

**BOARD OF REGENTS  
MINUTES OF THE MEETING  
July 31 – August 1, 2024**

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## **ADJOURN**



**BOARD OF REGENTS  
MINUTES OF THE MEETING  
July 31 – August 1, 2024**

The South Dakota Board of Regents met on July 31 – August 1, 2024, at Dakota State University in Madison, 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 Robert, 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, JULY 31, 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 Brown, seconded by Regent Partridge, to approve the agenda as published. Motion passed.

### **1-C Declaration of Conflicts**

There were no declared conflicts.

### **1-D Approval of the Minutes – Meeting on June 26-27, 2024**

IT WAS MOVED by Regent Brown, seconded by Regent Rasmussen, to approve the minutes of the Board of Regents meeting on June. Motion passed.

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

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, that the Board dissolve into Executive Session at 9:45 a.m. on Wednesday, July 31, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business.

That it 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, August 1. Motion passed.

## **THURSDAY, AUGUST 1, 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, July 31 to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before rising from executive session at 5:00 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 Welcome Presentation by DSU President José-Marie Griffiths**

President José-Marie Griffiths welcomed the Board of Regents to Dakota State University Campus, who was also joined by Dr. Rebecca Hoey, DSU Provost and VP for Academic Affairs, provided an update of recent activities, Quantum Research, and Graduate Studies at DSU.

### **3-C DSU Student Organization Awards**

Amy Crissinger, DSU Vice President for Student Affairs and Enrollment Management, presented the DSU student organization award winners for 2023. The Future Business Leaders of America Collegiate (FBLA) accepted the award for academic excellence. The DSU Games Club/Nanocon Committee accepted the award for community service. The CybHER Club accepted the award for organizational leadership.

A copy of the DSU Student Organization Awards can be found on pages **14** to **15** of the official minutes.

### **3-D Reports from Individual Presidents and Superintendents**

President Griffiths note that the US Cyber Team has 20-25 members on it and DSU has been active with that team for the last three years. Currently this year DSU has four students or recent alumni on that team, plus four on the development team, and several other of their alumni are trainers, giving DSU a large presence there. This team will be competing in Chile this year.

Also, soon the US Cyber Organization will be announcing the first US Women's Cyber Team which will have 12 members. Two DSU students have been selected to be a part of that team; DSU is the only institution to have two members. That team will be competing internationally in Japan later this year.

No reports from the other Presidents or special schools leadership.

### **3-E Reports on Individual Regent Activities**

Regent Rasmussen attended an event for the South Dakota Services for the Deaf in Sioux Falls where he was able to take a first-hand look at their new Mobile Audiology Lab. Kami Van Sickle also noted that it is a sprinter van that they have been working on for over a year. This new mobile lab allows them to expand their services across the state and will benefit students/individuals everywhere in the state.

Regent Partridge spent a full day recently at the Research Park at SDSU for their retreat, engaging in a lot of big picture discussions/plans occurring there. He is also heavily engaged in the search for the new President for the South Dakota School of Mines and Technology. The search team is currently being put together along with a schedule. The posting of that position search is expected to go live on August 2<sup>nd</sup>.

Regent Rave noted he recently participated in a system Athletic Committee Meeting, bringing all of the athletic directors across the Regental system together, along with Regents Dittman and Rasmussen. In that meeting they discussed a lot that is currently going on in the athletic realm including those with the NCAA. It was a very productive meeting. Regent Rave further stated that they plan to have a standing Athletic Committee going forward to meeting 2-3 times per year ensuring lines of communication are kept open. Regents Dittman and Rasmussen also both agreed that those meetings have been going well and look forward to continuing those in the future.

### **3-F Report of the Executive Director**

Nathan Lukkes, Executive Director and CEO, thanked DSU and Madison for hosting the BOR meeting this week. Some were lucky enough to come a day early for additional meetings with campus staff and were able to attend the wonderful community event Downtown in Madtown.

With the start of the fall semester coming, Nathan highlighted a couple of things on the academic front that are a testament to the forward thinking of our campuses and staff. The first being the Gateway to Teacher Education certificate that will be discussed later in the agenda. This looks at new ways to engage students, being forward thinking and providing them new pathways to high need careers in the state. Second is the Fast Track Admissions pilot that is going to be launching later this fall which allows us the opportunity to start out working with three different school districts (Sioux Falls, Aberdeen and Spearfish) to explore opportunities to better connect and communicate with students to provide a seamless transition from our high schools to campuses, finding ways to remove barriers, and better promote the traditional matriculation from high school to college.

Finally, Nathan expressed his thanks to all our faculty, staff and employees across our campuses. There is a lot of work that goes into getting campuses read for a start of the fall semester. It's fun and exciting to be here in three weeks when students are moving into their dorms, but there is a lot of work going on right now to be prepared for all of that and more. It all happens behind the scenes, but that work does not go unnoticed and nothing that we do could happen without everyone else.

### **3-G Report from the Student Federation**

Ethan Gladue, President, joined by Madelyn Siekmann, Vice President, noted that their Executive Director Blake Gibney is still out of country for military obligations, but that he will be back state side come the next BOR meeting in October. Ethan noted that even though it is summer break for most, the Student Federation members are still hard at work getting organized and prepping for the upcoming semester. They had a great meeting last night, July 31<sup>st</sup>. Since she joined via Zoom, Madelyn provided a quick introduction of herself and the activities she has been up with as she is also an active member of the SDSMT Student Government on campus.

### **4 Public Comment Period**

Travis Lape who serves as the Director of Teaching and Learning in the Harrisburg School District, and he also serves as the volunteer State Director and President of Educators Rising South Dakota. He expressed his gratitude to the Board for taking the issue of addressing the need for teachers seriously and his support for the Gateway for Teacher Education undergraduate certificate that is up for approval later in today's agenda. If it gets passed, he is excited to bring it to fellow educators this fall.

## **CONSENT AGENDA**

IT WAS MOVED by Regent Brown, seconded by Regent Rasmussen, to approve consent agenda items 5-A through 5-H as presented. Motion passed.

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

#### **5-A Graduation Lists**

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

A copy of the Graduation Lists can be found on pages **16** to **33** of the official minutes.

#### **5-B Revised BOR Policy 2.11.1 – Academic and Student Reporting (Second Reading)**

Approve the second and final reading of the proposed revisions to BOR Policy 2.11.1 – Academic and Student Reporting, as presented.

A copy of the Revised BOR Policy 2.11.1 – Academic and Student Reporting (Second Reading) can be found on pages **34** to **41** of the official minutes.

#### **5-C Agreements on Academic Cooperation – SDSMT**

Approve South Dakota School of Mines & Technology to finalize and execute the agreement on academic cooperation between SDSMT and Anton de Kom Universiteit van Suriname 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 **42** to **44** of the official minutes.

#### **5-D Articulation Agreements – DSU**

Approve Dakota State University to finalize and execute the articulation agreements with Northeast Community College and Western Dakota Technical College, in substantially similar form to that set forth in Attachments I & II.

A copy of the Articulation Agreements – DSU can be found on pages **45** to **65** of the official minutes.

#### **5-E High School Dual Credit In-District MOU – USD**

Approve the Memorandum of Understanding between the University of South Dakota and the Dakota Valley School District for in-district delivery of High School Dual Credit courses, as presented in Attachment I.

A copy of the High School Dual Credit In-District MOU – USD can be found on pages **66** to **68** of the official minutes.

## **Budget and Finance – Consent**

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

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

A copy of the Maintenance & Repair (M&R) Projects (Greater than \$250,000) can be found on pages 69 to 70 of the official minutes.

### **5-G Revised BOR Policy 4.1.8 – Sponsorship of Employee Permanent Resident Applications (Second Reading)**

Approve the second and final reading of the proposed revisions to BOR Policy 4.1.8, as presented.

A copy of the Revised BOR Policy 4.1.8 – Sponsorship of Employee Permanent Resident Applications (Second Reading) can be found on pages 71 to 75 of the official minutes.

### **5-H Extension Forestry Joint Powers Agreement Addendum – SDSU & SD Department of Agriculture and Natural Resources**

Approve the second and final reading of the proposed revisions to BOR Policy 4.1.8, as presented

A copy of the Extension Forestry Joint Powers Agreement Addendum – SDSU & SD Department of Agriculture and Natural Resources can be found on pages 76 to 80 of the official minutes.

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

### **5-I Discipline Council Reports**

A copy of the Discipline Council Reports can be found on pages 81 to 95 of the official minutes.

### **5-J FY25 Operating Budgets**

A copy of the FY25 Operating Budgets can be found on pages 96 to 120 of the official minutes.

### **5-K Interim Actions of the Executive Director**

A copy of the Interim Actions of the Executive Director can be found on pages 121 to 122 of the official minutes.

### **5-L Building Committee Report**

A copy of the Building Committee Report can be found on page 123 of the official minutes.

### **5-M Capital Projects List**

A copy of the Capital Projects List can be found on pages 124 to 128 of the official minutes.

## **5-N Audit Committee Report**

A copy of the Audit Committee Report can be found on page **129** of the official minutes.

## **BUDGET AND FINANCE**

### **6-A(1) Research Park at SDSU Report**

Duane Chappell, CEO and Executive Director, of the Research Park at SDSU provided an update on the current status of operations and future plans for the Research Park at SDSU.

A copy of the Research Park at SDSU Report can be found on pages **130** to **139** of the official minutes.

### **6-A(2) SDSMT Report**

Dr. Laurie Anderson provided an update on the status of operations and future plans for the research park at SDSMT.

