If the funding is prohibited by SDCL § 12-27-20 because it will be used for the promotion or opposition of particular candidates for public office or ballot issues in elections, or financing off-campus lobbying or political activities of non-students;

2.1.3. If the organization operates a residential facility for its membership or otherwise generates income from commercial activities for the personal use and benefit of members or on behalf of for-profit entities; ~~or~~

2.1.4. If the organization generates income for the personal use and benefit of the sponsoring organization members or on behalf of for-profit entities; or

2.1.4.2.1.5. If the funding is to be used to support obscene live conduct as defined by SDCL § 22-24-27.

This section does not prohibit a student governance body, recognized by the institution, whose leadership is popularly elected by the students, from using funding to communicate its position on behalf of all students, either through lobbying efforts before legislative bodies.

3. Procedures for Requesting Funding and Allocating Funds

3.1. Each institution will develop and publish instructions outlining the procedure that recognized student organizations may use to request funding from the general activity fee levied pursuant to Board Policy No. 5.5.4(1)(B).

- 3.2. The chief executive officer of the institution will designate an administrator who will be responsible for determining how funds will be allocated. Institutions with student government organizations may request that such organizations review applications for funding and make recommendations to the designated administrator.
 - 3.3. Each institution will develop and publish viewpoint-neutral standards and/or criteria used to guide the review of funding requests submitted by recognized student organizations. Subject to the limitations stated herein, these standards will require that decisions be made on grounds unrelated to the exercise by students through the organization of their rights to free expression, to the free exercise of religion, to the freedom of association or to the freedom to petition government. Such rights-neutral mechanisms shall be created and administered in a consistent and non-discriminatory fashion, and may include, without limitation, random selection from among student proposals or prioritization based upon frequency of funding or other objective factors unrelated to the exercise of protected rights.
- 4. Advisors for Recognized Student Organizations**
- 4.1. Each recognized student organization shall have a faculty or staff advisor from the institution. The role of the advisor is to provide guidance to the recognized student organization on the applicable rules, policies and processes of the institution.
 - 4.2. Each institution shall develop standards to guide advisors in the fulfillment of their duties, which shall include, without limitation, establishing and enforcing the necessary parameters to prohibit advisors from directing or controlling the expressive activity of recognized student organizations.

FORMS / APPENDICES:

None

SOURCE:

BOR October 1994; BOR October 1996; BOR December 2000; BOR April 2013; BOR December 2018; BOR August 2019; BOR December 2021; October 2023 (Clerical); [BOR June 2024](#).

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Facilities Use by Private Parties

NUMBER: 6.13

A. PURPOSE

To establish policy and procedures pertaining to the use of institutional facilities by private parties.

B. DEFINITIONS

1. **Affiliated Entity:** organizations, such as institutional foundations, whose legal purpose includes support of the institution and its activities, organizations that have been authorized by the institution to use its name and marks, and student organizations recognized by the institutions, as well as the State of South Dakota and its political subdivisions, and their instrumentalities.
2. **Commercial Purposes:** activities that involve the exchange of goods or services for valuable consideration and speech that relates solely to the economic interests of the speaker and audience and proposes a commercial transaction.
3. **Disrupt:** any actions that infringe institutional rules, interrupt institutionally sponsored or authorized instructional, research or service activities, or substantially interfere with the opportunity of other persons to use institutional grounds or facilities for their intended or authorized purposes.
4. **Events:** speeches, presentations, social gatherings, religious ceremonies, entertainments, youth camps or other activities that pose no substantial risk of injury to persons and property and that are generally consistent with the kinds of activity sponsored by the institution itself.
5. **Facilities and Grounds:** buildings, structures, internal streets and sidewalks, parking facilities, athletic facilities, landscaping and grounds owned or occupied by the institution but excludes municipal streets or sidewalks or public highways or rights of way that abut or traverse a campus.
6. **Private Party:** any individual or group other than the institution, its affiliated entities, or their officers, agents, faculty, or staff when acting on their behalf.
7. **Working Days:** those days when the office of the institution are open for business.

C. POLICY

1. Institutional Facilities

Institutional facilities and grounds embody investments by students and taxpayers to advance the educational, research, and service missions of the institution. They are not open to the public for assembly, speech, or other activities as are the public streets, sidewalks, parks, or seats of government. Institutional facilities and grounds are selected, designed, and operated to balance aesthetic and utilitarian considerations, to provide settings conducive to learning and research, and to provide venues to expose students to high and popular cultural activities. These purposes define the priorities for their use by private parties.

- 1.1. Casual visitors may enter institutional facilities and grounds to conduct business with the institution, to attend institution sponsored events, exhibits or programs that are open to the public, to deliver goods ordered by residents or to traverse the grounds without stopping, or for purposes incidental to personal family or social matters involving students or institutional staff.
- 1.2. Private parties may request permission to use facilities or grounds for private meetings or events. Such requests may be granted to the extent that institutional program schedules permit if the requested use is lawful and otherwise consistent with this policy, poses no risk of harm to persons or property, and will not disrupt the intended use of the facilities or grounds by the institution, its students, staff, or other visitors.
- 1.3. Permission to use facilities or grounds for private meetings or events shall be contingent upon agreement to avoid disruption of institutional uses of the facilities or grounds, interference with students or employees, or damage, fouling or littering facilities, grounds or other property. Private users shall be responsible for the cleanliness and order of any facilities or grounds that they use.
- 1.4. Institutional facilities and grounds are tax exempt public facilities and, as such, are not generally available for use by private parties for commercial purposes. Institutions may contract with private parties to provide goods and services on its behalf, to provide access to dedicated advertising venues or to engage in limited mission-related testing, research or economic development activities. As part of their service to the state and their host communities, institutions may designate specific venues where third parties may schedule occasional activities that may have incidental commercial purposes.
- 1.5. Some institutional facilities and grounds may be restricted, and private parties may only venture there if specifically invited by a person with authority to invite them. Buildings or facilities that are ordinarily open during regular business hours shall be deemed to be restricted areas if they have been locked.

2. Private Parties

Private Parties must request prior authorization to use a facility or a portion of the institutional grounds. Each institution shall develop and shall make public practices and rules to implement this policy. In particular,

- 2.1. Each Institution shall appoint a person or persons to receive and to administer private party requests for permission to use institutional facilities or grounds for meetings or events.
- 2.2. Each institution shall designate those facilities, or portions thereof, or portions of the grounds that may be used by private parties for meetings or events, and shall specify whether, when and how private parties may use application in conjunction with their meetings or events. Each institution shall differentiate between meeting rooms and classrooms that are appropriate for meetings involving up to one hundred persons and lecture halls, auditoria, outdoor areas and other places that are appropriate for larger events and gatherings. If an institution elects to permit limited activities for commercial purposes, it shall identify which facilities are available for such purposes and shall indicate what kinds of commercial purposes may be pursued in the facilities.
- 2.3. Each institution shall designate those days, including finals week and the week preceding it, when facilities and grounds will not be available for private meetings or events.
- 2.4. Each institution shall establish and publicize local rules to implement this policy. These rules shall provide, at minimum, that
 - 2.4.1. Private parties may request permission to use institutional facilities or grounds for meetings or events that will not interfere with the use of the facilities by the institution or institutionally affiliated organizations.
 - 2.4.2. Private parties seeking permission to use institutional facilities or grounds shall complete and submit written applications on forms developed by the institution.
 - 2.4.3. Private parties requesting permission to use facilities or grounds for events shall submit completed forms and all necessary attachments no less than three (3) working days prior to the date on which they wish to use the facilities or grounds
 - 2.4.4. Private parties may not reserve facilities or grounds for regularly scheduled meetings, thereby precluding institutional uses of the facility.
 - 2.4.5. Private parties who have been granted permission to use institutional facilities shall agree to abide by all institutional regulations and shall not publicize their meetings or events in ways that suggest co-sponsorship by the institution.
 - 2.4.6. Private parties shall agree to restore facilities and grounds to the state of cleanliness and repair in which they found them or to pay for custodial or repair services at standard university rates and for extraordinary restoration or replacement expenses at cost.
 - 2.4.7. Private parties shall agree to avoid actions that disrupt pedestrian or vehicular traffic on campus grounds, interfere with the instructional, research, service or administrative activities of the institution or disrupt meetings or events sponsored by the institution or other private parties.
 - 2.4.8. Private parties seeking permission to use facilities for commercial purposes or to sponsor events with planned attendance of five hundred people or more shall

provide security and shall purchase event insurance in the amount of one million dollars, naming the State of South Dakota, the Board, the institution and their officers, agents and employees as named insureds.

- 2.4.9. Private parties may be charged fees at published rates to cover the costs institutions incur to provide private parties access to the selected facilities or grounds and to maintain and to repair such facilities; however, any such fee(s) must be based on definite and objective criteria that are not content-based.
- 2.4.10. Private parties may be allowed to purchase at published rates institutional services to prepare the facilities for private use, to monitor use of the facilities during meetings or events and to restore the facilities to the prior state.
- 2.4.11. Private parties wishing to serve, or to offer for sale, food or beverages shall make any necessary arrangements with the institutional food service provider, if applicable.
- 2.4.12. Private parties may not use, possess, distribute, or permit the use or possession of controlled substances or marijuana (including cannabis used or possessed for medical purposes) on institutional property. Possession of alcohol on institutional property is governed by Board Policy 4.7.1.
- 2.4.12, 2.4.13. Private parties may not develop, implement, facilitate, host, or promote any obscene live conduct, as defined by SDCL § 22-24-27, on institutional property. Institutions retain the authority to cancel or discontinue an event with immediate effect if the institution becomes aware that a private party has developed, implemented, facilitated, or hosted obscene live conduct during the event. Failure to comply with the provisions of this policy, any applicable BOR or university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations may result in suspension, discontinuance and/or cancellation of the event. Private parties found to have violated this provision may have additional scheduled events cancelled or applications for future events denied pursuant to §2.5.5, below.
- 2.5. Each institution shall establish procedures to implement its local rules. These procedures shall provide, at minimum, that
 - 2.5.1. Copies of the Board and institutional rules, information about institutional facilities and grounds available for use by private parties, schedules of fees and all forms needed to apply for permission shall be published, together with contact information to enable readers to obtain clarification of the meaning or application of rules or assistance in completing applications
 - 2.5.2. The institution shall act upon applications no later than the third (3rd) working day after receipt of a completed application.
 - 2.5.3. Except as provided in §2.5.5, below, the institution shall grant applications for meetings or events if,
 - 2.5.3.1. The applications, and all required attachments, have been completed; and

- 2.5.3.2. The meetings or events will comply with the requirements and limitations contained in this policy and the institutional policy(ies) or rule(s) that implement it;
- 2.5.4. If the institution denies an application for a meeting or event, it shall provide the private party with a written explanation for the denial.
- 2.5.5. The institution may deny applications for meetings or events only if,
 - 2.5.5.1. The private party has failed to comply with the requirements of § 2.5.3, above, or the meeting or event or the requested schedule otherwise does not meet the standards stated in that section.
 - 2.5.5.1.1. If permission is denied due to a conflict with the academic calendar or with previously scheduled activities, the institution shall propose an alternative facility or place if available for the same time, or an alternative time, if available, for the same place.
 - 2.5.5.2. The private party has on prior occasions made material misrepresentations regarding the nature or scope of a meeting or event previously permitted or has violated the terms of prior use agreements.
 - 2.5.5.3. Any of the following grounds are present:
 - 2.5.5.3.1. The application for permit contains a material falsehood or misrepresentation;
 - 2.5.5.3.2. The applicant is legally incompetent to contract or to sue and be sued; or
 - 2.5.5.3.3. The applicant has on prior occasions damaged institutional property and has not paid in full for such damage, or has other outstanding and unpaid debts to the institution.
 - 2.5.5.4. Private parties whose prior conduct would justify denial of permission to use facilities or grounds may not avoid denial by creating new organizations, by associating themselves with other private organizations or by otherwise associating themselves with others for the purposes of avoiding denial of permission under this section.
- 2.5.6. A written denial shall advise private parties of their right to appeal the denial by filing a signed, written appeal with the official designated by the institutional chief executive officer to receive such appeals. Any denial issued pursuant to this policy shall be deemed effective upon the earlier of, actual communication to the applicant, transmission of an electronic message containing the written denial to the applicant, or deposit of the written denial in the United States mail.
 - 2.5.6.1. The appeal must be presented on the approved form.
 - 2.5.6.2. The person receiving the appeal shall not be the same official who issued the original denial
 - 2.5.6.3. The completed written appeal must be presented within five (5) working days after the denial was issued.

2.5.6.4. The appeal shall state specifically facts that, if proven, would demonstrate

2.5.6.4.1. That the denial was based upon an incorrect assessment of material fact or

2.5.6.4.2. That it involved a misinterpretation, misapplication or violation of the requirements of Board or institutional policy.

Mere conclusions, general allegations and speculative statements cannot establish a factual ground for the claim that Board or institutional policy has been misinterpreted, misapplied or violated.

2.5.6.5. The institution will respond to such appeals via email within two (2) working days after their receipt by the institution. Should the institution deny the appeal, it shall provide in its response the procedure for appealing the decision to the institutional chief executive officer.

2.5.6.6. If the private party remains dissatisfied, the private person may appeal to the institutional chief executive officer by filing a written appeal on the same approved form within five working days after the institution issued its response.

2.5.6.7. The institutional chief executive officer shall have ten (10) working days after receipt of such an appeal to conduct such an investigation as may be warranted under the circumstances and to issue a written decision addressing the concerns raised by the private party, determining whether denial was proper under §2.5.3, and, if the appeal is denied, informing the private party of the discretionary appeal to the Executive Director of the Board of Regents.

2.5.6.8. After exhausting institutional appeals, the private party may appeal the determination of the institutional chief executive officer by submitting a written appeal to the Executive Director of the Board of Regents within ten (10) working days from the effective date in the institutional chief executive officer decision. Such an appeal shall include the application, the denial, the appeals and decisions exchanged at the institutional level, and the required appeal form.

2.5.6.9. The Executive Director of the Board of Regents shall have ten (10) working days after receipt of such an appeal to review the appeal and its documentation and to determine whether to attempt to mediate a resolution. Within five (5) working days thereafter, the Executive Director shall either issue a preliminary recommendation or refer the matter to a hearing examiner to determine whether the matter presents contested issues of material fact warranting a hearing or whether denial was proper under § 2.5.3, as a matter of law.

2.5.6.9.1. If the Executive Director issues a preliminary recommendation that would deny the private party relief, the private party shall be allowed ten (10) working days from the transmission or deposit in the mails

of the Executive Director's written response to provide reasons why that response should not become final. The recommendation of the Executive Director and any responses by the private party will be forwarded to the Board at the next regularly scheduled meeting

2.5.6.9.2. If the Executive Director appoints a hearing examiner using the contested case proceedings pursuant to SDCL ch. 1-26, the hearing examiner shall contact the institution and the private party within ten (10) working days from the date of appointment to schedule any necessary exchanges of authorities, hearings or evidentiary hearings.

2.5.6.9.2.1. The hearing examiner will make a recommendation to the Board which will take the form of findings, conclusions and an order of disposition and will be issued within fifteen working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to the institution and to the private party. The recommendation must be based solely on the record, pertinent institutional and Board policies, this agreement and the law of the land.