A copy of the SDSMT Report can be found on pages **140** to **149** of the official minutes.

### **6-A(3) Dakota BioWorx (DBX) Annual Meeting**

Craig Arnold of DBX provided an update on the status of operations and future plans for Dakota BioWorks.

IT WAS MOVED by Regent Frederick, seconded by Regent Brown, to reappoint David Chicoine to a three-year term on the Board of Directors of Dakota BioWorx. Motion passed.

A copy of the Dakota BioWorx (DBX) Annual Meeting can be found on pages **150** to **159** of the official minutes.

### **6-A(4) USD Discovery District Annual Meeting**

Ryan Oines, Chief Operating Officer of the USD Discovery District, provided an update on the current status of operations and future plans for the USD Discovery District.

IT WAS MOVED by Regent Frederick, seconded by Regent Brown, to reappoint Paul TenHaken, Kim Patrick, and Mark Mickelson to appoint Kathryn Pohlson to serve three-year terms on the Board of Directors of the USD Discovery District. Motion passed.

A copy of the USD Discovery District Annual Meeting can be found on pages **160** to **174** of the official minutes.

### **6-A(5) DSU-SOAR Annual Meeting**

Stacy Krusemark, DSU VP for Finance and Administration, provided an update regarding the operations of DSU-SOAR and the Board of Directors annual meeting.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner, to reappoint Richard Hansen, Nathan Lukkes, and José-Marie Griffiths to serve three-year terms on the Board of Directors of DSU-SOAR. Motion passed.

A copy of the DSU-SOAR Annual Meeting can be found on pages 175 to 176 of the official minutes.

#### **6-B SDSMT Surbeck Center Addition Facility Program Plan (FPP) and Facility Design Plan (FDP)**

Heather Forney, System VP for Finance and Administration, joined by Interim SDSMT President Lance Roberts, stated that SDSMT requests approval of the Facility Program Plan (FPP) and Facility Design Plan (FDP) for the Surbeck Center (Student Union) Addition. The Board approved the Preliminary Facility Statement in April of 2014. The 18,200 sq ft addition includes expanded dining space, a new admissions office, a large multi-function meeting space, and additional lounge and study spaces for use by the entire university. The preliminary cost estimate for the addition is \$10,206,000. Funding for this project will be provided by the Center for Alumni & Advancement (CARA) through private fundraising efforts.

IT WAS MOVED by Regent Frederick, seconded by Regent Rasmussen, to approve the combined Facility Program Plan and the Facility Design Plan for the SDSMT Surbeck Center Addition to be funded with private donations. Motion passed.

A copy of the SDSMT Surbeck Center Addition Facility Program Plan (FPP) and Facility Design Plan (FDP) can be found on pages 177 to 190 of the official minutes.

#### **6-C SDSU Swine Unit, Wean to Finish Barn Addition Preliminary Facility Statement (PFS)**

Heather Forney, System VP for Finance and Administration, joined by Mike Holbeck, SDSU Vice President for Finance and Administration, stated that SDSU requests approval of this Preliminary Facility Statement to engage a design-build team to complete planning and construction of an addition to the existing Wean to Finish Swine Barn located north of the main campus in Brookings, SD. The success of the 2016 Swine Unit Teaching and Research facility has created the opportunity to further expand the existing facility to support teaching and research activities related to pig performance and production. To support this increased need, a new 600 head wean to finish barn addition with two rooms holding 300 animals each would be construction. In addition to animal holding areas, the addition would include a shower, laundry, bagged feed storage, and load-out areas. The project will be funded with private funds.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner, to approve SDSU's Preliminary Facility Statement to complete planning and construction of a new addition to the Wean and Finish Swine Unit using private donations, and to appoint a building committee. Motion passed.

A copy of the SDSU Swine Unit, Wean to Finish Barn Addition Preliminary Facility Statement (PFS) can be found on pages 191 to 195 of the official minutes.



#### **6-D Revised BOR Policy 4.1.7 – Political Activity (First and Final Reading)**

Holly Farris, System General Counsel, noted that the proposed revisions to BOR Policy 4.1.7 remove the prohibition to system employees serving in the South Dakota State Legislature in general. It preserves all other existing requirements necessary to maintain the functions of employment, including ensuring that employees make sufficient arrangements to ensure their duties are performed. The proposed revisions still require employees who seek to hold such elected office to comply with all other applicable requirements of BOR policy or South Dakota law, including, but not limited to, conflict of interest provisions.

IT WAS MOVED by Regent Frederick, seconded by Regent Brown, to (1) waive the two-reading requirement of By-Laws Section 5.5.1.; and (2) approve the first and final reading of the proposed revisions to BOR Policy 4.1.7, as presented. Motion passed.

A copy of the Revised BOR Policy 4.1.7 – Political Activity (First and Final Reading) can be found on pages **196** to **199** of the official minutes.

#### **ACADEMIC AND STUDENT AFFAIRS**

##### **7-A SDSBVI Comprehensive Plan for Special Education**

Dr. Jessica Vogel, SDSBVI Superintendent, explained that each local school district and accredited school is required to annually submit a Comprehensive Plan for Special Education to the South Dakota Department of Education that details how the school will implement federal and state laws and special education regulations. Local school boards across the state are required to approve similar plans, and since the SDBOR serves in this capacity for SDSBVI, formal Board approval is required prior to submission.

IT WAS MOVED by Regent Brown, seconded by Regent Partridge, to approve the South Dakota School for the Blind and Visually Impaired's Comprehensive Plan for Special Education as presented for signature by the BOR President. Motion passed.

A copy of the SDSBVI Comprehensive Plan for Special Education can be found on pages **200** to **211** of the official minutes.

##### **7-B SDSBVI School Accreditation and Improvement Plan**

Dr. Jessica Vogel, SDSBVI Superintendent, stated that this item is informational only for the Board. The strategic plan for SDSBVI is reviewed annually for purposes of improving the school. The school's improvement plan assists SDSBVI staff, administration, and their various stakeholders to develop the school's mission and further support meeting the needs of the students attending or being serviced by SDSBVI.

A copy of the SDSBVI Comprehensive Plan for Special Education can be found on pages **212** to **218** of the official minutes.

### **7-C SDSBVI Strategic Plan 2024-2027**

Dr. Jessica Vogel, SDSBVI Superintendent, provided a brief overview of SDSBVI's Strategic Plan. There were no additional questions from the Board.

IT WAS MOVED by Regent Brown, seconded by Regent Morrison, to approve the strategic plans for the South Dakota School for the Blind and Visually Impaired, as presented. Motion passed.

A copy of the SDSBVI Strategic Plan 2024-2027 can be found on pages **219** to **225** of the official minutes.

### **7-D New BOR Admission Policy Series (First Reading)**

Dr. Janice Minder, System VP for Academic Policy and Planning, stated that in August of 2022, the Academic Affairs Council (AAC) and the Student Affairs Council (SAC) considered an enhancement to the current admission policy for the Regental system. To better understand best practices for admission policies, several committees were developed to explore, research, and recommend changes to the current policy. The goal was to evaluate all portions of the current policy and differentiate a sub-policy for the student-applicable portions to streamline the readability of the policies. The teams were facilitated by system academic and student affairs stakeholders. Each team researched other universities, colleges, and systems as well as evaluated reports and research from organizations. This is a first reading of the policy with a final version expected to be brought forward at the December BOR meeting for approval.

Regent Rasmussen asked Dr. Minder if she could speak to immunization and people who are or may be opposed to them. Dr. Minder affirmed that we as a system do have a waiver process currently in place and the ability to work with that student on those particular admissions requirement issues.

Regent Brown commented he believes in looking at the list of individuals listed on the first page of the item from all of the different universities in addition to BOR staff, displays a testament to the betterment of a central office to be able to work on big policy initiatives such as this

What is presented to the Board today is a culmination of work over the past two (2) years. Since these policies reflect a new and enhanced version all are new policies.

IT WAS MOVED by Regent Dittman, seconded by Regent Lochner, to approve the first reading of the new draft BOR Policy Admission Series 2.2.1.1 through 2.2.1.11, as presented. Motion passed.

A copy of the New BOR Admission Policy Series (First Reading) can be found on pages **226** to **253** of the official minutes.

### **7-E New BOR Policy 2.7.3.1 – Learning Management System (First Reading)**

Dr. Janice Minder, System VP for Academic Policy and Planning, stated that the Board of Regents manages a systemwide learning management solution. The Academic Affairs Council (AAC) initially developed a guideline to manage the procedural content for the system; however, AAC determined at their December 2023 AAC meeting to move that guideline to a policy. The system requires that each course has an active shell in D2L. Therefore, with the onset of the syllabi policy,

this new policy will complement the system solution and the requirements for course content. This is the first reading of the policy for the Board. Dr. Minder noted that she does plan to have another vetting of the policy by AAC and TAC before this comes back to the Board for a second and final reading at the October BOR meeting.

IT WAS MOVED by Regent Brown, seconded by Regent Morrison, to approve the first reading of the new draft policy BOR Policy 2.7.3.1 – Learning Management System, as presented. Motion passed.

A copy of the New BOR Policy 2.7.3.1 – Learning Management System (First Reading) can be found on pages 254 to 259 of the official minutes.

#### **7-F New Certificate Request – BHSU, DSU, NSU, SDSU, & USD – Gateway to Teacher Education (Undergraduate)**

Dr. Pamela Carriveau, System Associate VP for Academic Programming, thanked the Provosts on each campus as well as the SD Department of Education for coming together and working on this stackable certificate program. One of the real benefits of this will help recruit high school students into the teaching profession, which is a high demand occupation in South Dakota. It exemplifies how we are trying to meet workforce needs in the state.

Regent Brown commented that we have heard a lot in the past about how high school students may not know what classes to take, and they may take the wrong dual credit class that may not apply to their college degree. This certificate will benefit students by providing a clear direction for them, so he is appreciative of Dr. Carriveau and the universities for putting this together.

IT WAS MOVED by Regent Brown, seconded by Regent Rasmussen, to authorize BHSU, DSU, NSU, SDSU, and USD to offer a Gateway to Teacher Education undergraduate certificate, as presented. Motion passed.

A copy of the New Certificate Request – BHSU, DSU, NSU, SDSU, & USD – Gateway to Teacher Education (Undergraduate) can be found on pages 260 to 267 of the official minutes.

#### **7-G Request to Seek Accreditation – NSU (CCNE)**

Dr. Pamela Carriveau, System Associate VP for Academic Programming, stated that NSU requests approval to seek accreditation from the Commission on Collegiate Nursing Education (CCNE) for their BS in Nursing. NSU anticipates a one-time application fee of \$2,500 for initial accreditation, and an annual fee of \$2,833 (FY24) to be covered through department funds. NSU plans to attach a student fee to courses with the NURS prefix. This revenue would be able to maintain the annual fees associated with accreditation. Other costs would include roughly \$5,250 for travel expenses for the evaluation & site visit.

Regent Frederick inquired as to how things were looking for enrollment getting ready to go into the final stage of this accreditation process and is NSU seeing significant growth in their nursing program. Dr. Mike Wanous stated that there are currently 41 students in the Pre-Nursing program, and it is those students who would be transitioning into the BNS program in Fall 2025. Dr. Wanous noted that they have always had a small number of Pre-Nursing students that would transition on

to SDSU and USD within their student population. This would range from about 8-10 students per year in pre-nursing; so there has been a definite growth seen.

IT WAS MOVED by Regent Brown, seconded by Regent Frederick to approve NSU's request to seek accreditation from the Commission on Collegiate Nursing Education (CCNE) for their BS in Nursing. Motion passed.

A copy of the Request to Seek Accreditation – NSU (CCNE) can be found on pages 268 to 270 of the official minutes.

#### **7-H Revised BOR Policies 1.4.1 and 3.4.1 (Placeholder)**

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, to table this item pending further information. Motion passed.

A copy of the Revised BOR Policies 1.4.1 and 3.4.1 (Placeholder) can be found on page 271 of the official minutes.

Motion passed.

#### **ADJOURNMENT**

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

The meeting adjourned at 11:00 a.m.

### *Secretary's Executive Session Report*

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

#### *Recommended Actions:*

- 2-C. Approve the request for a site termination by SDSU.*
- 2-D. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.*
- 2-F(1). Adopt the recommended findings of fact, conclusions of law, and recommended decision pertaining to SDSU NFE Employee Grievance No. 2024-01.*
- 2-F(2). Authorize the Executive Director to issue a determination on SDSMT Faculty Appeal No. 2024-01, consistent with the Board's direction.*
- 2-G(1) Approve the evaluation letter for Executive Director Nathan Lukkes, as presented.*

**SOUTH DAKOTA BOARD OF REGENTS**

**AGENDA ITEM: 3 – C**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**DSU Student Organization Awards**

**CONTROLLING STATUTE, RULE, OR POLICY**

None

**BACKGROUND / DISCUSSION**

At the April 2024 Board of Regents meeting, the Board approves recommendations offered by each institution for the 2023 student organization award winners. The winners of these awards are announced at Board meetings throughout 2024. Dakota State University (DSU) Student Organization Awards would be presented at the July/August 2024 BOR meeting in Madison.

2023 DSU Award for Academic Excellence: Future Business Leaders of America Collegiate (FBLA)

DSU FBLA students represented Dakota State University and the state of South Dakota at the national DSU FBLA-Collegiate competition and contributed greatly to the academic environment at Dakota State University and the academic performance of its students in the past year. These achievements are a testament to the exceptional quality of education provided by the College of Business & Information Systems at DSU. Eight FBLA participating members qualified for the national conference held from June 22-25 in Atlanta; however, only six attended and competed nationally. Five of the six DSU students who competed at the 2023 FBLA National Leadership Conference placed in the top 10.

2023 DSU Award for Community Service: DSU Games Club/ Nanocon Committee

Nanocon is an event that Dakota State University's Games Club has been working hard to organize annually for over 20 years. This past year more than any, they feel the impact and importance of this event to the community is paramount. In last year's convention, there were over 50 individual events run with over 1,000 attendees over the 4-day event. Despite the success of this year's events and positive community feedback, the committee is focused on perpetual improvement and wants to continue to better the Nanocon experience for each one of its attendees. Nanocon serves its community with many free events, a platform for people interested in gaming to meet and share their love of this topic, and fundraising to help support state-renowned charities.

(Continued)

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**INFORMATIONAL ITEM**

2023 DSU Award for Organizational Leadership: CybHER Club

The DSU CybHER Club is focused on developing female collegiate students into future cybersecurity leaders through club events that foster fun and community, professional and personal growth, outreach and service, and networking. The club members support and encourage others through volunteering and mentorship while also receiving opportunities to enhance their technical and personal skills with workshops, guest speakers, and conferences. The club hosts workshops and guest speakers to promote professional development and encourage networking. During the summer, the DSU CybHER Institute hosts the Gencyber Security Camps, where middle school girls nationwide come together on the DSU campus for a week to learn all about cybersecurity.

**IMPACT AND RECOMMENDATIONS**

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

**ATTACHMENTS**

None

**SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 5 – A**  
**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**Graduation Lists**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2.6.2](#) – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

**BACKGROUND / DISCUSSION**

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

**IMPACT AND RECOMMENDATION**

Black Hills State University, Northern State University, South Dakota State University, and the University of South Dakota request approval of the graduation lists for Summer 2024. Dakota State University and South Dakota School of Mines and Technology recognize their summer graduates at the May commencement.

Board office staff recommends approval.

**ATTACHMENTS**

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

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**DRAFT MOTION 20240731\_5-A:**

I move to approve the Summer 2024 graduation lists for BHSU, NSU, SDSU, and USD contingent upon the students’ completion of all degree requirements.



## Black Hills State University Graduation List

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### **AUGUST 2024**

#### **ASSOCIATE OF ARTS**

Fortune, Carter  
Luke, Elizabeth

Price, Kayla  
Westbrook, Hailey

Wilson, Hannah

#### **ASSOCIATE OF SCIENCE**

Christofferson, Ella  
Langbehn, Cassidy  
Marta, Vivian

Mollman, Eleanor  
Rodgers, Lucas  
Sumner, Aubrey

Sylva, Lucille  
Weber, Camille  
Wollman, Ellianna

#### **BACHELOR OF FINE ARTS**

Bruns, Rylan

Curtis, Sophie

#### **BACHELOR OF SCIENCE**

Anderson, Hunter  
Andrews, Darryan  
Audiss, Roma  
Ault, Jacob  
Brooks, Luna  
Campbell, Delaney

Durand, McKenzie  
Lyon, Emilee  
McKendry, Lilja  
Morris, Mason  
Paulson, Darbie  
Pederson, Crystal

Phillips, Seth  
Pollman, Makayla  
Potter, Kira  
Skinner, Erika  
Steveson, Lauren  
Tippmann, Samantha

#### **BACHELOR OF SCIENCE IN EDUCATION**

Coleman Rubio, Hannah

#### **MASTER OF ARTS IN TEACHING**

Lloyd, Kimberly

## **Black Hills State University Graduation List**

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### **AUGUST 2024**

#### **MASTER OF BUSINESS ADMINISTRATION**

Dukic, Sava

#### **MASTER OF EDUCATION**

Muir, Kaeleigh

Wheeler, Elise

#### **MASTER OF SCIENCE**

Capley, Alessia

Pearman, Hudson

Reihe, Rachel

Kinch, Paul

Pfeil, Christina

Sadler, Matthew

Park, Thuc-Khanh

Pierson, Lisa Marie

Segovia, Andres

#### **CERTIFICATES**

Mackaben, Laney

**NORTHERN STATE UNIVERSITY  
APPLICANTS FOR SUMMER GRADUATION  
(Diplomas will be issued. No commencement ceremony held.)  
August 23, 2024**

**CANDIDATES FOR THE MASTER'S DEGREES**

**MASTER OF MUSIC EDUCATION**

Dalton Dean Petersen

**MASTER OF SCIENCE**

Connor R. Knecht

Christine Marie Stoltenberg

Michael Wirth

**MASTER OF SCIENCE IN EDUCATION**

Breanne Rae Allum  
Alyson Janae Anderson  
Jennifer Lee Beck  
Sophie Faye Beers  
Lauren Marie Berkenpas  
Chrisandra Carol Bierne  
Sarah Renee Black  
Kathryn Blocker  
Bailey Brianne Coats  
Rita Marie Cook  
Hunter Vincent DeRize  
Brittni Ann Dupris

Sarah Marie Gaul  
Rebecca Lynn Gross  
Courtney Christine Haug  
Nicole Renee Horsley  
Ryan Janish  
Gracelyn August Jones  
Sydney Elizabeth Katz  
Danielle Rae Kohlmeyer  
Sarah Miner  
Molly Lynn Moes  
Dani Jean Morris  
Madison Brooke Norris