2.5.6.9.3. The Board will make a final decision based upon the recommendation of the hearing examiner or the Executive Director where a matter is to be resolved as a matter of law. In addition, it may review the record pertinent to the issues and may hear testimony from individuals as it deems appropriate. Such decision will be made at the next regularly scheduled Board meeting following receipt of the recommendation, provided the recommendation is received not less than ten (10) working days prior to the Board meeting. If not received in time, the recommendation will be acted upon at the subsequent meeting. If the Board rejects or modifies the recommendation of the hearing examiner or the Executive Director, the Board will provide the institution and the private party with the reasons for rejecting or modifying the recommendation.

2.5.6.10. Appeals from the decision of the Board are governed by SDCL ch. 1-26.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2007; BOR April 2009; BOR December 2018; BOR June 2021, October 2023 (Clerical); [BOR June 2024](#).

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Use of Institutional Facilities and Grounds for Expressive Activity by Student Organizations, Students, Employees, and their Guests

NUMBER: 6.13.1

A. PURPOSE

To promote and facilitate free expression while allowing the institution to ensure such activities do not interfere with the institution's mission and operations or with the rights of others.

B. DEFINITIONS

1. **Coercion:** The inducement of another to perform some act under circumstances which deprives them of their exercise of free will, such as force, threats, attempts to intimidate or badger a person into viewing, listening to, or accepting a copy of communication; or persistently requesting or demanding the attention of a person after that person has attempted to walk away or has clearly refused to attend to the speaker's communication.
2. **Demonstration:** Any process of showing an individual or group cause by speech, example, group action or other form of public explanation.
3. **Debate:** A discussion involving different viewpoints in which different sides of an issue are advocated or presented by differing speakers.
4. **Expressive activity:** Any lawful noncommercial verbal or written means by which one person communicates ideas to another, and includes peaceful assembly, protests, debate, demonstrations, speeches, distribution of literature, the carrying of signs, and the circulation of petitions.
5. **Guest:** Any person who enters campus for a purpose connected with the expressive activity of an institution's student organization, student, or employee acting in their non-institutional capacity, by express or implicit invitation of the student organization, student, or employee.
6. **Prohibited Conduct:** Any conduct violating state or federal law, regulation, or policy, including but not limited to coercion, obscene live conduct as defined by SDCL § 22-24-27, speech unprotected by the United States or South Dakota Constitution, unlawful conduct under state or federal law, rule, or policy, including but not limited to Board or institutional policies.
7. **Institution:** Means Black Hills State University, Black Hills State University – Rapid City, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, University Center – Sioux Falls, and University of South Dakota.

- 8. Large-scale events:** Defined as (i) events that are expected to attract 50 or more people or (ii) events that request the use of amplified sound. Such events include invited speakers, marches, parades, protests, and demonstrations.

C. POLICY

1. Policy Statement

The South Dakota Board of Regents recognizes and supports the educational institutions as marketplaces of ideas. The primary function of the institutions is to discover and disseminate knowledge by means of research and teaching. The Board supports the right of student organizations, students, employees, and their guests to speak in public and to demonstrate for or against actions and opinions with which they agree or disagree. Freedom of expression is vital to the shared goal of the pursuit of knowledge. Such freedom comes with a responsibility to welcome and promote this freedom for all, even in disagreement or opposition. In doing so, however, students, employees, and their guests must comply with this and other Board policies, and institutional policies.

2. General Guidelines

- 2.1. The Board and its institutions are committed to providing an educational, research, and service environment that is conducive to the development of each individual. As a public entity, the Board and its institutions provide both formal and informal forums for the expression of ideas and opinions as long as it is done within the context of federal and state law and Board and institutional policies, and does not impede pedestrian and/or vehicular traffic, disturb or interfere with normal academic, administrative or student activities, or involve prohibited conduct.
- 2.2. Because institutional facilities and grounds are tax-exempt public facilities and grounds, they are not generally available for use for commercial purposes, subject to the specific exception set forth in Board Policy 3.2.3 and 6.13.

3. Outdoor Areas

- 3.1. To facilitate robust debate and the free exchange of ideas, the outdoor areas within the boundaries of the institution, unless otherwise properly restricted, constitute a designated public forum for the benefit of student organizations, students, employees, and their guests to engage in expressive activity. This use may be without prior permission from the institution so long as:
 - 3.1.1. The area has not been previously reserved or scheduled for a particular function;
 - 3.1.2. No sound amplification is used;
 - 3.1.3. Participants do not violate any Board or institutional policy or engage in prohibited conduct; and
 - 3.1.4. The General Guidelines outlined in Section C.2 are followed.
- 3.2. Nothing in this section 3 shall be interpreted as limiting the right of a student's free expression elsewhere on campus, in keeping with the nature of the forum designated

by the institution in which the expressive activity occurs and the implementation of Board Policy 6.13, so long as the expressive activities or related conduct do not violate any other applicable Board or institutional policy or constitute prohibited conduct.

- 3.3. An institution may not designate any outdoor area within its boundaries as a free speech zone or otherwise restrict the expressive activities of students, employees and their guests to particular outdoor areas within its boundaries in a manner that is inconsistent with this policy.

4. Institutional Obligations

- 4.1. Each institution shall designate and publicize:

- 4.1.1. The institutional office(s) for scheduling and coordinating large scale events;
 - 4.1.2. The contact information for the person or office to which appeals of this or related institutional policies are submitted, who shall not be the person or office that schedules and coordinates large scale events;
 - 4.1.3. A form, whether physical or electronic, for reserving facilities or grounds; and
 - 4.1.4. The grounds for granting or denying a reservation in keeping with Board Policy 6.13(C)(2.5).
- 4.2. An institution may maintain and enforce additional lawful reasonable time, place, and manner restrictions on the use of outdoor areas within the institutional boundaries, so long as any such restrictions are clear, narrowly tailored in the service of a significant institutional interest, published, content-neutral, viewpoint-neutral, and provide alternate means of engaging in the expressive activity. Any such restrictions shall allow students and employees to spontaneously and contemporaneously assemble in outdoor areas within the boundaries of the institution, unless otherwise properly restricted, as long as their conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution.

5. Guidelines for Expressive Activity by Students and Student Organizations

- 5.1. A student's right of freedom of expression at the institution includes organized demonstrations or events. At the same time, the institution has long recognized that this right does not include the right to engage in conduct that disrupts the institution's operations, infringes other students' freedom in learning, interferes with the academic freedom of faculty, endangers the safety of others, or constitutes prohibited conduct.
- 5.2. The institution shall require any student or student organization, planning a large-scale event to contact the designated institutional office in advance of the large scale event. A representative of the designated institutional office will work with the requesting person to either meet the request or find a reasonable alternate time and location.
- 5.3. The institution may require the requesting party to provide a parade route, hire security, ensure egress to facilities, or take other steps to maintain the safety of the

campus; however, any such requirement(s) must be based on definite and objective criteria that are not content-based. All participants must follow all Board and institutional policies and applicable law.

~~5.4.~~ Access to, and use of, facilities and grounds at institutions shall be equally available to all student organizations, regardless of the ideological, political, or religious beliefs of the organization.

6. Guidelines for Expressive Activity by Guests

- 6.1. Guests of student organizations, students, and employees may engage in expressive activity in outdoor areas in conformity with all applicable policies and in a manner that does not constitute prohibited conduct, or they may seek to reserve select campus facilities pursuant to Board Policy 6.13.
- 6.2. Hosts of guests who are planning a large-scale event must contact the designated institutional office in advance of the large scale event. A representative of the designated institutional office will work with the requesting person to either meet the request or find a reasonable alternate time and location.
- 6.3. By inviting the guest(s), the student organization, student, or employee, in their individual capacity, assumes responsibility for the compliance, safety, behavior, and violations of their guest(s).

7. Enforcement

~~7.1.~~ Student organizations', students', and employees' guests found violating Board or institutional policies, including this policy, will be subject to immediate removal from the institutional grounds, without prior warning, by appropriate institutional agents or officials and may be subject to appropriate legal action.

~~7.1-7.2.~~ Institutions retain the right to cancel or discontinue an event with immediate effect if the institution becomes aware that the event constitutes prohibited conduct. Failure to comply with the provisions of this policy, any applicable BOR or university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations may result in suspension, discontinuance and/or cancellation of the event.

~~7.2-7.3.~~ Students and/or student organizations violating this policy will be subject to disciplinary action pursuant to the Student Code of Conduct.

~~7.3-7.4.~~ Employees violating this policy will be subject to disciplinary action pursuant to applicable Board Policy.

8. Appeals

Individuals who believe that the institution violated this policy may obtain a review as follows:

- 8.1. The appeal must be presented on the approved form.
- 8.2. The completed written appeal must be presented within five (5) working days after the violation occurred.
- 8.3. The appeal shall state specifically facts that, if proven, would demonstrate:

8.3.1. That the denial was based upon an incorrect assessment of material fact or

8.3.2. That it involved a misinterpretation, misapplication or violation of the requirements of Board or institutional policy.

Mere conclusions, general allegations and speculative statements cannot establish a factual ground for the claim that Board or institutional policy has been misinterpreted, misapplied or violated.

8.4. The designated institutional office will respond to such appeals via email within two (2) working days after their receipt by the institution. Should the institutional office deny the appeal, it shall provide in its response a copy of the reservation and the procedure for appealing the decision to the institutional chief executive officer.

8.5. If the individual remains dissatisfied, they may appeal to the institutional chief executive officer by filing a written appeal on the same approved form within five (5) working days after the institution issued its response.

8.5.1. The institutional chief executive officer shall have five (5) working days after receipt of such an appeal to conduct such an investigation as may be warranted under the circumstances and to issue a written decision addressing the concerns raised by the individual, determining whether denial was proper and, if the appeal is denied, informing the individual of the discretionary appeal to the Board of Regents.

8.6. After exhausting institutional appeals, the individual may appeal the determination of the institutional chief executive officer by submitting a written appeal to the Executive Director of the Board within ten (10) working days from the effective date of the institutional chief executive officer decision. Such an appeal shall include the completed reservation form, the denial, the appeals and decisions exchanged at the institutional level, and the required appeal form.

8.6.1. The Executive Director of the Board shall have ten (10) working days after receipt of such an appeal to review the appeal and its documentation and to determine whether to attempt to mediate a resolution. Within five (5) working days thereafter, the Executive Director shall either issue a preliminary recommendation or refer the matter to a hearing examiner to determine whether the matter presents contested issues of material fact warranting a hearing or whether denial was proper as a matter of law.

8.6.2. If the Executive Director issues a preliminary recommendation that would deny the individual relief, the individual shall be allowed ten (10) working days from the transmission or deposit in the mail of the Executive Director's written response to provide reasons why that response should not become final.

8.6.3. If the Executive Director appoints a hearing examiner using the contested case proceedings pursuant to SDCL ch. 1-26, the hearing examiner shall contact the institution and the individual within ten (10) working days from the date of appointment to schedule any necessary exchanges of authorities, hearings or evidentiary hearings.

- 8.6.3.1. The hearing examiner will make a recommendation to the Board which will take the form of findings, conclusions and an order of disposition and will be issued within fifteen working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to the institution and to the private party. The recommendation must be based solely on the record, pertinent institutional and Board policies, this agreement and the law of the land.
- 8.6.4. The Board will make a final decision based upon the recommendation of the hearing examiner or the Executive Director where a matter is to be resolved as a matter of law. In addition, it may review the record pertinent to the issues and may hear testimony from individuals as it deems appropriate. Such decision will be made at the next regularly scheduled Board meeting following receipt of the recommendation, provided the recommendation is received not less than ten (10) working days prior to the Board meeting. If not received in time, the recommendation will be acted upon at the subsequent meeting. If the Board rejects or modifies the recommendation of the hearing examiner or the Executive Director, the Board will provide the institution and the private party with the reasons for rejecting or modifying the recommendation.
- 8.7. Appeals from the decision of the Board are governed by SDCL ch 1-26.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2019; October 2023 (Clerical); BOR June 2024.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

REVISED V2
AGENDA ITEM: 6 – M
DATE: June 26-27, 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

South Dakota State University

Student Service Renovations: SDSU is requesting an additional \$260,000 of institutional funds for renovations to the University Student Union for a total of \$500,000. This is a request for full schematic design services for phase 4. The A/E contract for phases 1-3 was revised to include phase 4 work. The A/E was competitively selected by the building committee prior to Phase 1. Due to multiple modifications to the existing design contract, OSE recommended a new A/E contract, which was completed.

Cottonwood Field Station: SDSU is requesting an additional \$1,500,000 of institutional and grant funds for a total of \$7,500,000 for full design and construction of a facility which will be fully enclosed and climate controlled at the field station. The building will include a classroom/conference area, locker rooms, calving area, cattle handling area, laboratory, office, and wash area. Semi-enclosed structures would include a monoslope feeding barn, commodity shed, and holding pens.

University of South Dakota

Career Services Renovation: USD requests approval to utilize \$1,000,000 in institutional funds to renovate space within the Munster University Center on the Vermillion campus to provide necessary office and meeting space for the career planning/career services center. The design and construction will be publicly bid and will include space modifications, general carpentry, HVAC, electrical, architectural finishes, technology, and furnishings.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

DRAFT MOTION 20240626_6-M:

I move to approve the requested maintenance and repair projects as described in this item.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 6 – N
DATE: June 26-27, 2024

SUBJECT

Audit Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR By-Laws](#), Section 3.1.3: Audit Committee

BACKGROUND / DISCUSSION

This is a review of the actions taken by the Audit Committee since the last Board meeting.

On June 14, 2024, the Audit Committee met to discuss the FY24 and FY25 audit plans, review the 2023 Single Audit and 2023 Annual Comprehensive Financial Report, and receive an update on the internal control framework project. Audit Committee members are Regents Randy Frederick, Randy Rasmussen, Jim Lochner, and Doug Morrison.

IMPACT AND RECOMMENDATION

None

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 6 – O
DATE: June 26-27, 2024

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of capital improvement projects Payment of appropriated funds

[SDCL § 5-14-3](#) – Preparation of plans and specifications for capital improvements - State building committees - Approval by board or commission in charge of institution

[BOR Policy 6.4](#) – Capital Improvements

BACKGROUND / DISCUSSION

The attached list identifies the current capital improvement projects within the Board of Regents system and each project's regental building committee representative, estimated dollar amount, the source of funds, and the current status.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. As a reminder, the review and approval steps for capital projects are as follows:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins the architect evaluation process and the Building Committee interviews and selects the architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.

(Continued)

INFORMATIONAL ITEM

5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. The Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. The Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

Not applicable.

ATTACHMENTS

Attachment I – Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - June 2024

| Facility Name | Ten-Year Plan | Legislative Action / YR | Fund Type | Legislative / Approved Amount | Most Recent Board Action | Current Project Status | Projected Completion Date | Building Committee Rep. |
|--|---------------|-------------------------|---|--|---|------------------------|---------------------------|-------------------------|
| ACADEMIC FACILITIES | | | | | | | | |
| Black Hills State University | | | | | | | | |
| BHSU-RC Addition & Renovation for West River Nursing | | SB43-2022 | ARPA HEFF Private General | \$8,000,000 \$5,114,644 \$2,000,000 \$1,500,000 \$16,614,644 | Dec. 23 Design Plan | Construction | 2025 | Partridge |
| Dakota State University | | | | | | | | |
| DSU-ARL | | SB130-2022 | Private | \$62,500,000 | 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 (Mad Labs) | | 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 \$450,000 \$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 | Apr-24 Design Plan | Construction | 2025 | Frederick |
| South Dakota School of Mines and Technology | | | | | | | | |
| Nicor Mineral Industries Building | | SB156-2021 SB33-2023 | Private Local State | \$12,000,000 \$6,400,000 \$23,400,000 \$41,800,000 | Dec-21 Facility Design GMP Approved by BC | Construction | 2024 | Partridge |
| Music Center (Old Gym) Renovation | | | Private | | Oct-14 Facility Stmt | Planning | TBD | 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 \$10,000,000 \$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 | May 2024 Program Plan/Design Plan (Revised) | Bid | TBD | Roberts |
| Rodeo Grounds Practice Facility | | | Private | TBD | Apr-20 Facility Stmt | Planning | | Rasmussen |
| SJ Marshall Center - Addition, Phase 2 | | HB1022-2022 | Private Local HEFF M&R | \$44,000,000 \$4,000,000 \$6,000,000 \$54,000,000 | Dec-21 Design Plan (Revised) | Construction | 2024 | Roberts |

South Dakota Board of Regents Capital Improvement Projects - June 2024

| Facility Name | Ten-Year Plan | Legislative Action / YR | Fund Type | Legislative / Approved Amount | Most Recent Board Action | Current Project Status | Projected Completion Date | Building Committee Rep. |
|---|------------------|-------------------------|-----------------------------|--|---------------------------|---|---------------------------|-------------------------|
| Soccer Competition Venue | | | Donations | TBD | Dec-23 Facility Stmt | Planning | TBD | TBD |
| South Dakota Art Museum-New Construction | | | Donations | TBD | Mar-22 Facility Stmt | Planning | TBD | Brown |
| The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project) | FY 12 10 Yr Plan | HB1051-2012 | 2027 HEFF Bonds Private | \$7,500,000 \$3,315,000 \$10,815,000 | Jun-2020 Facility Stmt | Planning | TBD | Frederick |
| Transient Animal Facility | | HB1032-2023 | Insurance | \$1,400,000 | Dec-23 Facility Stmt | Planning | 2026 | TBD |
| Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer | FY 12 10 Yr Plan | HB1051-2012 | 2027 HEFF Bonds HEFF M&R | \$5,000,000 \$5,043,000 \$10,043,000 | Mar-16 Program Plan | Phased Project Design & Construction | 2029 | Roberts |

University of South Dakota

| | | | | | | | | |
|-------------------------------|--|-----------|---|---|------------------------------------|--------------|------|-----------|
| Health Science Building | | SB40-2020 | HEFF Bond M&R Bond One-Time State Funds Private Funds Local Funds | \$7,500,000 \$5,000,000 \$5,000,000 \$4,500,000 \$875,000 \$22,875,000 | Oct-21 Design Plan (Revised) | Construction | 2022 | Partridge |
| South Dakota Union Renovation | | | One-Time State Funds M&R HEFF M&R General | \$3,430,000 \$54,631 \$4,335,369 \$7,820,000 | Mar-23 Design Plan | Construction | 2024 | Brown |

REVENUE FACILITIES

Black Hills State University

| | | | | | | | | |
|-------------------------------------|--|--|---------------|--|-------------------------|----------|-----|-----------|
| University Wellness Center Addition | | | GAF & Private | | Dec-16 Facility Stmt | Planning | TBD | Partridge |
|-------------------------------------|--|--|---------------|--|-------------------------|----------|-----|-----------|

Dakota State University

| | | | | | | | | |
|--|--|--|----------------------------|---|-----------------------|-----------|--------|---------|
| New Residence Hall & Student Life Facility | | | Auxiliary Bonds Private | \$12,000,000 \$500,000 \$12,500,000 | Dec-19 Design Plan | Completed | Aug-21 | Roberts |
|--|--|--|----------------------------|---|-----------------------|-----------|--------|---------|

South Dakota School of Mines and Technology

| | | | | | | | | |
|-------------------------|--|--|---------|--|-------------------------|---------------|-----|----------|
| Surbeck Center Addition | | | Private | | Apr-14 Facility Stmt | A/E Selection | TBD | Morrison |
|-------------------------|--|--|---------|--|-------------------------|---------------|-----|----------|

South Dakota State University

| | | | | | | | | |
|---|--|--|-----------------------|-------------|-------------------------|--------|------|---------|
| Larson Commons Renovation | | | Private Auxiliary | TBD | Oct-22 Facility Stmt | Design | 2025 | Roberts |
| University Student Union Renovations & Remodeling - Phase 4 | | | General Activity Fees | \$7,920,300 | Jun-23 Program Plan | Design | 2024 | |

University of South Dakota

| | | | | | | | | |
|---------------------------|--|-----------|--|---|------------------------------------|--------------|------|---------|
| Wellness Center Expansion | | SB42-2022 | Auxiliary Funds Auxiliary Bonds Private Funds Local Funds | \$5,000,000 \$3,900,000 \$13,989,588 \$8,360,412 \$31,250,000 | Jun-22 Design Plan (Revised) | Construction | 2024 | Roberts |
|---------------------------|--|-----------|--|---|------------------------------------|--------------|------|---------|

South Dakota Board of Regents Capital Improvement Projects - June 2024

| Facility Name | Ten-Year Plan | Legislative Action / YR | Fund Type | Legislative / Approved Amount | Most Recent Board Action | Current Project Status | Projected Completion Date | Building Committee Rep. |
|---|---------------|-------------------------|-----------|-------------------------------|--------------------------|------------------------|---------------------------|-------------------------|
| Board Action: 1) Preliminary Facility Statement 2) Facility Program Plan 3) Design 4) Bid - Board approves substantive changes from program Plan Project Status: 1) Planning 2) A/E Selection 3) Design 4) Bid 5) Construction | | | | | | | | |

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

AGENDA ITEM: 6 – P
DATE: June 26-27, 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

INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects

(\$50,000 - \$250,000)

Black Hills State University

BHSU requests approval to use \$150,000 in additional ARPA funds to correct the storm water drainage issues from the Jonas Commuter parking lot to the storm water drainage ditch by Bordeaux Hall. The plan is to increase the size of the drop inlet and drainage on the Jonas Academic side and pour a concrete catch basin at the drop outlet by the Bordeaux Hall bridge, where it pours into the flood plain drainage ditch.

South Dakota State University

Plant Storage: SDSU is requesting use of \$100,000 in donated funds for construction of an 8' tall steel pole and woven wire wildlife fence to protect specialty crop research on the SDSU campus and to extend an existing 4" water line north to remove an unreliable existing line. The fencing will be approximately 2,450 linear feet and enclose 7.5 acres of research area on the east edge of the main campus of SDSU (roughly 800 feet east of the Oscar Larson Performing Arts Center). The water line extension is approximately 650 feet in length and located in the same area as the fencing. Work will be completed with the use of standing contractors and by competitive procurement where necessary. The project will be managed with resources from Facilities & Services at SDSU.

West Hall Demo and Structural Improvements: SDSU is requesting the realignment of \$97,000 of general fund maintenance and repair funding for West Hall remediation and demolition of existing walls and finishes, structural improvements to foundation and ground water/drainage mitigation work. Work will be completed by contracted services. A structural engineer will be used for analysis and design.

Berg Ag Hall AHPS Support Lab Renovation: SDSU is requesting the use of \$230,000 in donated funds for renovating Berg Ag Hall rooms 007 and 009 for additional lab support to the research and diagnostics lab in Berg Ag Hall. Room 007 will be renovated for plant material processing for the diagnostic lab. Workstations with sinks and an elutriator will be installed. Room 009 will be renovated to house plant growth chambers that support the research labs. Both spaces will have walls refinished, epoxy floors installed, new exhaust ventilations, plumbing modifications, and additional electrical devices to support the equipment. A new condenser water loop tied to central chilled water will be installed for the plant growth chambers. SDSU will design the renovation with F&S engineering. The demo and installation work will be done with a combination of F&S trades, standing mechanical and HVAC contractors. SDSU requests delegation of the project to the university.

Campus Wide Energy Savings: SDSU is requesting to utilize \$100,000 of institutional funds to hire an Energy Service Company to conduct an Investment Grade Energy Audit for campus. The study will provide information regarding the feasibility of using Energy Savings Performance Contracting as a means to complete energy efficiency upgrades and reduce energy consumption.

Morrill Hall Shared Services Payroll Office Renovations: SDSU is requesting to utilize \$126,640 of self-support tuition funds for shared service payroll office renovations. The project is a remodel and refresh of rooms 306 and 308 in Morrill Hall to make additional office space for the payroll shared services department. The construction portion of the project includes installation of a new door, window, painting, and carpet. New cubicle walls and furniture are also included in this project. All work to be done by SDSU Facilities and Services trades except for the installation of cubicles and assembly of the new furniture. SDSU requests the project to be delegated to SDSU due to the nature of the project scope and the use of in-house trades.

Capital Asset Purchase
(greater than \$250,000)

Black Hills State University

Illumina NextSeq 2000 Sequencing System: BHSU utilized \$348,982.75 of institutional funds for the purchase of sequencing system. This equipment will be used to support the goals and objectives of the NIH funded SD BRIN grant. The NextSeq 2000 is necessary technology for genomic and transcriptomic research. This equipment extends laboratory research capabilities and decreases the cost of experiments by more than half. It will increase the affordability of Next Generation Sequencing technology to researchers throughout South Dakota.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – Q
DATE: June 26-27, 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. SDSU – BA/BS in Finance

The proposed program would provide students with advanced training in finance theory and practice, with applications in financial analytics, portfolio investments, and corporate finance. Graduates can enter careers in banking, money management, investment banking, insurance, corporate treasuries, and federal, state, and local governments.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – R
DATE: June 26-27, 2024

SUBJECT

Program Review Reports

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 2.3.4.A](#) – Program Evaluation and Review Guidelines

BACKGROUND / DISCUSSION

The system has established a process requiring periodic reviews of all programs offered. A primary purpose for these reviews is to continuously improve the quality of all educational programs. Periodic program review involves stakeholders in an analysis of past performance which is used to inform present and future directions and decision-making. The review process is integrated with strategic planning and budgeting, with regional and specialized accreditation processes, and with student-learning outcome assessment. The system's processes require each campus to maintain a schedule that indicates the time frame for the review of every program offered.

For each review, representatives of the program completed a self-study driven either by the system's guidelines or by those of an external accrediting body, if applicable. An external review was engaged to evaluate the program using both the self-study and interviews of constituents. In each case the reviewer prepares a report of findings and the campus then prepares a response.

IMPACT AND RECOMMENDATION

Listed below are the programs that have been reviewed over the past year. For each program reviewed, the report (and any additional documentation as applicable) is available for viewing by contacting the Academic Affairs department in the Board of Regents central office. These reports are also available on AAC's [Institutional Program Reports](#) internal webpage for system staff; however, BOR login credentials are required.

- BHSU – General Studies (BGS and AA)
- DSU – Biology (BS)
- DSU – Cyber Operations (PhD)
- DSU – English: New Media
- DSU – Mathematics (BS)
- NSU – Art (BA)
- NSU – Art Education (BSEd)

(Continued)

INFORMATIONAL ITEM

- NSU – Art Education (MSEd)
- NSU – Biotechnology (AS)
- NSU – Digital Media (AS)
- NSU – Digital Media (BFA)
- NSU – General Studies (AA & BA)
- NSU – Studio Art (BFA)
- SDSMT – Biomedical Engineering (BS)
- SDSMT – Chemical Engineering (BS)
- SDSMT – Civil Engineering (BS)
- SDSMT – Computer Engineering (BS)
- SDSMT – Computer Science (BS)
- SDSMT – Electrical Engineering (BS)
- SDSMT – Geological Engineering (BS)
- SDSMT – Geology (BS)
- SDSMT – Industrial Engineering & Engineering Management (BS)
- SDSMT – Mechanical Engineering (BS)
- SDSMT – Metallurgical Engineering (BS)
- SDSMT – Mining Engineering (BS)
- SDSU – Dietetics (MS)
- SDSU – Early Education and Care (BS)
- SDSU – Animal Science (BS, MS, and PhD)
- SDSU – Aviation - Education Specialization (BS)
- SDSU – Biology and Microbiology (All Programs)
- SDSU – College of Pharmacy & Allied Health Professions – Continuing Education Provider Program
- SDSU – Computer Science (MS and PhD)
- SDSU – Electrical Engineering (MS and PhD)
- SDSU – Fashion Studies and Retail Merchandising (BS)
- SDSU – Geography and Geospatial Sciences (BS, MS, & PhD)
- SDSU – Hospitality, Tourism & Event Management (BS)
- SDSU – Music (BA) and Music Education (BME)v
- SDSU – Nutrition and Exercise Science (MS & PhD)
- SDSU – Psychology (BA/BS)
- SDSU – Sociology and Rural Studies (BA/BS)

ATTACHMENTS

None.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7 – A

DATE: June 26-27, 2024

SUBJECT

Revised BOR Policy 2.11.1 – Academic and Student Reporting Policy (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.11.1](#) – Enrollment Reporting

BACKGROUND / DISCUSSION

BOR Policy 2.11.1 was initiated in 1993 and has had a limited number of revisions since the initial policy approval. With the onset of the merger to a single-student system and the implementation of Banner, this policy is suitable for modification.

The original policy focused mainly on enrollment reporting. However, with the reporting tools available to the Regental system there is a greater need to better define reporting in the collective. This revised policy now focuses on both academic and student reporting needs, live data reporting and snapshot (frozen in time) reporting.

Due to the impact of this change, the system created three (3) major committees which included stakeholders from institutional research, admissions and academic records, and accounts receivable/finance. The charge of these committees included multiple facets of policies, rules, and best practices. This is the first policy draft from this committee.

Changes to this policy include:

1. Update to the Board template.
2. Insert a definitional section to better assist in policy interpretation.
3. State policies on the Family Educational Rights and Privacy Act of 1974 and security requirements.
4. Document the use case for data, both live and frozen.
5. Ensure a system approach to fall enrollment – full-time equivalent (FTE) and headcount.

Overall, this policy has been subject to multiple sets of stakeholders to ensure communication of proposed changes.

(Continued)

DRAFT MOTION 20240626_7-A:

I move to approve the first reading of the proposed revisions to BOR Policy 2.11.1 – Academic and Student Reporting, as presented.

IMPACT AND RECOMMENDATION

The Academic Affairs Council (AAC) and Technology Affairs Council (TAC) have reviewed the policy revisions for the first reading and approved these changes.

The Board academic staff supports the recommended revisions to BOR Policy 2.11.1 – Academic and Student Reporting.

The timeline associated with this policy revision will be as follows:

- First Reading – June 2024 BOR Meeting
- Second and Final Reading – July/August 2024 BOR Meeting

ATTACHMENTS

Attachment I – Proposed Revised Draft of BOR Policy 2.11.1 – Academic and Student Reporting

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Enrollment~~ Academic and Student Reporting

NUMBER: 2.11.1

A. PURPOSE

The South Dakota Board of Regents administers the Enterprise Resource Planning System (ERP) and several third-party software solutions for the system. As the SD university system strives to maintain the highest quality data, this policy is designed to manage the data and the reporting of that data for the ERP and other system-managed third-party solutions.