Michelle Renee Kerher O'Keefe  
Kelsey Lynn Paurus  
Molly A. Perry  
Caitlin Marie Podoll  
Kaylan Anjali Pool  
Andrew Michel Pugliano  
Jessica Alyss Rodacker  
Dina Nicole Rush  
Shariah M. Smith  
Brook A. Tschetter  
Kylie Ann Werner

**CANDIDATES FOR THE BACCALAUREATE DEGREES**

**BACHELOR OF ARTS**

Dylan Erwin Eckart

Bushra Hulmani

**BACHELOR OF GENERAL STUDIES**

Cory Allen Fleetwood  
Manaja Unjinca Hill

Anyia Marie Jones

Rebecca Marie Loehrer

**BACHELOR OF SCIENCE**

Jayda Jo Boxley  
 Jalen Chase  
 Jaeden Nicholas Crady  
 Clifford Lee Geyer  
 Jensen Ray Knoll

Daiova Manuel Tejeda  
 Grayce Elizabeth Metheny  
 Jack Miller  
 Olivia C. Richardson

Slater James Stolp  
 Sierra Brooke Sweeney  
 Jordan Rose Tschumperlin  
 Coralyn Grace Wager

**BACHELOR OF SCIENCE IN EDUCATION**

Brooke Ann Maier

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

Chevar Carr  
 Austin Robert Dreyer

Cody He Crow  
 Naw Mal Lur Paw

Madalynn Marie Witte

**CANDIDATES FOR UNDERGRADUATE CERTIFICATES**

Sean Brogan McGarth

Dartanion Douglas Lehman

South Dakota State University  
Summer 2024 Candidates

**DOCTOR OF PHILOSOPHY**

Shamiq Aftab	Spoorthi Golla Vasantha-	Athira Madhavan
Shafaet Ahmed	Narender	John McKenzie
Seuly Akter	Wei Gu	Lydia O’Sullivan
Said Badshah	Md Saddam Hossain	Armaan Kaur Sandhu
Bhupinder Singh Batth	Youngsun Jang	Ujwal Subedi
Nicole Carlson	Ashley Jorgensen	Pedro Valle De Carvalho-
Ahmed Charif	Sheroze Liaquat	Oliveira
Kakali Das	Jesus Loya	Zengyue Wang
	Mawuli Macdonald	

**MASTER OF ARCHITECTURE**

Noah Anderson	Anna Hamling	Prashansa Sharma
Anakin Chalin	Reece Petersen	Alec Whitted
Victoria Dubbeldee	Arlyn Rodriguez	Matthew Woldt

**MASTER OF ARTS**

Eliza Carlson

**MASTER OF EDUCATION**

Jessica Ahlers	Lisa Jankauskas
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**MASTER OF MASS COMMUNICATION**

Victoria Chester	Ariana Schumacher
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**MASTER OF SCIENCE**

Ahmed Abdalla	Mangesh Surakant	Colton Curtis
Kerry Aberle	Bankhele	Ankur Debnath
Prince Agyapong	Michelle Bertier	Bergin DeBruin
Akinwale Akintunde	Ruchita Bhattarai	Emerson DeVries
Mina Akter	Natalie Brasil	Ty Ducheneaux
Justin Alderman	Clay Carlson	Charles Easley
Reid Anema	Hana Carr	Hannah Faulhaber
Luke Appel	Fatoumata Ceesay	Amy Fink
	Yifan Chen	Akshit FNU

Katelin Frerichs	Meghan McNary	Jenna Ross
Isaac Gbene	Matthew Mims	Kristen Samsel
Debayan Ghosh	Meherunnesa Mitu	Robby Schaefer
Katlyn Grimes	Jadin Monsen	Tyler Schindler
Daniel Hamann	Riley Mounsdon	Elise Schweer
Valoree Heinrichs	Austin Nachtigall	Joshua Sell
Robert Jonas	Ashma Pandey	Shelby Selland
Rutvi Joshi	Ashish Pandey	Sahil Sharma
Monika Kafle	Jenna Parliament	John Smallenburg
Rojina Kafle	Ryker Pedde	Bryan Stoker
Ramandeep Kaur	Jonathan Petersen	Paul Strickler
Victoria Kwamboka	Katherine Petersen	Madison Thieman
Matthew Larson	Frances Petersen	Nnyeneime Udo
Marquise Lewis	Aditi Poudel	Timothy Veldkamp
Zhouxin Li	Muhannad Abdur Rahman	Grace Villmow
Rebecca Martin	Cole Rausch	Julia Werkhoven
Sarah Mayes	Sage Reuter	Clarence Winter
Katlyn McClellan	Mckinsy Rew	Daria Yakovleva

### BACHELOR OF SCIENCE IN NURSING

Blessing Agho	Abigail Grabowska	Alexis Lingemann
Haley Austreim	Rachel Greiner	Gabriel Long
Sheridan Berkenpas	Matthew Griggs	Lindsey Lopuch
Brianna Brage	Tseanesh Hailemariam	Briley Lund
Sydney Bruesehoff	William Hanson	Emily Lunning
Kinsey Capaldo	Marie Harries	Lindsey Martinson
Olivia Chase	Katelyn Harrington	Abigail May
Madison Christensen	Darac Harry	Rory McClellan
Ethan Cinco	Molly Hogg	Maggie Miles
Alondra Cortez	Kayela Howard	Madalyn Mills
Sarah Crichton	Kamen Hudson	Jamie Moreno
Raquel Davis	Jenna Jacobson	Priya Mundi
Andrew Dickens	Tyrese Janssen-Opati	Anna Paydon
Amanda Drenten	Eliana Johnson	Poni Peter
Gabriela Espinoza	Robert Keefe	Shalyn Peters
Glory Etzel	Lauren Keller	Kaitlyn Pitlick
Sidney Fick	Nancy Khuu	Emma Polchow
Holly Frehse	Isabel Kinzer	Rachel Prigge
Elizabeth Fuerniss	Dayna Koch	Ashlynn Rohrbach
Chantalle Galbavy	Hannah Krog	Lindsey Rowbotham
Kendel Gifford	Mackenzie Levi	Joseph Rysdon
Lesly Gonzalez	Lindsey Leyendecker	Stephanie Salvador

Kelly Sandager  
Lexie Sines  
Noah Slettum  
Garrett Stout  
Madeline Sudbeck

Alyssa Tagtow  
Regan Tollefson  
Kylie Van Donkelaar  
Allie VanDrongelen  
Kristen Voelzke

Samuel Maina Waithera  
Erin Waldum  
Shayla Walker  
Paige Wright  
Raina Wristen

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

Alexis Bliss

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

Logan Anderson  
Mayumi Matsuyama

Mohammad Omar  
Aidan Stewart

Kara Vetch

### **BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY**

Gabrielle Carmichael

Levi Zuber

### **BACHELOR OF SCIENCE IN MATHEMATICS**

Logan Anderson

### **BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING**

Nicholas Kristjanson

Hunter Wallster

### **BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT**

Callista Bergquist

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

Bryce Adrian  
Ella Bauer  
Emmett Bickett  
Katie Blatchford  
Dylan Brandt  
Keitra Cabinboy  
Myles Cuttell  
Jack Donnelly  
Keistan Dubro  
Brennan Duhn

Grace Erickson  
Jaylynn Frandrup  
Ethan Gilbert  
Lane Hansen  
Kathleen Hawkins  
Ashilyn Hulstein  
Dakota Johannes  
Brynn Jones  
Raelin Jurgens  
Erin Larson

Natasha Lovro  
Sydney Lynch  
Colten Maas  
Alex Miller  
Samantha Richert  
Jackson Roll  
Hannah Schubert  
Emilee Schuetz  
Logan Taylor  
Karlus Waldner

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

Lucas McInerney  
Payleen O'Day

Sidney Robinson  
Justin Van Middendorp

**BACHELOR OF ARTS IN NATURAL SCIENCES**

Joseph Ulloa

**BACHELOR OF SCIENCE IN NATURAL SCIENCES**

Noe Aparicio  
Emily Brown  
Lyndey Dean

Brandon Rykhus  
Ryan Stewart  
Trevor Swenson

Brandon Tschetter

**BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES**

Ashley Ulm

**BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE**

Hannah Adams  
Bhola Bhandari  
Chandra Bhandari  
Emilea Cimpl  
Patrick Donald  
Anna Feldman

Elizabeth Foster  
Gopi Gajmer  
Hannah Hasse  
Taylor Hofer  
Ethan Jaacks  
Angela Louise Lansang

Carly McManus  
Alix Peterka  
Pramila Rai  
Ivy Sharp  
Natalie Woerner

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

Shelby Anderson  
Isaac Arnold  
Clair Bovill  
Carson Brouwer  
Jesse Busselman  
Makiah Dale  
Beldaran Eide  
Kenidee Enander  
Kaley Ferguson  
Jenna Fevold  
Jason Fisher  
Kenyah Geiken  
Brady Hawkins  
Makenzie Hemish

Julia Hesselberg  
Braden Holland  
Morgan Jacobs  
Logan Kimbler  
Tyler Kingery  
Cameron Langdon  
Benjamin Larsen  
Isabella Madsen  
Corben Mahaffy  
Olivia McMahon-Skates  
Kyla Mercer  
Lily Moseman  
Jacob Mundahl  
Anna Nerad

Mckenzie Pederson  
Damon Phillips  
Carly Reiser  
Bailey Roman  
Elizabeth Ross  
Bailey Sage  
Jordan Sagedahl  
Carson Schreck  
Maria Sommer  
Tessa Stoltenberg  
Tyson Strohsen  
Mareya Strong  
Ethan Swanson  
Jamie Thomas



Jaiden Venner

Alyssa Volk

Jordan Westendorf

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

Lizbeth Escalante

Joshua Howard

Carter Siebersma

Grace Gayetaye

Olivia Johnson

Joseph Ulloa

Shaye Gordon

Arystan Jurgens

Avery Haag

Zuerker Merritt

**BACHELOR OF FINE ARTS**

Madalyn Broesder

Min Huang

Noah Warnock

Caryn Chapman

Morgan Nemmers

**BACHELOR OF GENERAL STUDIES**

Madeline Avery

Lauren Pick

Kelsey VanLoh

Kirsten David

Conner Stoick

April Meyerink

Joseph Tisher

**BACHELOR OF LANDSCAPE ARCHITECTURE**

Ethan Bowman

Riley Stueber

**BACHELOR OF MUSIC EDUCATION**

Landon Brown

Jay Knutson

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

Grace Baer  
 Max Baloun  
 Nathan Bauer  
 Bethany Connors  
 Brennan Deutsch  
 Isabelle Dickey  
 Tucker Driscoll  
 Hannah Evans  
 Jayden Gibson  
 Nicholas Grote  
 Benjamin Harrel  
 Lauren Helmbrecht  
 Marina Hopkins  
 Julia Janssen

Josi Kjenstad  
 Thatcher Kozal  
 Lee Krueger  
 Houston Malpert  
 Brady Malsom  
 Lillian Moore  
 Jessica Nestor  
 Brynn Olverson  
 Braden Pierce  
 Kenneth Rebello  
 Gia Renteria  
 Caden Ringling  
 Elizabeth Ross  
 Josie Rush

Aubree Sanders  
 Mariah Schroht  
 Isabela Spulak  
 Brice Sutfin  
 Jeremy Teal  
 Hannah Vogel  
 Marissa Vogt  
 Andrick Wagner  
 Emma Walz  
 Grace Weis  
 Shannon Weller  
 Alexa Williams

**ASSOCIATE OF ARTS IN GENERAL STUDIES**

Alexis Dwyer  
 Kylee Edmonds  
 Sophia Kregoski  
 Drew Kroeplin

Kallie Lee  
 Cole Nelson  
 Hannah Robertson  
 Alyssa Ryhn

Malia Santos  
 Mary VonEye

# The University of South Dakota

## Summer 2024 Candidates for Degree

### Doctor of Philosophy

Pramod Acharya  
 Steven K. Beazer  
 Nicole A. Bechen  
 Catherine A. Bilyeu  
 Rachel C. Bock  
 Rachel S. Chavin  
 Kaitlin B. Halbert  
 Logan T. Hale  
 Courtney R. Harrington  
 Shuyi He  
 Emily A. Kalantar  
 Kyler T. Kooi  
 Jennifer L. Kuo  
 Mahsa Mojallal

Kathryn O. Moore  
 Amy Lynn M. Nelson  
 Kouadio M. Niamba  
 Ukamaka Olisakwe  
 Osamakon B. Osemwenkhae  
 Julia L. Price Lee  
 Stephen G. Schmidt  
 Emma V. Shaughnessy  
 Sydney N. Stamatovich  
 Md Tusar Uddin  
 Blake E. Warner  
 Krishantha S. Wijewardhane  
 Jessica L. Zylla

### Doctor of Education

Miranda A. Galvin  
 Kelsi A. Kinnunen

Sheila G. Mulder

### Doctor of Nursing Practice

Lisa J. Varenhorst

### Specialist in Education

Briggett R. McCallum

Erica L. Mogensen

## Master of Accountancy

Hallie M. Dunn  
 Braden G. Eisenhauer  
 Joshua D. Kreutzfeldt

Caroline E. Lewis  
 Matthew D. Wagenaar

## Master of Arts

Abdulaziz M. Alsiddeqi  
 Kayla K. Aymar  
 Barbara A. Bailey  
 Collette J. Bowman  
 Tori A. Deperry  
 Kayla K. Fonder  
 Blake M. Fryar  
 Megan L. Fuglseth  
 Benjamin M. Gellerman  
 Mary E. Geraets  
 Karlene A. Gieseke  
 Trevor A. Golder  
 Riley S. Griffith  
 Emma L. Heyen  
 Abdullah Al Hossain  
 Haley M. Kass  
 Collin M. Kehrwald  
 Ellie K. Kehrwald  
 Donald J. Keifert  
 Adam C. Lenz  
 Sara E. Lien

Janet M. Meyer  
 Kelsi L. Miller  
 Ryan P. Moore  
 Bailey R. Nelson  
 Regan L. Olson  
 Jaedyn C. Oplinger  
 Melissa A. Pinion  
 Kassandra T. Priego  
 Cassie R. Quail  
 Zoya C. Robbins  
 Piper A. Roseland-Bender  
 Cody T. Schriever  
 Paige E. Spencer  
 Kalie J. Stanfield  
 Paige J. Thaelke  
 Allyson R. Thuringer  
 Brooklyn A. Van Zee  
 McKenzie R. Wagner  
 Zachary J. Wattier  
 Samantha M. Wulff  
 Jessa A. Ziegeldorf

## Master of Business Administration

Johnson O. Adegbite  
 Mikel Anderson  
 Kristin Cooke  
 Billi J. Dayhuff

Marshall L. Faurot  
 Jayden J. Fiechtner  
 Johnathon C. Fielder  
 Marissa J. Jones

Grant McDowell  
 Tanner L. McGinn  
 John A. O'Connor  
 Khaled M. Rashwan

Kanwarjot Singh  
 Anne R. Susko  
 Matthew J. Tolan  
 Jared F. Van Buskirk

## Master of Professional Accountancy

Morgan M. Dalluge  
 Taylor C. Moyer

Kaylee M. Witfoth

## Executive Master of Public Administration

Shane McQuillan  
 Peter A. Nelson

Blaine H. Reynolds

## Master of Public Administration

Joshua M. Chase

Stephanie R. Ellwein

## Master of Public Health

Steven R. Bowers  
 Austin J. Cheney  
 Falmata G. Gishe  
 Skyler L. Hopfauf

Delanie Johnson  
 Mikaya M. Lund  
 Emily E. Murphy  
 Nicole A. Reuland

## Master of Science

KH Mahfuzul Alam  
 Emily A. Allen

Wylin C. Baker  
 Aaron Clemens

Robyn N. Cook  
 Emma R. Duprey  
 Todd A. Eckles  
 Pamela L. Fawns  
 Jacob A. Formiller  
 Justin M. Gabbert  
 Venkata Naga Sai Gajula  
 Megan L. Hadley  
 Emma V. Hoffman  
 McKenzie K. Holty  
 Abraham C. Ikeji  
 Beau C. Ireland  
 Yovana Estrella Johnson  
 Anup Khanal  
 Madalyn R. Liebl  
 Weichao Liu  
 Nathan R. Loutsch  
 Shelby M. Magedanz  
 Shomoita J. Mitin

Megan M. Mueller  
 Jennifer N. Murphy  
 John O. Oldenkamp  
 Tara J. Oren  
 Shania R. Rehmodin  
 Matthew Schaner  
 Zachary S. Schild  
 Abigail A. Sehr  
 Shabana Azmi Shaik  
 Amit Sharma  
 David G. St John  
 Donald C. Stehly  
 Madeline G. Thorne  
 Vinod Vallepu  
 Kaitlyn M. Villarreal  
 Morgan Walker  
 Emily R. Wanous  
 Aaron P. Wenande

## Master of Science in Nursing

Kelsey J. Lucas

Chizoba D. Obiozor

## Master of Social Work

Danene M. Anderson  
 Analycia Dickerson  
 Samuel S. Goodman

Megan L. Hartnett  
 Jessica Morey  
 Maurya Torgerson

## Bachelor of Arts

Haleigh E. Brown  
 Cole J. Carlson  
 Katherine E. Fischer  
 Celena M. Hettrick

Hannah L. Mulligan  
 Rachel D. Overstreet  
 Isabel B. Young

## Bachelor of Business Administration

Dylan R. DeJong  
 Conner M. Gerlach  
 Caitlin P. Harkness  
 Karter D. Knaack  
 Michael A. Kremer  
 Kyla R. Kriese  
 Hailey L. Langston  
 Natalie A. Mazurek  
 Micah T. McGee

Patrick J. Paul  
 Conner Raes  
 Joshua S. Reynolds  
 Chloe G. Robinson  
 Trevor G. Sinclair  
 Jack M. Smith  
 Alex R. Sommers  
 Joshua D. Speck  
 Quinton J. Tordsen

## Bachelor of Fine Arts

Mackenzie C. Fairman  
 Jaclyn A. Laprath

Teah S. Tollufsen

## Bachelor of General Studies

Abby L. Allen  
 Sarah D. Clutter  
 Sei Anna L. Ekthanitphong  
 Jesslyn J. Estes  
 ValDez R. Galvan

Santina I. Lokonobei  
 Mitchell A. Macziewski  
 Kendyll A. Tiedtke  
 Daniel L. Vigoren