B. DEFINITIONS

1. **Census Date:** A date calculated at the first ten (10) percent of the term. See BOR Policy 2.1.1 System Academic Year / Academic Calendar.
2. **Data Dictionary:** A set of information describing the contents, definitions, format, and structure of the database and the data elements used by the institutions and the Regents.
3. **Enterprise Resource Planning (ERP) System:** A software solution platform to manage and integrate all institutional operational activities including academic records, accounts receivable, budget, financial aid, finance, grants, human resources, procurement, student records, etc.
4. **Extract:** Term synonymous with the frozen data repository.
5. **Frozen Data Repository:** A series of data tables that host a frozen snapshot extracted and transformed data from the Student Information System and managed by Regents Information Systems.
6. **Institution:** Defined as one of the six (6) public universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota.
7. **Live Data Repository:** Live data from the ERP that is stored in a centralized system solution and managed by Regents Information System.
8. **Regents Information Systems:** A department of the Board of Regents that manages the universities centralized technology systems.
9. **Student Information System:** A part of the ERP that encompasses student information and financial aid information.

C. POLICY STATEMENTS

1. Board Policy section 7 provides acceptable use, security requirements, and personally identifiable information governance.
2. Board Policy 3.1.1 governs the confidentiality of student records and access to that information in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). SAC Guideline 3.1.1 and 3.1.2 provides additional procedural guidance on FERPA.
3. The ERP and related central third-party solitons are functionally supported by institutional and system functional teams. As such, each of those team members are responsible for the accuracy, quality, and integrity of the data.
4. The Board of Regents maintains both live data within the data systems and a frozen data repository.
5. Official reporting for headcount and full-time equivalency shall only include those students who are enrolled in a course with student credit hours assigned.

D. ACADEMIC AND STUDENT DATA

—System Data

1.

1.1 Live Data

Live data is transactional data utilized for operational reporting, trend analysis, and day-to-day tracking of information to facilitate decision-making. This data is also available in self-service to end-users for courses, financial aid, and student information. All data presented to the end-user from this source is tightly controlled with security access.

1.2 Frozen Data

Frozen data is data utilized for federal reporting purposes, standardized annual reports or other types of reports that rely on data as of a ‘point in time’ such as accreditation reporting. This data is a copy extracted from the live data at a point in time.

2. Frozen Data Repository

2.1 Timeline

—Fall Term All enrollment extracts (Full Term):

2.1.1

- 0-Type Record: At the end of Census Day based on full part of term.
- 1-Type Record: At the end of the third working day following Census for

full part of term.

- 2-Type Record: No longer used.
- 3-Type Record: The Monday following the final exam week.
- 4-Type Record: One week after End of Term Processing.

———Spring Term (Full Term):

2.1.2

- 0-Type Record: At end of Census Day based on full part of term.
- 1-Type Record: At the end of the third working day following Census for full part of term.
- 2-Type Record: No longer used.
- 3-Type Record: The Monday following the final exam week.
- 4-Type Record: One week after End of Term Processing.

———Summer Term (Full Term):

2.1.3

- 0-Type Record: Not used for Summer.
- 1-Type Record: Not used for Summer.
- 2-Type Record: No longer used.
- 3-Type Record: The Monday following the last final exam week.
- 4-Type Record: One week after End of Term Processing.

3. System Reporting Solutions

3.1 System Approved Reporting Solutions

Academic Affairs Council shall vet with the academic vice president or designee any reporting solution that shall be the system solution. The system office will route through the appropriate senior staff and councils.

3.2 Security and Access

Institutional data custodians must ensure privacy, security, and access to reporting data. Institutions must maintain compliance with federal, state, Board of Regents, and institutional statutes, regulations, and/or policies.

3.3 System Reporting of Fall Enrollment, System Strategic Report, Legislative Reporting

3.3.1 Preliminary Enrollment Data

Record-Type 0 will be used for the preliminary review of the enrollment at 10% of the term and will be moved to record-type 1 upon final freeze. Collection and initial release of enrollment totals or enrollment estimates for all semesters shall be the responsibility of the Board of Regents office. Prior to the initial release of enrollment data, all inquiries regarding enrollment totals or estimates shall be directed to the Board office.

3.3.2 Official IPEDS and Factbook Reporting

Record-Type 1 will be used for official enrollment and federal reporting.

3.3.3 System Strategic Reports and System Legislative Reports

Collection and official reporting shall be the responsibility of the Board of Regents.

3.4 Data Validation and Data Integrity

Each institution shall review system edits to ensure the integrity of the data. Verification should be managed at the institution level and based on the workflow of the data validation and data reporting.

~~shall provide enrollment information as of the first 10% of class days (term or section census date) plus active registrations if the section has not reached the first 10% of class days when the extract was taken.~~

~~trations if the section has not reached the first 10% of class days when the extract was taken.~~

~~if the section has not reached the first 10% of class days when the extract was taken.~~

~~2. Enrollment extracts shall be taken at the following times:~~

~~A. In the Fall Term:~~

~~1. CENSUS EXTRACT: Two weeks after official census date.~~

~~2. MID-TERM EXTRACT: One to two days after the mid-term date.~~

~~3. END-OF-TERM EXTRACT: In the middle of the final exam week.~~

~~B. In the Spring Term:~~

~~1. CENSUS EXTRACT: Two weeks after official census date.~~

~~2. END-OF-TERM EXTRACT: In the middle of the final exam week.~~

~~C. In the Summer Term:~~

~~1. END-OF-TERM EXTRACT: Prior to first Home Location run for billing for Fall. (Historically July 31st.)~~

~~2. END-OF-TERM TO END-OF-SUMMER REGISTRATION EXTRACT*:
Official last day of summer term.~~

~~*Note: This extract only captures additional registrations for that period of summer term not included in the first Summer Term End of Term Extract.~~

- ~~3. All extracts shall include information for both state support and self support students.~~
- ~~4. Only students who have paid tuition and fees or made an arrangement to pay as defined in Policy 5.5 shall be included in any extract.~~
- ~~5. Enrollment reports should indicate which extract was used to generate the data.~~
- ~~6. Verification of enrollment extract data~~
 - ~~A. It is the universities' responsibility to verify the enrollment extract data BEFORE the data extract is copied (or frozen).~~
- ~~7. Collection and initial release of official enrollment totals or enrollment estimates for all semesters shall be the responsibility of the Board of Regents office. Prior to the initial release of enrollment data, all inquiries regarding enrollment totals or estimates shall be directed to the Board office.~~

FORMS / APPENDICES:

None

SOURCE:

BOR, August 1993; BOR, January 1997; BOR, March 2006; BOR, June 2006; October 2023 (Clerical); August 2024.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7 – B (1)

DATE: June 26-27, 2024

SUBJECT

New Program Request – SDSU – BA/BS in Accounting

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 BA/BS in Accounting. The proposed program provides students with advanced training in accounting, including managerial, financial, cost, and income tax accounting. SDSU currently offers a minor in Accounting.

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – New Program Request Summary: SDSU – BA/BS in Accounting

DRAFT MOTION 20240626_7-B(1):

I move to authorize SDSU to offer a BA/BS in Accounting, as presented.

**Full Proposal – BA/BS Accounting
South Dakota State University**

BOR Recommendation: The Board of Regents Executive Director and Academic Affairs supports the program request. This program will support students while addressing an identified workforce need in South Dakota.

Program Description:

The B.A. and B.S. in Accounting provide students with advanced training in accounting, including managerial, financial, cost, and income tax accounting. With a major in accounting, graduates will find careers in a variety of fields. While some accounting graduates are working as Certified Public Accountants (CPAs), some are in related fields such as auditors, financial analysts, business analysts, credit analysts, investment analysts, financial planners, bankers, loan officers, corporate finance support positions, corporate audit functions, tax examiners, tax managers, insurance underwriters, and entrepreneurs.

Strategic Impact –

SDSU Strategic Impact: The proposed B.A. and B.S. in Accounting will combine SDSU's strong accounting coursework with its existing management and economics core to allow students in the program to transcript their program in an accounting major and provide a solid foundation that will prepare students well for a variety of positions in private or public business and industry. As the state's land grant university, SDSU is strategically positioned to provide educational opportunities that will strengthen the labor force and economy of the rural areas throughout the state.

SDSU is requesting authorization to offer a major in Accounting in order to respond to critical workforce needs in the state of South Dakota. SDSU is well-positioned to fill these employment gaps without substantially restructuring or otherwise redesigning its programming. By offering a major in Accounting, SDSU will provide its students with a more comprehensive education program portfolio and credential their education accordingly, leading to enhanced professional opportunities. In addition, offering a major in accounting will clearly address the high demands of the labor market within the unique academic environment of South Dakota State University. With the recent changes to the South Dakota Advantage tuition program, the SDBOR has an opportunity to expand the availability of the Accounting major to more students that would come to South Dakota for their education from other states including Minnesota, Kansas, and Missouri.

BOR Strategic Impact: The proposed Accounting program supports the South Dakota Board of Regents Strategic Plan 2022-2027 Goal 3: Academic Excellence, Student Outcomes, Educational Attainment, and Goal 4: Workforce and Economic Development. In keeping with SDBOR and SDSU missions, the university seeks a student-centered option for SDSU students who wish to earn an accounting degree. The new program leverages the expertise of SDSU's faculty to respond to the workforce needs of South Dakota while maintaining academic excellence and increasing the number of accredited programs within the regental system.

Program Summary:

The classification of this program will be 52.0301 [Accounting]. This undergraduate program is proposed to be offered on-campus in Brookings. No new courses are requested in conjunction with this program proposal because SDSU is already authorized to offer a minor in Accounting. The Ness School of Management and Economics at SDSU is currently pursuing AACSB accreditation. The site visit is scheduled for October 2024. The addition of the Accounting program will not affect the timeline for accreditation.

Duplication and Competition:

In October 2017, the SDBOR approved the Business Economics major at SDSU. At that time, the motion to approve the new program proposal for a B.A. and B.S. in Business Economics included limitations on SDSU offering additional programs in the field of business, including but not limited to finance, marketing, and business administration.

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of 142 bachelor-prepared graduates in Accounting.

Regental Universities¹:

| University | Bachelor's Degrees Conferred in Accounting | Total Number of Bachelor's Degrees Conferred at Each Institution |
|------------------------------|---|---|
| Black Hills State University | 23 | 370 |
| Dakota State University | 9 | 338 |
| Northern State University | 19 | 285 |
| University of South Dakota | 55 | 1166 |

Private SD Universities²:

| University | Bachelor's Degrees Conferred in Accounting | Total Number of Bachelor's Degrees Conferred at Each Institution |
|---------------------------|---|---|
| Augustana | 13 | 381 |
| Dakota Wesleyan | 6 | 149 |
| Mount Marty | 7 | 136 |
| University of Sioux Falls | 10 | 315 |

Total Sum of SD Peer Findings:

| University | Total Number of Bachelor's Degrees in Accounting | Total Number of Bachelor's Degrees Conferred (All Listed SD Universities) |
|-------------------|---|--|
| Total | 142 | 3140 |

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

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

The number of conferred bachelor's degrees in Accounting in SD, as reported by IPEDs, was 142 out of a total of 3140 degrees conferred by listed institutions. This is approximately 5% of the total number of bachelor's degrees awarded by the institutions offering Accounting programs.

Competitor University Peers³:

SDSU awarded 1824 bachelor's degrees in 2022-2023. Of those, 86 were in the broad category of Business/Managerial Economics.

| University | Bachelor's Degrees Conferred in Accounting | Total Number of Bachelor's Degrees Conferred at Each Institution |
|-------------------------------|--|--|
| University of Minnesota | 84 | 7640 |
| North Dakota State University | 43 | 2131 |
| Southwest Minnesota State U. | 15 | 425 |

Workforce Outlook/State Need:

The April 2021 EMSI report commissioned by the South Dakota Board of Regents outlines a clear need for more finance and accounting education in South Dakota. When job openings are compared to the state's supply of educational program completions, the analysis reports how well SDBOR university program offerings satisfy South Dakota's workforce demand. Accountants and auditors are singled out as the single biggest need for new programs in South Dakota, appearing at the top of the list of "Programmatic Areas of Opportunity at the bachelor's degree level for SDBOR Universities"[1] In addition, accounting is listed as the #4 program in the "Top 10 Bachelor's Degree Level Programs at SDBOR Universities with a Gap" (the gap measures the projected annual job openings minus SDBOR annual completions).[2]

According to the EMSI report "Each SDBOR university should examine the occupations for institutional fit and whether an existing program can be adjusted to teach the skills related to the occupation or expand a current program training for the occupation to help meet the unmet annual need." We believe that SDSU is uniquely positioned to fill this gap as we are currently training accountants but are not recognized as such in the EMSI report because we do not have a transcribed major in accounting. (Minors and certificates were not included in the EMSI analysis.) The Ness School has the capacity and the growth potential to significantly reduce the gap in accounting workforce preparation without substantial restructuring of its program.

The US Department of Labor projects that there will be 135,000 average annual job openings for accountants in the US from 2020-2030, representing a 6.9% increase. [3]

In addition to the workforce demand demonstrated in the EMSI analysis and a significant gap in employment reported by the SD CPA society, the US Department of Labor statistics also points to a demonstrated workforce demand. Bureau of Labor Statistics data shows that accountant and auditor employment positions are projected to grow by 11% from 2020-2030 in South Dakota, and 4% nationally. [4]

³ IPEDS, 2022-2023

The median annual wage for accountants and auditors in the US was \$78,000 in May 2022.[5] Annual median wages in South Dakota were \$67,350 in 2022, according to the South Dakota Department of Labor and Regulation.[6]

- [1] Program Demand Gap Analysis: Economic Overview and Review of Academic Programs South Dakota Board of Regents, EMSI, April 2021, page 77.
- [2] EMSI, page 12
- [3] US Department of Labor Projections Central, Long-Term Projections Long-Term Occupational Projections | Projections Central, <https://www.projectionscentral.org/Projections/LongTerm> (visited December 15, 2023)
- [4] South Dakota Employment Trends: 13-2011.00 - Accountants and Auditors (onetonline.org) <https://www.onetonline.org/link/localtrends/13-2011.00?st=SD> (visited December 18, 2023)
- [5] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Accountants and Auditors, at <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm> (visited October 05, 2023).
- [6] South Dakota Department of Labor and Regulation, “South Dakota High Demand & High Wage Careers – Accountants & Auditors”

Student Learning Outcomes:

Upon completion of the Accounting major, graduates will:

1. Be able to use analytical methods to make effective decisions.
2. Be able to communicate effectively.
3. Be able to evaluate matters of ethics in the profession and the culture more broadly.
4. Have the requisite body of knowledge in management and economics.

Program graduates’ outcomes will be assessed through employment rates and post-graduate surveys.

Projected Enrollment:

| ESTIMATES | FISCAL YEARS* | | | | | |
|--|---------------|-----------|-----------|-----------|------------|------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year | 6th Year |
| | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| Students new to the university | -- | 22 | 29 | 35 | 35 | 35 |
| Students from other university programs | 12 | 7 | 3 | 2 | 2 | 2 |
| Students off-campus or distance | | | | | | |
| Continuing students | | 10 | 32 | 54 | 71 | 77 |
| Total students in the program (fall) | 12 | 39 | 64 | 91 | 108 | 114 |
| | | | | | | |
| Program credit hours (major Courses)** | 192 | 598 | 1096 | 1810 | 2261 | 2428 |
| Graduates | | | | 8 | 19 | 21 |
| | | | | | | |
| <i>*Do not include current fiscal year.</i> | | | | | | |
| <i>**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.</i> | | | | | | |

Enrollment estimates are based on:

There are currently 100 students pursuing the Accounting Minor at SDSU. The proposed B.A. and B.S. in Accounting will combine SDSU's strong accounting coursework with its existing management and economics core and provide a solid foundation that will prepare students well for a variety of positions in private or public business and industry.