## Bachelor of Musical Arts

Caleb M. Nadeau

## Bachelor of Science

Drew J. Addison  
 Johnathan Arbach  
 Madison M. Ashlock  
 Delina A. Ayala  
 Eleanor M. Becker  
 Chloe C. Bent  
 Datwan D. Blackwood  
 Nathan J. Boehrns  
 Vincent E. Bormann  
 Trey H. Brandhagen  
 Trey H. Brandhagen  
 Jemini R. Cantalope  
 Hallie J. Carlson  
 Sydney C. Conley  
 Alysia F. DeVries  
 Brittany L. Dodds  
 Olivia S. Dondlinger  
 Kyle J. Feauto  
 David R. Frank  
 Jackson J. Galbreath  
 Josiah K. Ganues  
 Jarek H. Glenn  
 Josie J. Haden  
 Morgan D. Hrivnak  
 Ashley A. Johnson  
 Ashby E. Johnston  
 Jady N. Jondle  
 Samuel B. Kohls  
 Nicholas J. LaMotte  
 Jordyn R. Lechtenberg

Brody R. Luhr  
 Rylie L. McMullen  
 Cassidy L. Miller  
 Hannah E. Nelin  
 Ashley K. Nelson  
 Ashley A. O'Connor  
 Ryker C. Olson  
 Avery A. Palsma  
 Justin R. Payer  
 Sally M. Quatier  
 Benjamin B. Rodriguez  
 Nathan P. Sadler  
 Kadison M. Satter  
 Jessica M. Schoeberl  
 Sydney J. Shaw  
 Pema Y. Sherpa  
 Aria V. Smith  
 Brianna L. Steffe  
 Aryan Swaminath  
 John E. Swotek  
 Caelyn S. Taylor  
 Carline Termidor  
 Bryce D. Thornton  
 Marques S. Toupal  
 Theresa T. Tran  
 Jordan M. Trover  
 Lauren D. Van Fleet  
 Lux C. Vossen  
 Davion R. Williams  
 Jeremy M. Wollmuth

## Bachelor of Science in Education

Michelle Y. Zamarron



## Associate of Arts

Michaeline B. Nathan

## Associate of Science

Olivia G. Stadheim

**SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 5 – B**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**Revised BOR Policy 2.11.1 – Academic and Student Reporting Policy (Second 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.

(Continued)

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**DRAFT MOTION 20240731\_5-B:**

I move to approve the second and final reading of the proposed revisions to BOR Policy 2.11.1 – Academic and Student Reporting, as presented.

Overall, this policy has been subject to multiple sets of stakeholders to ensure communication of proposed changes.

### **IMPACT AND RECOMMENDATION**

The Academic Affairs Council (AAC) and Technology Affairs Council (TAC) have reviewed the policy revisions for the second reading and approved these changes. No additional changes have been made since the first reading at the June 2024 BOR Meeting.

The Board academic staff supports the recommended revisions to BOR Policy 2.11.1 – Academic and Student Reporting.

### **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

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### **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 31<sup>st</sup>.)~~

~~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.

DRAFT

**SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 5 – C**

**DATE: July 31 – August 1, 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 Anton de Kom Universiteit van Suriname, located in Paramaribo, Suriname.

**IMPACT AND RECOMMENDATION**

The agreement with Anton de Kom Universiteit van Suriname 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 & Anton de Kom Universiteit van Suriname

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**DRAFT MOTION 20240731\_5-C:**

I move to approve South Dakota School of Mines & Technology to finalize and execute the agreement on academic cooperation between SDSMT and Anton de Kom Universiteit van Suriname 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

**Anton de Kom Universiteit van Suriname  
Paramaribo, Suriname**

The Anton de Kom Universiteit van Suriname, located at Leysweg 86, Paramaribo, Suriname (hereafter referred to as “AdeKUS”), herein represented by the President of the Board, Prof. Dr. Shanti Venetiaan,

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.

AdeKUS 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.

<b>Signed on behalf of AdeKUS by</b>	<b>Signed on behalf of South Dakota School of Mines &amp; Technology by</b>
<b>Prof. Dr. Shanti Venetiaan President of the Board</b>	<b>Lance A. Roberts, Ph.D., P.E. Interim President</b>
<b>Date:</b>	<b>Date:</b>

**SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 5 – D**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**Articulation Agreements – DSU**

**CONTROLLING STATUTE, RULE, OR POLICY**

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

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

**BACKGROUND / DISCUSSION**

BOR Policy 2.2.2.1 – Seamless Transfer of Credit establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

**IMPACT AND RECOMMENDATION**

To comply with BOR Policy 2.2.2.1, Dakota State University requests approval for the following articulation agreements:

- Students who have completed the AAS degree at in System Administration and Technical Support Concentration at Northeast Community College may apply up to 62 credits toward the BS program in Network and Security Administration at DSU.
- Students who have completed the AAS degree at in Computer Sciences with an Information Technology Specialty at Western Dakota Technical College may apply

(Continued)

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**DRAFT MOTION 20240731\_5-D:**

I move to approve Dakota State University to finalize and execute the articulation agreements with Northeast Community College and Western Dakota Technical College, in substantially similar form to that set forth in Attachments I & II.

up to 66 credits toward the BS programs in Artificial Intelligence, Computer Science, Cyber Operations, or Network and Security Administration at DSU.

Board staff recommends approval.

**ATTACHMENTS**

Attachment I – DSU Articulation Agreement – Northeast Community College

Attachment II – DSU Articulation Agreement – Western Dakota Technical College

**PROGRAM TO PROGRAM ARTICULATION AGREEMENT**  
 Agreement with Respect to Applying the  
**System Administration and Technical Support Concentration**  
**Associate of Applied Science (A.A.S.) Degree**  
 Towards a  
**Bachelor of Science in Network and Security Administration**  
 Between  
**NORTHEAST COMMUNITY COLLEGE**  
**in Norfolk, Nebraska**  
 and  
**DAKOTA STATE UNIVERSITY**  
**in Madison, South Dakota**

**I. Parties.**

The parties to this agreement are Northeast Community College (NECC) and Dakota State University (DSU).

**II. Purpose.**

The purpose of this agreement is to:

- A. Have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs.
- B. Provide increased education opportunities for students from the region.
- C. Extend and clarify educational opportunities for students. Provide NECC students who have completed the System Administration and Technical Support Concentration Associate of Applied Science (A.A.S.) Degree (Attachment A) an opportunity to earn a Bachelor of Science in Network & Security Administration degree (Attachment B).

**III. Academic Program.**

- A. Upon successful completion of the major requirements specified in B. below, DSU will accept 65 course credits into the Network and Security Administration B.S. from the NECC System Administration and Technical Support Concentration Associate of Applied Science (A.A.S.) Degree. Students must meet all South Dakota Board of Regents (SDBoR) policies and university graduation requirements to receive a degree. The DSU Bachelor of Science degree in Network and Security Administration requires 120 credits.
- B. Requirements to be completed at DSU to earn a Bachelor of Science in Network & Security Administration degree are outlined below.

Degree residency requirements must be met including the following (see SDBoR Policy 2.6.1).

- 1. A minimum of 30 credit hours must be earned at DSU.
- 2. A minimum of 15 of the last 30 credit hours must be earned at DSU.

**Additional requirements.** Students must complete DSU's undergraduate admission process.

#### IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

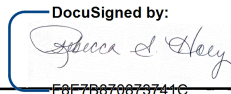
#### V. Modification

This agreement may be modified by the South Dakota Board of Regents and Northeast Community College with approval by Dakota State University. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

**VI. Effective Date of Agreement:** Start date of the Fall 2024 term at Northeast Community College and Dakota State University. The agreement applies to students who graduated from Northeast Community College in 2024 and subsequent years.

#### VII. Acceptance of Agreement:

**For Dakota State University:**

DocuSigned by:  
  
F0E7B070075741C...

Date: 06/25/2024

Dr. Rebecca Hoey  
Provost and Senior Vice President for Academic & Student Affairs

**For Northeast Community College:**

 Date: 6/20/24

Makala Maple  
Registrar



**Attachment A: Northeast Community College, Norfolk, Nebraska****System Administration and Technical Services Support Concentration**

This degree concentration combines the information technology core and general education requirements plus the courses from the System Administration certificate option and the technical services support option. A student completing this degree will have the necessary skills to be a system administrator and provide necessary technical support within an organization.

*\*For a student to continue in the System Administration program they must meet the requirement of a cumulative GPA of 3.0 or higher at the completion of the courses necessary for the General IT Certificate. Please refer to the System Administration Program Grade requirement.*

**Required Program of Study for  
Associate of Applied Science Degree (2 years)**

**FRESHMAN YEAR****First Semester****Course Credits**

BSAD 2050 Business Communications*	3
INFO 1020 Intro to Information Technology	3
INFO 1100 Microcomputer Applications*	3
INFO 1170 Operating Systems I	3
INFO 1420 Introduction to Programming in C#	4
	<u>16</u>

**Second Semester****Course Credits**

INFO 1725 HTML, CSS, and JavaScript	3
INFO 2330 Database Concepts, Design and Application	4
INFO 1850 Operation Systems II	3
INFO 1600 PC System Maintenance & Repair	3
INFO 1610 PC System Maintenance & Repair Lab	1
MATH 1100 Topics and Ideas in Mathematics*	3
	<u>17</u>

**Summer****Course Credits**

INFO 2820 Internship**	3
<i>or INFO 2020 in second semester of Sophomore year</i>	

**SOPHOMORE YEAR****First Semester****Course Credits**

ACCT 1100 Survey Accounting	3
BSAD 1000 Human Relations and Ethics* or	
PSYC 1810 Introduction to Psychology*	3
INFO 2040 Project Management	3
INFO 2650 Network Servers	3
INFO 2660 Network +	<u>3</u>
	<u>15</u>

**Second Semester****Course Credits**

ECON 2110 Principles of Macroeconomics*	3
INFO 1800 Microcomputer Applications II	3
INFO 1750 Info Tech Infrastructure Management	3
INFO 2020 Systems Analysis and Design**	5
INFO 2610 Computer Support Technology	3
INFO 2770 System Security and Compliance	3
	<u>15-20</u>

**Total Credit Hours****66-68**

\*See general education requirement.

\*\*Students are encouraged to enroll in summer internships (3.0 GPA and permission of instructors required). If student does not meet internship requirements, they must enroll in INFO 2020 System Analysis and Design in the final semester.

**Attachment B: Network and Security Administration BS Course Mapping**

<b>DSU Course Number &amp; Title</b>	<b>Credits</b>	<b>NECC Course Number &amp; Title</b>	<b>Credits</b>
CSC 105 Introduction to Computers	3	INFO 1100 Microcomputer Applications	3
CSC 134 Introduction to Cyber Operations	3		
CSC 150 Computer Science I	3	INFO 1420 Introduction to Programming in C#	4
CSC 163 Hardware, Virtualization & Data Communication	3	INFO 1600 PC System Maintenance and Repair AND INFO 1610 PC System Maintenance and Repair Lab	4
CSC 234 Software Security	3		
CSC 250 Computer Science II	3		
CSC 285 Networking I	3	INFO 2660 Network +	3
CSC 321 Cyber Law and Policy	3	INFO 2770 System Security and Compliance AND INFO 1750 Info Tech Infrastructure Management	6
CSC 334 Web Development	3	INFO 1725 HTML, CSS, and JavaScript	3
CSC 385 Networking II	3		
CSC 387 Routing and Switching	5		
CSC 388 Computer Forensics Fundamentals	3		
CSC 407 Advanced Routing and Switching	3		
CSC 409 Operating Environments	3	INFO 1170 Operating Systems I AND INFO 1850 Operation Systems II	6
CSC 430 Windows Administration	3	INFO 2650 Network Servers	3
CSC 431 UNIX/Linux Administration	3		
CSC 436 Offensive Network Security	3		
CSC 437 Survey of Enterprise Systems	3		
CSC 438 Defensive Network Security	3		
CSC 439 Threat Hunting and Incident Response	3		
CSC 443 Scripting for Network Administration	3		
CIS 484 Database Management Systems	3	INFO 2330 Database Concepts, Design and Application	4
CSC 494 Internship	3	INFO 2820 Internship OR INFO 2020	3-5

or		Systems Analysis and Design	
CSC 498 Undergraduate Research/Scholarship			
MATH 281 Introduction to Statistics	3		
Electives	16	INFO 1020 Introduction to Information Technology	3
		ACCT 1100 Survey Accounting	3
		INFO 2040 Project Management	3
		INFO 2610 Computer Support Technology	3
		BSAD 2050 Business Communications	3
ENGL 101 Composition I	3		
ENGL 201 Composition II	3		
Oral Communication	3		
Social Sciences	3		
Social Sciences	3	ECON 2110 Principles of Macroeconomics	3
Arts and Humanities	3		
Arts and Humanities	3		
Mathematics	3	MATH 1100	3
Natural Sciences	3		
Natural Sciences	3		
<b>Total DSU Credits</b>	<b>120</b>	<b>Total NECC Transfer Credits</b>	<b>62</b>

**Notes:**

- Student gets 3 credits of DSU Social Science credit if student takes PSYCH 1810. If student takes BSAD 1000 Human Relations, then DSU Gen Ed credit not awarded for BS Net Sec.
- MATH 1100 Topics and Ideas in Mathematics is used for Math 103 Mathematic Reasoning to allow placement into Math 281 Introduction to Statistics.

**DSU Courses for BS in NetSec Major remaining after NECC AAS Transfer**

CSC 134	Introduction to Cyber Operations	3
MATH 281	Introduction to Statistics	3
CSC 234	Software Security	3
CSC 250	Computer Science II	3
CSC 385	Networking II	3
CSC 387	Routing and Switching	5
CSC 388	Computer Forensics Fundamentals	3
CSC 407	Advanced Routing and Switching	3
CSC 431	UNIX/Linux Administration	3
CSC 436	Offensive Network Security	3
CSC 437	Survey of Enterprise Systems	3
CSC 438	Defensive Network Security	3
CSC 439	Threat Hunting and Incident Response	3
CSC 443	Scripting for Network Administration	3
<b>Total Major Specific Credits Needed After AAS Transfer</b>		<b>44</b>

General Education Credits		
	Written Communication	6
	Oral Communication	3
	Social Sciences	3
	Arts and Humanities	6
	Natural Sciences	6
<b>Total GE Credits Needed After AAS Transfer</b>		<b>24</b>

	<b>NECC Credits Used</b>	<b>62</b>
	<b>DSU Credits after NECC AAS Degree</b>	<b>68</b>
<b>Total Credits</b>		<b>130</b>

## PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the  
**Computer Science – Information Technology Specialty**  
**Associate of Applied Sciences**

Towards a

**Bachelor of Science in Artificial Intelligence,**  
**Bachelor of Science in Computer Science,**  
**Bachelor of Science in Cyber Operations,**

or

**Bachelor of Science in Network and Security Administration**

Between

**WESTERN DAKOTA TECHNICAL COLLEGE**

and

**DAKOTA STATE UNIVERSITY**

### I. Parties.

The parties to this agreement are Western Dakota Technical College (WDTC) and Dakota State University (DSU).

### II. Purpose.

The purpose of this agreement is to:

- A. Have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs.
- B. Provide increased education opportunities for students from South Dakota and the region.
- C. Extend and clarify educational opportunities for students.
- D. Provide WDTC students who have completed the A.A.S degree in Computer Science – Information Technology Specialist (Attachment A) an opportunity to earn a Bachelor of Science in Artificial Intelligence degree (Attachment B), Bachelor of Science in Computer Science degree (Attachment C), Bachelor of Science in Cyber Operations degree (Attachment D), or a Bachelor of Science in Network & Security Administration degree (Attachment E).

### III. Academic Program.

- A. Upon successful completion of the major requirements specified in B. below, DSU will accept 26 course credits into the Artificial Intelligence B.S., 35 course credits into the Computer Science B.S., 45 course credits into the Cyber Operations B.S., and 55 course credits into the Network and Security Administration B.S. from the WDTC Program: Computer Science – Information Technology Specialist, A.A.S. Students must successfully complete the A.A.S. degree prior to transferring to DSU for the course credits to be accepted. Students must meet all South Dakota Board of Regents (SDBoR) policies and university graduation requirements to receive a degree. The DSU Bachelor of Science degrees in Artificial Intelligence, Computer Science, Cyber Operations, and Network and Security Administration each require 120 credits.

- B. Requirements to be completed at DSU to earn a Bachelor of Science in Artificial Intelligence, Bachelor of Science in Computer Science, Bachelor of Science in Cyber Operations, or a Bachelor of Science in Network & Security Administration degree are outlined below.

Degree residency requirements must be met including the following (see SDBoR Policy 2:33).

1. A minimum of 30 credit hours must be earned at DSU.
2. A minimum of 15 of the last credit hours must be earned at DSU.
3. Up to 66 credit hours may be transferred to DSU.

**Additional requirements.**

1. Students must complete DSU's online undergraduate admission process.
2. Students must successfully complete DSU's B.S. Admission interview process outlined in the undergraduate catalog.
3. Students must take DSU's exit exam prior to graduation, as required of all graduating students graduating with a B.S. degree.

**IV. Obligations**

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

**V. Modification**

This agreement may be modified by the South Dakota Board of Regents and Western Dakota Technical College with approval by Dakota State University. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

**VI. Effective Date of Agreement:** Start Date of the Fall 2024 term at Western Dakota Technical College and Dakota State University. The agreement applies to students who graduated from Western Dakota Technical College in 2024 and subsequent years.


**VII. Acceptance of Agreement:**

**For Dakota State University:**

DocuSigned by:  
  
 F8E7B870873741C Date: 06/12/2024

Dr. Rebecca Hoey  
 Provost and VP of Academic Affairs

**For Western Dakota Technical College:**

 Date: 6-7-2024  
 Dr. Ann Bolman  
 President



**Attachment A: Western Dakota Technical College**

Computer Science – Information Technology Specialist Course Listing 2023-24  
Associate of Applied Science (A.A.S.) Degree

Associate of Applied Science, 69 Credit Hours, 24-Month Program

The Computer Science - Information Technology Specialist program strikes a balance between theory and application. Students will learn about real-life networking and cyber security environments, making them immediately productive upon graduation and prepared to take on a variety of information technology (IT) roles. The first year builds a solid foundation of basic hands-on computer skills and networking concepts. The second-year challenges students to learn to adapt and react to the changing world of computers. Deeper networking concepts are introduced, including cyber security, ethical hacking, complex networks, and programming skills. The emphasis of coursework will be based on preparing students for industry certification testing. Students also will be prepared to continue learning and advancing within the field, allowing them to work within an organization to apply networking, and cyber security to business strategy, tactics, and goals. A typical job description for an information technology specialist would generally include working in an office environment. The job is often performed alone, and the IT Specialist must possess strong troubleshooting and technical skills, including strong math skills. Conversely, the IT Specialist must also work with users who are not comfortable with the system or who are experiencing difficulties, thus the requirement for strong communications skills. Configuring a network can require long hours of work in a short period of time. Maintaining the network can alternate between routine tasks to install, maintain, and update programs, as well as the hectic work of troubleshooting and fixing network problems. If a network crashes, the Information Technology Specialist must work quickly and purposefully to solve problems and restore the network operation. In addition, the task of updating and maintaining network services can require late hours and work on an irregular schedule. The IT worker must also be prepared to maintain related technology within an organization, including audio-visual equipment, televisions, phones, and cabling infrastructure. Physical duties may include climbing and working using ladders, installing cabling, moving computers and related equipment, and installing equipment.