SDSU anticipates there will be a mix of new enrollment and redirection from existing programs. New students will be attracted to the program by the state-of-the-art facilities and faculty resources combined with the transparency of the program. A substantial number of students currently majoring in Business Economics with a minor in Accounting would likely be redirected into the Accounting major.

Projected Revenue/Expenses:

| FINANCIAL HEALTH SUMMARY | | | | | | |
|---|---------------|-----------------|---------------|---------------|----------------|----------------|
| | 1st FY25 | 2nd FY26 | 3rd FY27 | 4th FY28 | 5th FY29 | 6th FY30 |
| TUITION & FEE REVENUES | 49,853 | 155,377 | 284,580 | 469,994 | 587,170 | 630,356 |
| PROGRAM EXPENSES | 14,250 | 202,801 | 200,301 | 428,797 | 426,547 | 426,547 |
| NET (T&F REVENUES LESS PROGRAM EXPENSES) | 35,603 | (47,424) | 84,279 | 41,197 | 160,623 | 203,809 |
| OTHER SUPPORTING REVENUES | - | - | - | - | - | - |
| NET AFTER OTHER SUPPORTING REVENUES | 35,603 | (47,424) | 84,279 | 41,197 | 160,623 | 203,809 |

No new resources are requested for this program because SDSU already offers the required Accounting courses as part of their minor. That said, the Ness School expects enrollment to grow; at full implementation, they expect to have 35 new first-year students (114 total enrolled students) and would need to add two additional faculty and 0.5 FTE of an advisor. The university would need 26 new first-year students (82 total enrolled students) to break even if additional FTEs were hired. If they do not have increased enrollment, however, they will not add additional expenses.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

REVISED

AGENDA ITEM: 7 – B (2)

DATE: June 26-27, 2024

SUBJECT

New Program Request – USD – MS in Artificial Intelligence

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 MS in Artificial Intelligence. The proposed program is designed to equip students with advanced knowledge and skills in the rapidly evolving field of artificial intelligence, including machine learning, vision, intelligent systems, robotics and agent-based systems, knowledge discovery, data mining, and the secure, trustworthy, ethical and responsible use of AI.

The intent to plan has been approved by the Executive Director and was presented to the Board as an information item at the [April 2024](#) Board meeting.

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – New Program Request Summary: USD – MS in Artificial Intelligence
Attachment II – PowerPoint Presentation

DRAFT MOTION 20240626_7-B(2):

I move to authorize USD to offer a MS in Artificial Intelligence, as presented.

**Full Proposal – MS Artificial Intelligence
University of South Dakota**

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred advanced STEM degrees in South Dakota while supporting existing industrial sectors.

Program Description:

The Master of Science in Artificial Intelligence (MSAI) program is a cutting-edge graduate program designed to equip students with advanced knowledge and skills in the rapidly evolving field of artificial intelligence (AI). This knowledge and skills include but are not limited to, machine learning, vision, intelligent systems, robotics and agent-based systems, knowledge discovery, data mining, and the secure, trustworthy, ethical, and responsible use of AI. This program blends theory with hands-on practical experience, preparing graduates for leadership roles in AI research, development, and application across diverse industries.

Strategic Impact –

USD Strategic Impact: The University of South Dakota's mission statement emphasizes a commitment to academic excellence, research, innovation, and preparing students for meaningful careers in emerging fields. The MSAI program embodies these values by offering an advanced curriculum that equips students with cutting-edge AI knowledge and practical skills. It fulfills the university's mission of providing quality education while addressing the growing demand for AI expertise.

The MSAI will provide enhanced educational opportunities to USD students. The program introduces a specialized curriculum that addresses the evolving needs of students seeking AI education. These enhanced MSAI opportunities will uphold a liberal arts foundation of critical thought, reasoning, and ethical foundation. The MS AI will foster innovation through research initiatives and interdisciplinary collaboration advancing the science and technology foundation in the state. The MSAI program reflects the institution's academic priorities by a) meeting workforce needs, b) advancing research excellence, and c) promoting ethical leadership in AI.

BOR Strategic Impact: The MSAI program prepares students with in-demand AI skills, which are increasingly essential across various industries in the state. The MSAI program encourages research excellence in AI. Graduates of the program may contribute to AI-related research initiatives that can have a positive impact on South Dakota's technological and economic landscape. The MSAI program equips graduates with AI expertise that can drive innovation and economic growth in South Dakota. AI technologies have applications in various sectors, including healthcare, agriculture, manufacturing, and finance, all of which are vital to the state's economy. The proposed program instills ethical principles in AI professionals, ensuring that AI technology is developed and deployed ethically and responsibly within the state. In sum, the MSAI program is well-aligned with the strategic priorities and mission of the South Dakota Board of Regents. It contributes to workforce development, research excellence, educational enrichment, economic growth, and ethical leadership within the state, reflecting a commitment to advancing higher education and innovation in South Dakota.

Program Summary:

The classification of this program will be 11.0102 [Artificial Intelligence and Robotics]. This 30-credit graduate program is proposed to be offered on-campus in Vermillion. No new courses are requested in conjunction with this program proposal. Specific program accreditation for an MSAI does not exist.

Duplication and Competition:

The Board approved DSU's request to offer an MS in Artificial Intelligence at their April 2024 meeting. Both Dakota State University and the University of South Dakota are currently approved to offer AI specializations as part of their Computer Science MS degree programs. DSU intends to keep its AI specialization in Computer Science in addition to adding the recently approved MS in AI. USD intends to inactivate the AI specialization in their Computer Science program.

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of 117 masters-prepared graduates in related fields.

Regental Universities¹:

| University | Master's Degrees Conferred in Computer and Information Sciences, General | Total Number of Master's Degrees Conferred at Each Institution |
|---|--|--|
| DSU – MS Computer Science | 64 | 149 |
| USD – MS Computer Science | 45 | 530 |
| SDSU – MS Computer Science | 1 | 334 |
| SDSMT – MS Computer Science and Engineering | 7 | 131 |

Private SD Universities²:

| University | Master's Degrees Conferred in Computer and Information Sciences, General | Total Number of Master's Degrees Conferred at Each Institution |
|------------|--|--|
| None | 0 | -- |

Total Sum of SD Peer Findings:

| University | Master's Degrees Conferred in Computer and Information Sciences, General | Total Number of Master's Degrees Conferred (All SD Universities) |
|------------|--|--|
| Total | 117 | 1144 |

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

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

The number of conferred master's degrees in related fields, specifically Computer and Information Science (General), as reported by IPEDs was 117 out of a total of 1144 for all of South Dakota. This is approximately 10% of the total number of master's degrees awarded. The opportunities for students with advanced degrees in these fields exceed the current number of degrees awarded.

Competitor University Peers³:

Unlike the tables above, this table reports MS degree conferrals specifically in Artificial Intelligence.

| University | Master's Degrees Conferred in Artificial Intelligence | Total Number of Master's Degrees Conferred at Each Institution |
|----------------------------|--|---|
| Northwestern University | 41 | 5335 |
| Carnegie Mellon University | 178 | 4339 |
| Johns Hopkins University | 18 | 8840 |

Workforce Outlook/State Need:

This program will be a pioneering initiative in the state, aligning with the National AI Initiative Act to promote United States leadership in AI. The mission of the National AI Initiative is to ensure continued U.S. leadership in AI research and development, lead the world in the development and use of trustworthy AI in the public and private sectors, and prepare the present and future U.S. workforce for the integration of AI systems across all sectors of the economy and society [1].

According to a recent report by Bloomberg Intelligence (BI), this market is on the brink of explosive growth, with projections indicating a remarkable expansion from \$40 billion (about \$120 per person in the US) in 2022 to a staggering \$1.3 trillion (about \$4,000 per person in the US) over the next decade. This anticipated growth is underpinned by a projected compound annual growth rate (CAGR) of 42% [2]. Moreover, there has been a notable increase in job seeker interest in AI-related jobs, especially since the introduction of ChatGPT. Indeed's data showed that searches for AI jobs jumped to 147 per million total jobs searched in May 2023 [3,4].

Furthermore, the emerging landscape of AI-centered technology presents a promising horizon with an abundance of new job openings. The number of AI-related companies and startups is increasing, with substantial investments in AI research and development. As AI technology becomes increasingly prevalent, the demand for skilled professionals to navigate this dynamic field is growing rapidly. A recent report by the World Economic Forum's Future of Jobs 2023 underscores the significance of this trend, highlighting that AI and machine learning specialists are poised to claim the title of the fastest-growing job category in 2023. The report projects an impressive employment growth rate of 39% within the next five years for these specialists [5]. This surge in demand for AI experts signifies the critical need for educational initiatives such as the MSAI program, which can equip students with the specialized skills and knowledge required to excel in this rapidly evolving job market.

Nationally, AI professionals typically earn competitive salaries due to the high demand for their expertise. AI-related job roles, such as AI/machine learning engineers, data scientists, and AI

³ IPEDS, 2022-2023

researchers, often commanded median salaries ranging from \$90,000 to \$250,000 or more, depending on experience and location. Read more: <https://www.scaler.com/topics/artificial-intelligence-salary-in-us/>. Within South Dakota, the typical salary range for AI engineers spans from \$70,000 to \$100,000.

Summary (average salary) across the states:

- Entry-level AI engineer: \$70,000 to \$100,000
- Mid-level AI engineer: \$100,000 to \$150,000
- Senior-level AI engineer: \$150,000 to \$250,000

Summary of the highest-paying companies for AI engineers:

- Google: \$150,000 to \$250,000
- Facebook/Meta: \$150,000 to \$250,000
- Apple: \$140,000 to \$220,000
- Amazon: \$130,000 to \$200,000
- Uber: \$130,000 to \$200,000

On the whole, the rationale behind transitioning the specialization in AI to a standalone Master of Science in AI (MSAI) program is primarily based on the following key points: interdisciplinary focus, market competitiveness (workforce development), and career opportunities. Evidence from job market trends and employer surveys indicates that candidates with advanced degrees specifically in AI are often preferred for roles requiring specialized AI skills. The MSAI program equips students with the depth of knowledge and expertise needed to excel in competitive job markets.

[1] <https://www.ai.gov/>

[2] <https://www.bloomberg.com/company/press/generative-ai-to-become-a-1-3-trillion-market-by-2032-research-finds/>

[3] <https://www.reuters.com/technology/us-based-generative-ai-job-postings-up-20-may-data-2023-06-22/>

[4] <https://www.mckinsey.com/mgi/our-research/generative-ai-and-the-future-of-work-in-america>

[5] <https://gizmodo.com/ai-specialist-wef-top-10-fastest-growing-jobs-of-2023-1850447518>

Student Learning Outcomes:

SO1 – Technical Proficiency. Prepare and transform data into machine-learning representations, encompassing unsupervised, supervised, or reinforcement learning.

SO2 – Mastery of AI Systems. Devise and implement intelligent agents and expert systems capable of receiving percepts from the environment and executing actions.

SO3 – Ethical AI practices. Analyze the ethical implications of AI technologies and demonstrate a commitment to responsible and unbiased AI.

SO4 – Effective communication. Effectively communicate and summarize AI solutions through written, oral, and visual means.

The outcomes for graduates of the program will be assessed by:

1. Percentage of program graduates who secure employment within one year of graduation.
2. Tracking the types of positions graduates attain and the industries they enter.

3. Percentage of program graduates who pursue a Ph.D. within 5 years of program completion.
4. Alumni surveys that target feedback on the program's effectiveness in preparing graduates for their careers.
5. Employer surveys to obtain feedback from organizations that have hired program graduates to target feedback on the program's effectiveness in preparing graduates for their careers.

Projected Enrollment:

| ESTIMATES | FISCAL YEARS* | | | | | |
|---|---------------|------------|------------|------------|------------|------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year | 6th Year |
| | | | | | | |
| Students new to the university | 40 | 45 | 75 | 95 | 105 | 105 |
| Students from other university programs | 40 | -- | -- | -- | -- | -- |
| Students off-campus or distance continuing students | -- | -- | -- | -- | -- | -- |
| | -- | 72 | 41 | 68 | 86 | 95 |
| Total students in the program (fall) | 80 | 117 | 116 | 163 | 191 | 200 |
| Program credit hours (major Courses)** | 1440 | 4212 | 4176 | 5868 | 6876 | 7200 |
| Graduates | -- | 70 | 40 | 66 | 84 | 93 |
| *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. | | | | | | |

Enrollment estimates are based on:

- Analysis of enrollment trends in USD's current computer science program and similar AI programs at peer institutions.
- Referencing IPEDS data provides insights into the demand for AI-related programs nationally.
- Aligning the program with the current and projected demand for AI professionals in the job market.

Projected Revenue/Expenses:

| FINANCIAL HEALTH SUMMARY | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| | 1st FY24 | 2nd FY25 | 3rd FY26 | 4th FY27 | 5th FY28 | 6th FY29 |
| TUITION & FEE REVENUES | 535,079 | 782,553 | 775,865 | 1,090,224 | 1,277,501 | 1,337,698 |
| PROGRAM EXPENSES | - | - | 163,444 | 158,444 | 158,444 | 274,858 |
| NET (T&F REVENUES LESS PROGRAM EXPENSES) | 535,079 | 782,553 | 612,421 | 931,780 | 1,119,057 | 1,062,840 |
| OTHER SUPPORTING REVENUES | - | - | - | - | - | - |
| NET AFTER OTHER SUPPORTING REVENUES | 535,079 | 782,553 | 612,421 | 931,780 | 1,119,057 | 1,062,840 |

No new resources are requested for this program because this proposal moves the existing AI specialization within the MS CSC at USD to a free-standing degree program, thus, existing faculty will be utilized. If this program brings in more than 30 additional students beyond what we currently have in the computer science department, two additional faculty may be hired, one in year 3 and one in year 6 if enrollment growth meets predictions. The expenses documented above assume enrollment projections will be met and that two new faculty will need to be hired.



Artificial Intelligence, M.S.

Mission

The University of South Dakota offers undergraduate, graduate, and professional programs within the South Dakota System of Higher Education. As the oldest university in the state, the University of South Dakota serves as the flagship and the only public liberal arts university in the state.

Strategic Plan

Strategic Theme One: Academic Excellence

Goal 1: Improve long-term outcomes and success of USD students as it relates to liberal arts.

Strategic Theme Five: Serving South Dakota

Goal 1: Address key statewide issues by leveraging USD expertise.

Workforce Needs/Program Impact

- Given the expanding importance of AI in workforce development, there is a real need for diverse AI programs across the state of SD.
- The AI market is on the brink of explosive growth, with projections indicating a remarkable expansion from \$40 billion (about \$120 per person in the US) in 2022 to a staggering \$1.3 trillion (about \$4,000 per person in the US) over the next decade.
- This program will align with the National Artificial Intelligence Initiative Act of 2020 to promote United States leadership in AI.
- USD researchers already have strong teaching, research and publication records in several core AI areas required by a growing economy: large scale image processing, language and text processing, and sound/music processing.
- Computer Science and Sanford School of Medicine researchers are already affecting health care in South Dakota, conducting collaborative cutting-edge AI image processing research that aligns well with increasingly sophisticated medical care offered by Sanford, Avera, and other health care providers.
- Up next: similar collaborative efforts between Computer Science, Sustainability, and Beacom School of Business researchers designed to benefit South Dakota's agricultural economy.



Repackaging: MS in Computer Science with AI to MS in Artificial Intelligence

M.S. in Computer Science with a specialization in Artificial Intelligence

Note: No credit will be granted on the Program of Study for a core course with a grade of 'C' or lower.

Select 18 credit hours from the following core courses:

- CSC 705 - Design and Analysis of Computer Algorithms 3 cr
- CSC 721 - Distributed Systems 3 cr
- **CSC 722 - Machine Learning Fundamentals 3 cr**
- CSC 725 - Operating Systems & Architecture 3 cr
- CSC 731 - Compiler Construction 3 cr
- CSC 751 - Programming Science 3 cr
- CSC 752 - Computer Vision (C) 3 cr
- **CSC 761 - Advanced Artificial Intelligence (C) 3 cr**
- CSC 762 - Advanced Computer Networks and Security 3 cr
- CSC 765 - Software Design and Development 3 cr
- **CSC 785 - Information Storage and Retrieval 3 cr**
- **CSC 790 - Seminar (C) 3 cr**
- CSC 791 - Independent Study (C) 1-5 cr
- CSC 792 - Topics (C) 1-3 cr
- CSC 7XX-Any graduate coursework in Computer Science with departmental approval

NO NEW COURSES

Artificial Intelligence specialization required coursework: 15 credit hours

Category A: Core courses (6 credit hours)

- **CSC 722 - Machine Learning Fundamentals 3 cr**
- **CSC 724 - Applied Reinforcement Learning 3 cr**
- **CSC 752 - Computer Vision (C) 3 cr**
- **CSC 761 - Advanced Artificial Intelligence (C) 3 cr**
- **CSC 785 - Information Storage and Retrieval 3 cr**
- **CSC 787 - AI in Medical Imaging Informatics 3 cr**

Category B: Foundation courses (9 credit hours)

- CSC 525 - High Performance Computing 3 cr
- **CSC 542 - Applied Math for Data Science and Machine Learning 3 cr**
- CSC 544 - Internet of Things (IoT) 3 cr
- CSC 547 - Artificial Intelligence (C) 3 cr
- **CSC 557 - Data Analysis/Decision Making 3 cr**
- **CSC 586 - Data Mining 3 cr**
- **CSC 588 - Pattern Recognition & Machine Learning 3 cr**
- STAT 580 - Applied Statistics 3 cr
- STAT 581 - Probability and Statistics 3 cr

M.S. in Artificial Intelligence

Major Requirements

| Prefix | Number | Course Title (add or delete rows as needed) | Credit Hours | New (yes, no) |
|--|--------|---|--------------|------------------|
| Complete 18 credits of Core Coursework: | | | | |
| CSC | 722 | Machine Learning Fundamentals | 3 | No |
| CSC | 724 | Applied Reinforcement Learning | 3 | No |
| CSC | 752 | Computer Vision | 3 | No |
| CSC | 761 | Advanced Artificial Intelligence | 3 | No |
| CSC | 785 | Information Storage and Retrieval | 3 | No |
| CSC | 787 | AI in Medical Imaging Informatics | 3 | No |
| CSC | 790 | Graduate Seminar | 3 | No |
| CSC | 792 | Topics (related to AI approved by the Department) | 3 | No |
| Subtotal | | | 18 | |

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

| Prefix | Number | Course Title (add or delete rows as needed) | Credit Hours | New (yes, no) |
|--|--------|--|--------------|------------------|
| Complete 12 credits of Elective Coursework: | | | | |
| CSC | 542 | Applied Math for Data Science and Machine Learning | 3 | No |
| CSC | 547 | Artificial Intelligence | 3 | No |
| CSC | 557 | Data Analysis/Decision Making | 3 | No |
| CSC | 559 | Introduction to Data Science and Engineering | 3 | No |
| CSC | 586 | Data Mining | 3 | No |
| CSC | 588 | Pattern Recognition and Machine Learning | 3 | No |
| Subtotal | | | 12 | |

Enrollment Projections

| ESTIMATES | FISCAL YEARS* | | | | | |
|---|---------------|------------|------------|------------|------------|------------|
| | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year | 6th Year |
| Students new to the university | 40 | 45 | 75 | 95 | 105 | 105 |
| Students from other university programs | 40 | -- | -- | -- | -- | -- |
| Students off-campus or distance | -- | -- | -- | -- | -- | -- |
| Continuing students | -- | 72 | 41 | 68 | 86 | 95 |
| Total students in the program (fall) | 80 | 117 | 116 | 163 | 191 | 200 |
| Program credit hours (major courses)** | 1440 | 4212 | 4176 | 5868 | 6876 | 7200 |
| Graduates | -- | 70 | 40 | 66 | 84 | 93 |

* Does 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.

| | | |
|---|--------------------|---------------------|
| Graduate Computer Science Enrollment | | |
| | 18 Fall 2020 | 260 Fall 2023 |

Over the last three years, total graduate computer science enrollment has surged from 18 in fall of 2020 to 260 in fall of 2023. Existing students provide the base for the MS in Artificial Intelligence, but new students will fuel further growth.

University of South Dakota, Artificial Intelligence (MS)

| FINANCIAL HEALTH SUMMARY | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| | 1st FY24 | 2nd FY25 | 3rd FY26 | 4th FY27 | 5th FY28 | 6th FY29 |
| TUITION & FEE REVENUES | 535,079 | 782,553 | 775,865 | 1,090,224 | 1,277,501 | 1,337,698 |
| PROGRAM EXPENSES | - | - | 163,444 | 158,444 | 158,444 | 274,858 |
| NET (T&F REVENUES LESS PROGRAM EXPENSES) | 535,079 | 782,553 | 612,421 | 931,780 | 1,119,057 | 1,062,840 |
| OTHER SUPPORTING REVENUES | - | - | - | - | - | - |
| NET AFTER OTHER SUPPORTING REVENUES | 535,079 | 782,553 | 612,421 | 931,780 | 1,119,057 | 1,062,840 |
| FINANCIAL HEALTH SUMMARY - EXPANDED | | | | | | |
| | 1st | 2nd | 3rd | 4th | 5th | 6th |
| | FY24 | FY25 | FY26 | FY27 | FY28 | FY29 |
| PROGRAM TUITION AND FEE REVENUES | | | | | | |
| Estimated # of Students Enrolled | 80 | 117 | 116 | 163 | 191 | 200 |
| Tuition (Net of HEFF) | 433,487 | 633,975 | 628,556 | 883,230 | 1,034,951 | 1,083,718 |
| Program Fees | 101,592 | 148,578 | 147,308 | 206,994 | 242,551 | 253,980 |
| Total Program Tuition and Fee Revenues | 535,079 | 782,553 | 775,865 | 1,090,224 | 1,277,501 | 1,337,698 |
| PROGRAM EXPENSES | | | | | | |
| Personal Services | | | | | | |
| FTE - Faculty | 0.00 | 0.00 | 1.00 | 1.00 | 1.00 | 2.00 |
| FTE - NFE / CSA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| # of Adjunct Course | 0 | 0 | 0 | 0 | 0 | 0 |
| # of GA's | 0 | 0 | 2 | 2 | 2 | 3 |
| Salary | - | - | 105,000 | 105,000 | 105,000 | 195,000 |
| Benefits | - | - | 21,444 | 21,444 | 21,444 | 42,858 |
| Sub-Total Personal Services | - | - | 126,444 | 126,444 | 126,444 | 237,858 |
| Operating Expenses (OE) | | | | | | |
| Travel | - | - | 2,000 | 2,000 | 2,000 | 2,000 |
| Contractual Services | - | - | - | - | - | - |
| Supplies and Materials | - | - | - | - | - | - |
| Grants and Contracts | - | - | - | - | - | - |
| Capital Assets | - | - | 5,000 | - | - | 5,000 |
| Faculty Start-Up | - | - | 30,000 | 30,000 | 30,000 | 30,000 |
| Sub-Total Personal Services | - | - | 37,000 | 32,000 | 32,000 | 37,000 |
| Chk | - | - | - | - | - | - |
| Total Program Expenses | - | - | 163,444 | 158,444 | 158,444 | 274,858 |
| Chk | - | - | - | - | - | - |
| NET (T&F Revenues less Program Expenses) | 535,079 | 782,553 | 612,421 | 931,780 | 1,119,057 | 1,062,840 |

Budget Projections



UNIVERSITY OF
SOUTH DAKOTA

Questions?



UNIVERSITY OF
SOUTH DAKOTA

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7 – C (1)

DATE: June 26-27, 2024

SUBJECT

New Site Request – NSU – BSEd in Elementary Education (Online)

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2.3.8](#) – Distance Education

BACKGROUND / DISCUSSION

Northern State University (NSU) requests approval to offer the BSEd in Elementary Education online. Currently, the program is only available to on-campus students. NSU plans to offer courses through a HyFlex delivery method, which requires an online site approval for the program. By offering the program with a HyFlex option, students can make participation choices regarding whether to attend courses in person or online on a more flexible basis to accommodate their needs.

IMPACT AND RECOMMENDATION

NSU requests no new resources. There will be minimal costs to offering the program online, such as Hy-Flex technology and Hy-Flex training for faculty who are new to the university in the future.

Board office staff recommends approval to offer the program online.

ATTACHMENTS

Attachment I – New Site Request: NSU – BSEd in Elementary Education

DRAFT MOTION 20240626_7-C(1):

I move to approve NSU's new site proposal to offer the BSEd in Elementary Education online, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

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

| | |
|---|----------------------------------|
| UNIVERSITY: | NSU |
| DEGREE(S) AND PROGRAM: | BSEd Elementary Education |
| NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 2.4.3.B.</i> | Online |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2024 |
| CIP CODE: | 13.1202 |
| UNIVERSITY DEPARTMENT: | Teacher Education |
| BANNER DEPARTMENT CODE: | NESE |
| UNIVERSITY DIVISION: | School of Education |
| BANNER DIVISION CODE: | 5E |

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

- The individual preparing this request has read [AAC Guideline 2.3.2.4.A](#), which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



President (or designee) of the University

3/13/2024

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

The pipeline of traditional-age students will tighten within the next several years due to the lower birth rates during the recession. Simultaneously, the pressure of the teacher shortage emergency facing the nation has not diminished, urging teacher preparation programs to think differently about making teacher education programs accessible. Since the sudden global shift to remote learning and distance education during the pandemic, the appeal of flexible learning has skyrocketed. Now, for the first time, students have access to education programs that may not have previously been an option. Out of 66 counties in South Dakota, 30 are classified as rural ([US Department of Health and Human Services](#)); the traditional university requirement of attending class in person on campus simply is not, or has not been, a possibility for a growing number of individuals in the region and throughout the state.

Online learning was introduced and became popular throughout the 1990's, and since then, distance education has continued to grow in many directions. One such direction, HyFlex, has infused online and distance education with a human element. True HyFlex course design enables flexible participation where students can choose to attend in person, online synchronously or online asynchronously. Faculty are HyFlex trained to deliver superior instruction that engages students in the learning process and creates an environment where students effectively complete the learning activities in any modality they choose.

Offering the ELED program online with a HyFlex delivery method not only creates a pathway for post-traditional learners unable to physically move to be near a campus, an online program with a HyFlex delivery method appeals to traditional students living on or near campus. With each class being delivered in three modalities, the program capitalizes on student choice and provides meaningful participation flexibility. Students who commute and struggle with gas prices or winter weather will now have the independence to make the participation choice that meets their current needs.

The development of an program with a HyFlex delivery method option for completing the elementary education degree elevates NSU's mission by combining E-Learning opportunities, a response to the teacher shortage crisis, and a flexible learning environment that will open the profession to a broader pool of candidates and increase student retention, targeting post-traditional learners, underserved populations, and individuals in remote areas.

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.

Dakota State University offers an online elementary education program, but the proposed program would be the first online elementary education teacher preparation program in which each class in the program is offered in three modalities by professors who are expertly trained in HyFlex delivery through NSU's Center for Excellence in Teaching and Learning. Every teacher education faculty member in the Millicent Atkins School of Education has earned HyFlex certification.

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

Some students enrolling in the ELED program may be new to the university; the NSU admissions team estimates over 100 inquiries and/or requests for a digitally delivered teacher education program.

Because nearly all the classes in the elementary education program are currently being offered either online or with a HyFlex delivery method, current students will continue to benefit from participation flexibility. The proposed site change would allow for every class to be delivered online with a HyFlex delivery method and empower students to make participation choices not only in the current semester but also in future semesters to accommodate lifestyle needs.

| | Fiscal Years* | | | |
|---|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| <i>Estimates</i> | FY 25 | FY 26 | FY 27 | FY 28 |
| Students new to the university | 10 | 12 | 15 | 15 |
| Students from other university programs | 0 | 0 | 0 | 0 |
| =Total students in the program at the site*** | 10 | 20 | 30 | 39 |
| Program credit hours (major courses)** | 200 | 400 | 600 | 790 |
| Graduates | 0 | 0 | 0 | 8 |

*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?

By focusing on providing accessibility and flexibility, the proposed online site offering can attract individuals who may not have the means or opportunity to enroll in traditional on-campus programs due to geographical constraints, work commitments, or personal circumstances. Not all students learn most effectively in an entirely asynchronous or F2F format. The inclusion of an online option widens the pool of prospective educators without necessarily drawing students away who prefer a fully online program or a traditional campus experience. HyFlex combines traditional in-person learning, a student-centered online option, or engaging digital participation for the ultimate version of student choice that maximizes inclusive and accessible higher education.

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.

| Bachelor of Science in Elementary Education | Credit hours | Credit hours currently available from this university at this site | Credit hours currently available from other universities available at this site | Credit hours currently available via distance | Credit hours new to this university |
|---|--------------|--|---|---|-------------------------------------|
| System General Education Requirements | 30 | 30 | 0 | 30 | 0 |
| <i>Subtotal, Degree Requirements</i> | | | | | |
| Required Support Courses | | | | | |
| Major Requirements | 82 | 82 | 0 | 82 | 0 |
| Major Electives or Minor | | | | | |
| <i>Subtotal, Requirements of the Proposed Major</i> | | | | | |
| Free Electives | 38 | 38 | 0 | 38 | 0 |
| <i>Total, Degree with Proposed Major</i> | 120 | 120 | 0 | 120 | 0 |

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

- [IDL 190 - Seminar](#) **1-3 credits** (2 credits required)
- [EDFN 102 - Introduction to Education](#) **3 credits**
- [ELED 303 - Earth and Physical Science for Elementary Teachers](#) **3 credits**
- [ELRN 435 - Principles of Instructional Design](#) **3 credits** OR
- [ELRN 535 - Principles of Instructional Design](#) **3 credits**
- [EPSY 302 - Educational Psychology](#) **3 credits**
- [EPSY 428 - Child and Adolescent Development](#) **3 credits**
- [EPSY 296 - Field Experience](#) **0-1 credits** (0 credit)
- [INED 411 - South Dakota Indian Studies](#) **3 credits**
- [MATH 341 - Math Concepts for Teachers I](#) **3 credits**
- [MATH 342 - Math Concepts for Teachers II](#) **3 credits**
- [SPED 100 - Introduction to Persons with Exceptionalities](#) **3 credits**
- [ELED 396 - Field Experience](#) **1 credit**
- [ELED 440 - K-8 Language Arts Methods](#) **3 credits**
- [ELED 450 - K-8 Reading Methods](#) **3 credits**
- [ELRN 485 - Classroom Technology](#) **3 credits** OR
- [ELRN 585 - Classroom Technology](#) **3 credits**
- [ARTE 310 - K-8 Art Methods](#) **1-2 credits** (1 credit required)
- [EDFN 455 - Research-Based Literacy Instruction and Assessment](#) **3 credits**
- [SPED 441 - Inclusive Methods for Diverse Learners](#) **2 credits**
- [MLED 480 - Middle Level Methods](#) **2 credits**
- [MUS 353 - K-8 Music Methods](#) **1 credit**
- [PE 330 - PK-8 Health/Safety/PE Methods](#) **2 credits**
- [ELED 320 - K-8 Science Methods](#) **3 credits**
- [ELED 330 - K-8 Math Methods](#) **3 credits**
- [ELED 360 - K-8 Social Science Methods](#) **3 credits**
- [ELED 420 - Social Science Content and Curricular Knowledge for Teachers](#) **2 credits**
- [ELED 395 - Practicum](#) **1-2 credits** (1 credit for this program)
- [ELED 495 - Practicum](#) **1-12 credits** (1 credit)
- [ELED 496 - Field Experience](#) **1-12 credits** (2 credits)
- [EDER 415 - Educational Assessment](#) **2 credits**
- [EDFN 472 - School Law and Ethics for Educators](#) **2 credits**
- [EDFN 440 - Classroom Management](#) **2 credits**
- [EDFN 445 - Methods of Teaching English and Academic Content to English Learners](#) **3 credits**
- [ELED 488 - K-8 Student Teaching](#) **2-16 credits** (8 credits for this program)

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

Student resources at NSU are available for off campus as well as on campus students.

- Navigate Platform
- Academic advising: Zoom or phones appointments are available. All students are assigned an academic advisor.
- Tutoring: Zoom offerings are available through Tutoring Services, or tutor.com is available for online courses.
- Career Services: Zoom or phone appointments are available.
- TRIO Student Support Services: some services are available at a distance though students must apply to and be accepted to the program to receive benefits.
- Circle Program: most events are on campus though Zoom mentor and advising offerings are available.

- TRIO McNair: Similar to TRIO SSS.

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

The BSEd in Elementary Education is fully accredited by CAEP (Council for the Accreditation of Educator Preparation). Because this is not a separate delivery option (all students would have the same participation options on an individual class-by-class basis), offering the program online with a HyFlex delivery method does not have implications with regard to CAEP accreditation of the elementary teacher education program.

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

No.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.

*Hy-Flex technology, Hy-Flex training for any new faculty

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

AGENDA ITEM: 7 – C (2)

DATE: June 26-27, 2024

SUBJECT

New Site Request – NSU – BSEd in Special Education (Online)

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2.3.8](#) – Distance Education

BACKGROUND / DISCUSSION

Northern State University (NSU) requests approval to offer the BSEd in Special Education online. Currently, the program is only available to on-campus students. NSU plans to offer courses through a HyFlex delivery method, which requires an online site approval for the program. By offering the program with a HyFlex option, students can make participation choices regarding whether to attend courses in person or online on a more flexible basis to accommodate their needs.

IMPACT AND RECOMMENDATION

NSU requests no new resources. There will be minimal costs to offering the program online, such as Hy-Flex technology and Hy-Flex training for faculty who are new to the university in the future.

Board office staff recommends approval to offer the program online.

ATTACHMENTS

Attachment I – New Site Request: NSU – BSEd in Special Education

DRAFT MOTION 20240626_7-C(2):

I move to approve NSU's new site proposal to offer the BSEd in Special Education online, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

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

| | |
|---|-------------------------------|
| UNIVERSITY: | NSU |
| DEGREE(S) AND PROGRAM: | BSEd Special Education |
| NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 2.4.3.B.</i> | Online |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2024 |
| CIP CODE: | 13.1001 |
| UNIVERSITY DEPARTMENT: | Teacher Education |
| BANNER DEPARTMENT CODE: | NSPE |
| UNIVERSITY DIVISION: | School of Education |
| BANNER DIVISION CODE: | 5E |

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

- The individual preparing this request has read [AAC Guideline 2.3.2.4.A](#), 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.

Michael Waroux

President (or designee) of the University

3/13/2024

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

The pipeline of traditional-age students will tighten within the next several years due to the lower birth rates during the recession. Simultaneously, the pressure of the teacher shortage emergency facing the nation has not diminished, urging teacher preparation programs to think differently about making teacher education programs accessible. Since the sudden global shift to remote learning and distance education during the pandemic, the appeal of flexible learning has skyrocketed. Now, for the first time, students have access to education programs that may not have previously been an option. Out of 66 counties in South Dakota, 30 are classified as rural ([US Department of Health and Human Services](#)); the traditional university requirement of attending class in person on campus simply is not, or has not been, a possibility for a growing number of individuals in the region and throughout the state.

Online learning was introduced and became popular throughout the 1990's, and since then, distance education has continued to grow in many directions. One such direction, HyFlex, has infused online and distance education with a human element. True HyFlex course design enables flexible participation where students can choose to attend in person, online synchronously or online asynchronously. Faculty are HyFlex trained to deliver superior instruction that engages students in the learning process and creates an environment where students effectively complete the learning activities in any modality they choose.

Offering the special education program online with a HyFlex delivery method not only creates a pathway for post-traditional learners unable to physically move to be near a campus, an online program with a HyFlex delivery method appeals to traditional students living on or near campus. With each class being delivered in three modalities, the program capitalizes on student choice and provides meaningful participation flexibility. Students who commute and struggle with gas prices or winter weather will now have the independence to make the participation choice that meets their current needs.

The development of the online program with a HyFlex delivery method option for completing the special education degree elevates NSU's mission by combining E-Learning opportunities, a response to the teacher shortage crisis, and a flexible learning environment that will open the profession to a broader pool of candidates and increase student retention, targeting post-traditional learners, underserved populations, and individuals in remote areas.

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.

Dakota State University offers an online elementary education program, but the proposed program would be the first online elementary education teacher preparation program in which each class in the program is offered in three modalities by professors who are expertly trained in HyFlex delivery through NSU's Center for Excellence in Teaching and Learning. Every teacher education faculty member in the Millicent Atkins School of Education has earned HyFlex certification.

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

Some students enrolling in the SPED program may be new to the university; the NSU admissions team estimates over 100 inquiries and/or requests for a digitally delivered teacher education program.

Because nearly all the classes in the special education program are currently being offered either online or with a HyFlex delivery method, current students will continue to benefit from participation flexibility. The proposed site change would allow for every class to be delivered online with a HyFlex delivery method and empower students to make participation choices not only in the current semester but also in future semesters to accommodate lifestyle needs.

| | Fiscal Years* | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| <i>Estimates</i> | FY 25 | FY 26 | FY 27 | FY 28 |
| Students new to the university | 10 | 12 | 15 | 15 |
| Students from other university programs | 0 | 0 | 0 | 0 |
| =Total students in the program at the site | 10 | 20 | 30 | 39 |
| Program credit hours (major courses)** | 200 | 400 | 600 | 780 |
| Graduates | 0 | 0 | 0 | 8 |

*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?

By focusing on providing accessibility and flexibility, the proposed online site offering can attract individuals who may not have the means or opportunity to enroll in traditional on-campus programs due to geographical constraints, work commitments, or personal circumstances. Not all students learn most effectively in an entirely asynchronous or F2F format. The inclusion of an online option widens the pool of prospective educators without necessarily drawing students away who prefer a fully online program or a traditional campus experience. HyFlex combines traditional in-person learning, a student-centered online option, or engaging digital participation for the ultimate version of student choice that maximizes inclusive and accessible higher education.

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.

| Bachelor of Science in Elementary Education | Credit hours | Credit hours currently available from this university at this site | Credit hours currently available from other universities available at this site | Credit hours currently available via distance | Credit hours new to this university |
|---|--------------|--|---|---|-------------------------------------|
| System General Education Requirements | 30 | 30 | 0 | 30 | 0 |
| <i>Subtotal, Degree Requirements</i> | | | | | |
| Required Support Courses | | | | | |
| Major Requirements | 80 | 80 | 0 | 80 | 0 |
| Major Electives or Minor | | | | | |
| <i>Subtotal, Requirements of the Proposed Major</i> | | | | | |
| Free Electives | 40 | 40 | 0 | 40 | 0 |
| <i>Total, Degree with Proposed Major</i> | 120 | 120 | 0 | 120 | 0 |

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

- [IDL 190 - Seminar](#) **1-3 credits** (2 credits required)
- [EDER 415 - Educational Assessment](#) **2 credits**
- [EDFN 102 - Introduction to Education](#) **3 credits**
- [EDFN 440 - Classroom Management](#) **2 credits**
- [EDFN 445 - Methods of Teaching English and Academic Content to English Learners](#) **3 credits**
- [EDFN 472 - School Law and Ethics for Educators](#) **2 credits**
- [ELED 330 - K-8 Math Methods](#) **3 credits**
- [ELED 395 - Practicum](#) **1-2 credits** (1 credit for this program)
- [ELED 440 - K-8 Language Arts Methods](#) **3 credits**
- [ELRN 435 - Principles of Instructional Design](#) **3 credits** OR
- [ELRN 535 - Principles of Instructional Design](#) **3 credits**
- [ELRN 485 - Classroom Technology](#) **3 credits** OR
- [ELRN 585 - Classroom Technology](#) **3 credits**
- [EPSY 302 - Educational Psychology](#) **3 credits**
- [EPSY 296 - Field Experience](#) **0-1 credits** (0 credit)
- [EPSY 428 - Child and Adolescent Development](#) **3 credits**
- [GEOG 210 - World Regional Geography](#) **3 credits**
- [INED 411 - South Dakota Indian Studies](#) **3 credits**
- [MLED 480 - Middle Level Methods](#) **2 credits**
- [SEED 450 - Reading and Content Literacy](#) **2 credits**
- [SPED 100 - Introduction to Persons with Exceptionalities](#) **3 credits**
- [SPED 210 - Teaching Students with Exceptionalities](#) **3 credits**
- [SPED 396 - Field Experience](#) **1 credit** (1 credit)
- [SPED 410 - Behavior Management of Exceptional Children](#) **3 credits** OR
- [SPED 510 - Behavior Management of Exceptional Children](#) **3 credits**
- [SPED 417 - Vocational-Transitional Programming](#) **2-3 credits** (2 credits) OR
- [SPED 517 - Vocational-Transitional Programming](#) **2-3 credits** (2 credits)
- [SPED 420 - K-12 Curriculum and Instructional Strategies](#) **2-3 credits** (3 credits) OR
- [SPED 520 - K-12 Curriculum and Instructional Strategies](#) **3 credits**
- [SPED 431 - Identification and Assessment in Special Education](#) **2-3 credits** (2 credits) OR
- [SPED 531 - Identification and Assessment in Special Education](#) **2-3 credits** (2 credits)
- [SPED 432 - Methods and Materials for LD K-12](#) **2 credits**
- [SPED 441 - Inclusive Methods for Diverse Learners](#) **2 credits**
- [SPED 460 - Family Systems and Professional Collaboration](#) **2-3 credits** (2 credits) OR
- [SPED 560 - Family Systems and Professional Collaboration](#) **2-3 credits** (2 credits)
- [SPED 470 - Educational Programming](#) **2 credits**
- [SPED 485 - Special Education Law](#) **2 credits**
- [SPED 488 - Student Teaching in Special Education](#) **1-16 credits** (8 credits for this program)
- [SPED 496 - Field Experience](#) **1-12 credits** (2 credits)

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

Student resources at NSU are available for off campus as well as on campus students.

- Navigate Platform
- Academic advising: Zoom or phones appointments are available. All students are assigned an academic advisor.
- Tutoring: Zoom offerings are available through Tutoring Services, or tutor.com is available for online courses.
- Career Services: Zoom or phone appointments are available.
- TRIO Student Support Services: Some services are available at a distance though students must apply to and be accepted to the program to receive benefits.

- Circle Program: most events are on campus though Zoom mentor and advising offerings are available.
- TRIO McNair: Similar to TRIO SSS.

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

The BSEd in Special Education is fully accredited by CAEP (Council for the Accreditation of Educator Preparation). Because this is not a separate delivery option (all students would have the same participation options on an individual class-by-class basis), offering the program online with a HyFlex delivery method does not have implications with regard to CAEP accreditation of the special education teacher preparation program.

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

No.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.

*HyFlex technology, HyFlex training for any new faculty

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

Budget and Finance

AGENDA ITEM: 8 – A
DATE: June 26-27, 2024

SUBJECT

Revised BOR Policy 4.1.8 – Sponsorship for Employee Permanent Residence Applications (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4.1.8](#) – Sponsorship for Employee Permanent Residence Applications

BACKGROUND / DISCUSSION

This policy was first established in 2015 to set parameters for employment-based sponsorship for permanent residency including eligibility, waiting periods, stakeholder roles and cost responsibility. This policy has been instrumental in managing requests fairly and consistently. This process is managed through the System International Employment Services (SIES) center for all universities.

In recent years SIES has seen US Citizen and Immigration Services (USCIS) processing times increase, and the first step of permanent residency filing has become more complex. The current one (1) academic year waiting period for Professor/Tenure Track Teacher filings is creating the following challenges:

1. Compression in SIES activities to May/June which is also the peak H-1B filing time, creating workload challenges.
2. Increasing re-advertisements and associated costs when universities cannot meet the USCIS filing timeline, typically due to early employment offers in the spring prior to the fall academic term and expiring prevailing wages.
3. Information and activities needed from departments during busiest academic time of the year in the April and May months.
4. Increasing questions and concerns from candidates indicating this type of waiting period is not required elsewhere.

As a result, SIES proposes reducing the waiting period to one (1) academic semester which will reduce costs and create a better process for the departments and employees. The additional edits to the policy include simplifying text for easier understanding, generalizing in some areas to allow for flexibility and bringing the policy current to reflect roles and processes.

(Continued)

DRAFT MOTION 20240626_8-A:

I move to approve the first reading of the proposed revisions to BOR Policy 4.1.8.

IMPACT AND RECOMMENDATION

Approve the first reading of the proposed changes to BOR Policy 4.1.8, as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4.1.8.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Sponsorship of Employee Permanent Resident Applications

NUMBER: 4.1.8

A. PURPOSE

To outline provisions for employment based permanent residency to support recruitment and retention of the most qualified candidates while ensuring legal compliance, responsible use of state resources and consistent employee experience.

~~United States immigration laws permit employers to sponsor certain classes of employees for permanent residency. On a case-by-case basis, institutions or administrative units may request authorization to sponsor such employees, but only if there is a compelling employer need to retain the services of an individual employee. As stewards of state resources, the role of the South Dakota Board of Regents and its institutional staff is limited to those aspects of document preparation and submission that are directly related to their interests and responsibilities as an employer; employees have sole responsibility for preparing and submitting documents on behalf of their spouses or dependents.~~

~~In those instances in which an employer is required to obtain a labor certification at its expense to support an employment-based permanent residency application, the employing institution or unit must also confirm that funds have been identified to cover the required costs.~~

~~Subject to any contrary requirements of federal law, the evaluation of requests will be undertaken without regard to sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination by applicable federal and state laws.~~

B. DEFINITIONS

1. ~~None~~ **Lawful Permanent Resident:** A person who has been granted the right to live in the United States indefinitely. Permanent residence includes the right to work in the United States either through most employers or self-employment. Permanent residents continue to hold citizenship of another country.

C. POLICY

1. Position Eligibility for Employer Sponsorship

- 1.1. Eligible Positions – ~~— Institutions or administrative units may only request~~

~~authorization to sponsor P~~ permanent residency applications may only be authorized for persons holding certain positions.

- 1.1.1. Professorial Rank, Tenured or Tenure-Track Positions with assigned responsibilities for classroom instruction; provided that the applicant has been in the position for at least one academic ~~year~~ semester, holds an advanced degree and may be deemed to be the best qualified person for that position.
- 1.1.2. Research Rank Positions; provided that the institution can demonstrate its intent to continue to seek external funding and a reasonable expectation that funding will continue (such as demonstrated prior renewals for extended long-term research projects); and provided, further, that the incumbent ~~can~~ has a consistent three (3) year record of ~~very strong~~ research that has been recognized as outstanding in the academic field.
- 1.2. Non-Eligible Positions – Positions not eligible for ~~Board of Regents BOR~~ sponsorship include ~~are positions defined as temporary positions including term faculty positions, lecturer rank positions, non-faculty exempt, professional or administrative positions, civil service act positions, post-doctoral appointments, graduate teacher or research and other student and part time or temporary positions, part-time positions.~~
- 1.3. Exceptions – Institutions or administrative units may request an exception for current employees holding certain full-time, Fair Labor Standards Act exempt, non-academic staff positions, ~~such as, without limitation, research ranks where the incumbent does not yet meet the standards to be considered an outstanding researcher, extension specialist, programmer analyst, or laboratory technician,~~ but only if they can show that:
 - 1.3.1. the uniqueness of the position makes the position difficult to fill, and a recruitment plan is submitted and approved;
 - 1.3.2. ~~the employee has been employed in a benefits-eligible, exempt staff position with the institution or administrative unit, without interruption, for a minimum of three years; there is sufficient justification that the employee is uniquely qualified through experience, skill, and background for the position;~~ and
 - 1.3.3. the employee has been employed in a benefits-eligible, exempt staff position with the institution or administrative unit, without interruption, for a minimum of three years. ~~there is sufficient justification that the employee is uniquely qualified through experience, skill, and background for the position.~~

2. ~~Procedures~~Process

- 2.1. Where a position is eligible for sponsorship as defined in Section C.1.1 the System International Employment Services (SIES) Officer, or an approved outside counsel will review to determine the permanent residency paths available and whether all Department of Labor (DOL) and United States Citizenship and Immigration Services (USCIS) requirements can be met. Where there is confidence the case has potential for success, SIES will contact institutional department leadership and human

resources to confirm:

2.1.1. Compelling employer need to pursue permanent residency sponsorship;

2.1.2. The employee is meeting performance expectations and there is no foreseeable risk to ongoing employment; and

2.1.3. Commitment of funds to cover employer costs (where applicable).

~~2.1. The Shared International Employment Services Officer has the authority and the responsibility to sign applications and petitions to be filed with United States Citizenship and Immigration Service (USCIS), United States Department of Labor (DOL), or other immigration-related government agencies on behalf of the Board of Regents or an institution in all matters involving the employment of foreign nationals in professorial or research ranks. The Shared International Employment Services Officer is also responsible for implementation of this policy through the development and publication of detailed procedures and the development and distributions of requisite forms.~~

~~2.2. A request for sponsorship may be initiated by an institution or organizational unit. The institution or administrative unit shall consult with the Shared International Employment Services Officer to clarify whether the position may be eligible for employer sponsorship under this policy and shall confirm sufficient funds to cover the costs of document preparation and submission under this policy. If approved by the relevant institutional Vice President, supported by an institutional or administrative unit with committed funding for mandatory employer expenses, and if indefinite or permanent employment is intended by both employer and employee, the application may be submitted to the Shared International Employment Services Officer.~~

~~2.2.1. If the request involves an employee holding an eligible position as defined in Section C.1.1.1. above, and meets all USCIS or DOL requirements, the Shared International Employment Services Officer, and an outside attorney when necessary, will proceed to process an application on behalf of the employee.~~

~~2.2.2. If the request involves an employee holding an eligible position as defined in Section C.1.1.2. above and meets all USCIS or DOL requirements, the Shared International Employment Services Officer and an outside attorney approved by the Board of If the request involves an employee holding an eligible position as defined in Section C.1.1.2. above and meets all USCIS or DOL requirements, the Shared International Employment Services Officer and an outside attorney approved by the Board of Regent's General Counsel will proceed to process an application on behalf of the employee.~~

2.2. If the request necessitates an exception pursuant to Section C.1.3. above, the Shared International Employment Services-SIES Officer will convene a special committee comprising the Shared International Employment Services Officer, to include the Board of Regents Human Resource Director, BOR Chief Human Resources Officer, Board-BOR General Counsel, institutional counsel, or outside counsel, the institutional Human Resource Director and an institutional senior administrator appointed by the president of the campus involved with the permanent resident

~~application.~~ The special committee will review the application and determine whether to approve an exception. ~~and to direct the Shared International Employment Services Officer to proceed to process an application on behalf of the employee.~~

- 2.3. The SIES Officer is responsible for implementation of this policy and has the authority and the responsibility to sign applications and petitions to be filed with United States Citizenship and Immigration Service (USCIS), United States Department of Labor (DOL), or other immigration-related government agencies on behalf of the BOR or an institution.
- 2.4. As stewards of state resources, the role of the BOR and its institutional staff is limited to those aspects of document preparation and submission that are directly related to their interests and responsibilities as an employer. Employees have the sole responsibility to prepare and file all documents on behalf of their eligible family members. The employee is responsible for any costs associated with immigration filings for eligible family members.
- 2.5. Institutions and administrative units may only assume responsibility for non-immigrant and immigrant expenses required by law to be paid by the employer. Costs for premium processing of petitions may be paid by a department for employment related purposes, such as avoiding disruption to employment authorization or to ensure timely start of employment. All other associated costs and expenses, which are not the obligation of the employer under law, are the responsibility of the employee. SIES acceptance of payment for fees or services related to the preparation and filing of petitions is not a guarantee of petition approval.
- 2.6. Permanent residency sponsorship is not an entitlement and can never be promised. Final decision on sponsorship will be made in the best interest of the institution.
- 2.7. This policy ~~is subject~~ will be implemented in accordance with all federal or state laws and other applicable BOR policies.

~~2.6.~~

FORMS / APPENDICES:

None

SOURCE:

BOR April 2015; October 2023 (Clerical).

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 8 – B
DATE: June 26-27, 2024

SUBJECT

Revised BOR Policy 5.21 – Systems Collection Policy (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.21](#) – System Collection Policy

[Financial Responsibility, Administrative Capability, Certification Procedures, Ability to Benefit](#)

[Financial Responsibility, Administrative Capability, Certification, Ability to Benefit Fact Sheet](#)

BACKGROUND / DISCUSSION

In addition to BOR Policy 2.11.1 revisions, BOR Policy 5.21 is an outcome of the committee’s evaluation of financial rules that go into effect July 1, 2024.

Specifically, the Regental system must remove financial holds to the official transcript when students receive Title IV funding (See ED Publishes New Rules on Financial Responsibility and Transcript Withholding (nacubo.org)¹)

...an institution will have to provide an official transcript to a student for payment periods when the student received Title IV aid and all institutional charges for that payment period were paid or included in an agreement to pay.

Therefore, with a recommendation from the accounts receivable/finance committee, it is the recommendation to remove language in BOR Policy 5.21 on transcript holds to comply with federal rules. There are other procedures that can be utilized for collections that the system will continue to use.

IMPACT AND RECOMMENDATION

Academic Affairs Council and Business Affairs Council have reviewed the first draft policy revisions. The Board academic and finance staff supports the recommended

¹ [ED Publishes New Rules on Financial Responsibility and Transcript Withholding \(nacubo.org\)](#)

(Continued)

DRAFT MOTION 20240626_8-B:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 5.21 – Systems Collection Policy, as presented.

revisions to BOR Policy 5.21 Systems Collection Policy. Due to federal rules, it is recommended as a first and final policy.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 5.21 – Systems Collection Policy

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Collection Policy

NUMBER: 5.21

A. PURPOSE

To establish the collection procedures for student, employee, vendor and customer receivables.

B. DEFINITIONS

None

C. POLICY

Standard collection procedure shall be used for student, employee, vendor and customer receivables including, but not limited to, tuition and fees, institutional student loans, traffic fines, library fines, daycare, housing fines, student health and other student charges of whatever kind or character; except that student obligations arising from participation in federal student financial aid programs shall be collected in the manner specified under federal regulation.

1. **Delinquent Accounts and Holds**

A commercial or vendor account shall become delinquent 45 days after the established due date. A student account shall become delinquent when a balance remains after the established deadlines. The debtor shall be informed that if the account is not satisfied in full or appropriate arrangements made by the due date, the account shall be referred to collections and will be subject to late fees.

- 1.1. All student accounts with an accounts receivable (AR) balance of \$250 or more shall have a hold placed on their account as soon as it becomes delinquent. The hold will stop a student from registering, adding or dropping classes, ~~or obtaining an official transcript from the institution.~~
- 1.2. All student accounts with an accounts receivable balance less than \$250 shall have a hold placed on them when the student is no longer enrolled at the university or when the debt is over 180 days delinquent.
- 1.3. A hold shall not be removed until the account is satisfied in full. The institution recognizing the receivable may exercise discretion and override the hold upon consultation with the other institution.
- 1.4. The hold shall remain on a debtor's record even after the account is written-off, which shall stop the debtor from receiving services from the institution until the debt is satisfied.

- 1.5. For all commercial or vendor accounts that become delinquent, the university shall discontinue their services until accounts are paid in full.

2. Collection of Student, Commercial or Vendor Debt

- 2.1. Collection of student, commercial or vendor accounts that are less than \$250 shall proceed according to the following schedule:
 - 2.1.1. Accounts that are less than \$250 shall be handled using in-house collection procedures, which shall consist of a minimum of three contacts to the debtor, with at least two of them being in writing. Debtors shall be responsible for all collection fees incurred where permitted under law.
 - 2.1.2. When in-house collection efforts are exhausted, the account may be referred to the State of South Dakota's Obligation Recovery Center.
 - 2.1.3. When collection efforts are exhausted and the account is at least two years but not to exceed five years delinquent, the account will be submitted to the Board of Finance to be written off in accordance with procedures established by the Board of Finance. Exceptions may be granted by an institution's chief finance officer or designee for accounts which have been delinquent for five years or more.
- 2.2. Collection of Student, Commercial or Vendor Accounts that are \$250 or more shall proceed according to the following schedule:
 - 2.2.1. Accounts that are \$250 or more shall be handled using in-house collection procedures, which shall consist of a minimum of three contacts to the debtor, with at least two of them being in writing, one by registered mail. The collection process on accounts \$250 or more shall be completed within 180 days from the date the account became delinquent. Debtors shall be responsible for all collection fees incurred where permitted under law.
 - 2.2.2. When an account is not in repayment or in-house collection efforts are exhausted, the account shall be referred to the State of South Dakota's Obligation Recovery Center for collection efforts.
 - 2.2.3. When the collection efforts by the Obligation Recovery Center have been exhausted and the debt has been referred back to the university, it will be submitted to the Board of Finance for write-off in accordance with procedures established by the Board of Finance.

3. Employee Debt Collection

Employee debts to their institutions may be satisfied through voluntary or involuntary deductions from salary, or they may be referred to a collection agency.

- 3.1. Employees shall be billed for debts to their employers in the same manner as others who owe monies to the employing institution.
- 3.2. Where employees fail to respond to demands for payment, an institution may refer the matter to a collection agency.
- 3.3. Employers may use involuntary salary deductions following these steps:

- Notify the debtor-employee that his or her monthly salary shall be reduced to cover the amount owed plus interest beginning with the salary earned during the month following that in which the notice is sent.
 - The notice sent to debtor-employees shall fix a time for an informal meeting between the institution's chief financial officer or that person's designee and the employee to discuss the debt and its resolution.
 - The meeting shall be scheduled no later than ten working days prior to the date of the first deduction.
 - If the debtor-employee contacts the institution in response to such notice, the institution may work out mutually acceptable terms for the use of salary deductions to repay all sums owed.
 - If the debtor-employee fails to respond to the notice, or if no mutually acceptable agreement is reached, the institution may recoup its claim from the debtor-employee's salary beginning with the installment payable for services provided during the month following that in which the notice was sent.
- 3.3.1. Deduction from salary may be in such amounts needed to satisfy the debtor-employee's obligations to the institution; provided that the deductions from salary shall comply with the priorities and limitations on deductions from wages established by [SDCL 21-18](#).
- 3.3.2. Debtor-employees may challenge such deductions under grievance procedures established in Board policy or, where pertinent, collective bargaining agreements.
- 3.3.3. If an employee succeeds in showing the deduction to have been improper, the institution shall make a lump sum payment of the amount deducted, plus 4% annual interest ([Category E Rate SDCL 54-3-16](#)) from the time of the deduction.

4. Late Fees

Late fees established by the Board may be assessed against delinquent accounts or interest may be assessed on delinquent accounts at the category F rate specified in [SDCL 54-3-16](#).

FORMS / APPENDICES:

None

SOURCE:

BOR December 1995; May 1996; June 2001; May 2003; March 2006; December 2010; May 2012; December 2015; December 2016; June 2018; June 2022; October 2023 (Clerical); [June 2024](#).

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

REVISED

AGENDA ITEM: 8 – C

DATE: June 26-27, 2024

SUBJECT

SDBOR FY26 Budget Priorities

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 4-7-7](#) – Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION

Campus and central office leadership presented FY26 budget requests in agenda item 4 of this meeting. The Board will finalize their FY26 budget recommendations as part of this item.

IMPACT AND RECOMMENDATIONS

A summary of budget requests for FY26 are identified in Attachment I.

ATTACHMENTS

Attachment I – FY26 Budget Request

DRAFT MOTION 20240626_8-C:

I move to approve the FY26 Budget Request to include the priorities identified, to direct the staff to prepare and submit the FY26 Budget Request detail and justification to the Bureau of Finance and Management, and to refine any budget request figures and narratives, as necessary. Any needs for federal and other expenditure authority, full-time equivalent (FTE), South Dakota Opportunity Scholarship, post-secondary scholarship, lease payments, salary policy, and utility adjustment requests should be included.

FY26 BUDGET REQUEST

Total Request - \$38,091,236

FY26 BASE BUDGET REQUESTS

| PRIORITY | CAMPUS | FTE | AMOUNT |
|----------|---|-------------|--------------------|
| 1 | System – Academic Building Insurance | 0.0 | \$3,196,736 |
| 2 | System – Cybersecurity Technology Funding | 0.0 | \$2,750,000 |
| 3 | USD/SSOM – Emergency Medicine Residency | 1.05 | \$300,000 |
| 4 | System – Tuition Inflationary Buy-Down | 0.0 | \$3,500,000 |
| | TOTAL FY26 Base Budget Requests | 1.05 | \$9,746,736 |
| | | | |
| | FY25 Base Funding | 2,504.7 | \$318,890,170 |
| | FY26 Base Funding Request | 1.05 | \$9,746,736 |
| | Percent Base Change | 0.0% | 3.06% |

FY26 ONE-TIME FUNDING REQUESTS

| PRIORITY | CAMPUS | FTE | AMOUNT |
|----------|---|------------|---------------------|
| 1 | System – Classroom Innovation | 0.0 | \$5,300,000 |
| 2 | System – Student Security Upgrades | 0.0 | \$14,725,500 |
| 3 | System – Lab Equipment & Upgrades | 0.0 | \$8,319,000 |
| | TOTAL FY26 One-Time Funding Requests | 0.0 | \$28,344,500 |

FY26 CAPITAL PROJECT REQUESTS

| PRIORITY | CAMPUS | FTE | AMOUNT |
|--|--------|-----|--------|
| There are no Capital Project Requests for FY26 | | | |