Course No.	Course Title Credits
<b>General Education Requirements</b>	
CSC 105 MICROCOMPUTER SOFTWARE APPLICATIONS I	3
ENGL 101 COMPOSITION I*	3
ENGL 108 WORKPLACE COMMUNICATIONS II	3
ECON 202 PRINCIPLES OF MACROECONOMICS online or	3
SOC 100 INTRODUCTION TO SOCIOLOGY	
MATH 114 COLLEGE ALGEBRA**	3
PSYC 101 GENERAL PSYCHOLOGY or	3
PSYC 103 HUMAN RELATIONS IN THE WORKPLACE	
<b>Total</b>	<b>18</b>
<b>Technical Requirements</b>	
CIS 122 INFORMATION TECHNOLOGY HARDWARE/SOFTWARE	6
CIS 129 WINDOWS OPERATING SYSTEMS	3
CIS 131 NETWORKING TECHNOLOGIES I	3

CIS 132 NETWORKING TECHNOLOGIES II	3
CIS 133 NETWORKING TECHNOLOGIES III	3
CIS 134 NETWORKING TECHNOLOGIES IV	3
CIS 201 LINUX TECHNOLOGIES	3
CIS 213 NETWORKING USING WINDOWS SERVER	3
CIS 215 NETWORK DESIGN AND VIRTUALIZATION	3
CIS 216 INTRODUCTION TO PROGRAMMING	3
CIS 219 ADVANCED SERVER TECHNOLOGIES	3
CIS 220 NETWORK SECURITY I	3
CIS 225 DATABASES 3 CIS 230 COMPUTER FORENSICS	3
CIS 235 NETWORK SECURITY II	3
CIS 299 INTERNSHIP	3
<b>Total</b>	<b>51</b>

\*Prerequisite: Acceptable ACCUPLACER score or Basic Writing.

\*\*Prerequisite: Acceptable ACCUPLACER score or Intermediate Algebra.



**Attachment B: Artificial Intelligence BS Course Mapping**

DSU 2023-24 Catalog

WDTC 2023-2024 Catalog

<b>WDTC Program: Computer Science – Information Technology Specialist, A.A.S.</b>			
<b>DSU Program: Artificial Intelligence, B.S.</b>			
WDTC credits	26	DSU Credits	94
<b>General Education: 30 credits</b>			
GOAL 1: Written Communication (6 Credits)			
ENGL 101 - Composition I	3		
		ENGL 201 - Composition II	3
GOAL 2: Oral Communication (3 Credits)			
		CMST 101 - Foundations of Communication	3
GOAL 3: Social Sciences (6 Credits)			
ECON 202 - Principles of Macroeconomics or SOC 100 Introduction of Sociology	3		
PSYC 101 - General Psychology (if complete)	3		
GOAL 4: Arts and Humanities (6 Credits)			
		A&H	3
		A&H	3
GOAL 5: Mathematics (3 Credits)			
Math 114 College Algebra	3		
GOAL 6: Natural Sciences (6 Credits)			
		NatSci	3
		NatSci	3
<b>Artificial Intelligence, B.S.</b>			
		CIS 368 - Predictive Analytics	3
		CIS 372 - Programming for Analytics	3

CSC 105 - Introduction to Computers	3		
CSC 150 - Computer Science I	3		
		CSC 230, 232, 292	3
		CSC 247 - Introduction to Artificial Intelligence	3
		CSC 250 - Computer Science II	3
		CSC 300 - Data Structures	3
		CSC 386 - Applications of Deep Learning	3
		CSC 402 - Mathematical Foundations of Artificial Intelligence	3
		CSC 447 - Artificial Intelligence	3
		CSC 478 - Artificial Intelligence Tools and Frameworks	6
		CSC 479 - Applied Artificial Intelligence	6
		CSC 482 - Algorithms and Optimization	3
		<b>Minor</b>	<b>18</b>
		MATH 123 - Calculus I	4
		MATH 201 - Introduction to Discrete Mathematics	3
		MATH 281 - Introduction to Statistics	3
		MATH 315 - Linear Algebra	3
		MATH 316 - Discrete Mathematics	3
Electives (8 required)	8		

**Attachment C: Computer Science BS Course Mapping**

DSU 2023-24 Catalog

WDTC 2023-2024 Catalog

<b>WDTC Program: Computer Science – Information Technology Specialist, A.A.S.</b>			
<b>DSU Program: Computer Science, B.S.</b>			
WDTC credits	35	DSU Credits	85
<b>General Education</b>			
GOAL 1: Written Communication (6 Credits)			
ENGL 101 - Composition I	3		
		ENGL 201 - Composition II	3
GOAL 2: Oral Communication (3 Credits)			
		CMST 101 - Foundations of Communication	3
GOAL 3: Social Sciences (6 Credits)			
ECON 202 - Principles of Macroeconomics or SOC 100 Introduction of Sociology	3		
PSYC 101 - General Psychology (if complete)	3		
GOAL 4: Arts and Humanities (6 Credits)			
		A&H	3
		A&H	3
GOAL 5: Mathematics (3 Credits)			
Math 114 College Algebra	3		
GOAL 6: Natural Sciences (6 Credits)			
		NatSci	3
		NatSci	3
<b>Computer Science, B.S.</b>			
CSC 105 - Introduction to Computers	3		
CSC 150 - Computer Science I	3		
		CSC 234 - Software Security	3

		CSC 250 - Computer Science II	3
		CSC 260 - Object Oriented Design	3
CSC 285 - Networking I	3		
		CSC 300 - Data Structures	3
		CSC 310 - Advanced Data Structures	3
		CSC 314 - Assembly Language	3
		CSC 321 - Cyber Law and Policy	3
		CSC 404 - Foundation of Computation	3
		CSC 410 - Parallel Computing	3
		CSC 456 - Operating Systems	3
		CSC 461 - Programming Languages	3
		CSC 470 - Software Engineering	3
		CSC 482 - Algorithms and Optimization	3
		CIS/CSC 300-400 Level	9
		MATH 123 - Calculus I	4
		MATH 201 - Introduction to Discrete Mathematics	3
		MATH 281 - Introduction to Statistics	3
		MATH 316 - Discrete Mathematics	3
		MATH Electives* 6 credits	6
Electives (14 required)	14		



**Attachment D: Cyber Operations BS Course Mapping**

DSU 2023-24 Catalog

WDTC 2023-2024 Catalog

<b>WDTC Program: Computer Science – Information Technology Specialist, A.A.S.</b>			
<b>DSU Program: Cyber Operations, B.S.</b>			
WDTC credits	45	DSU Credits	75
<b>General Education</b>			
GOAL 1: Written Communication (6 Credits)			
ENGL 101 - Composition I	3		
		ENGL 201 - Composition II	3
GOAL 2: Oral Communication (3 Credits)			
		CMST 101 - Foundations of Communication	3
GOAL 3: Social Sciences (6 Credits)			
ECON 202 - Principles of Macroeconomics or SOC 100 Introduction of Sociology	3		
PSYC 101 - General Psychology (if complete)	3		
GOAL 4: Arts and Humanities (6 Credits)			
		A&H	3
		A&H	3
GOAL 5: Mathematics (3 Credits)			
Math 114 College Algebra	3		
GOAL 6: Natural Sciences (6 Credits)			
		NatSci	3
		NatSci	3
<b>Cyber Operations, B.S.</b>			
CSC 105 - Introduction to Computers	3		
CSC 134 - Introduction to Cyber	3		
CSC 150 - Computer Science I	3		

CSC 163 - Hardware, Virtualization, and Data Communication	3		
		CSC 234 - Software Security	3
		CSC 250 - Computer Science II	3
CSC 285 - Networking I	3		
		CSC 300 - Data Structures	3
		CSC 314 - Assembly Language	3
		CSC 321 - Cyber Law and Policy	3
CSC 328 - Operating Environments	3		
		CSC 334 - Web Development	3
CSC 385 - Networking II	3		
		CSC 404 - Foundation of Computation	3
		CSC 420 - Cellular and Mobile Communications	3
		CSC 428 - Reverse Engineering	3
		CSC 432 - Malware Analysis	3
		CSC 436 - Offensive Network Security	3
		CSC 437 - Survey of Enterprise Systems	3
		CSC 438 - Defensive Network Security	3
		CSC 439 - Threat Hunting and Incident Response	3
		CSC 456 - Operating Systems	3
		CIS/CSC 300-400 Level (or math 123 or higher)	9
		MATH 201 - Introduction to Discrete Mathematics	3
Electives (12 required)	12		



**Attachment E: Network and Security Administration BS Course Mapping**

DSU 2023-24 Catalog

WDTC 2023-2024 Catalog

<b>WDTC Program: Computer Science – Information Technology Specialist, A.A.S.</b>			
<b>DSU Program: Network and Security Administration, B.S.</b>			
WDTC credits	55	DSU Credits	65
<b>General Education</b>			
GOAL 1: Written Communication (6 Credits)			
ENGL 101 - Composition I	3		
		ENGL 201 - Composition II	3
GOAL 2: Oral Communication (3 Credits)			
		CMST 101 - Foundations of Communication	3
GOAL 3: Social Sciences (6 Credits)			
ECON 202 - Principles of Macroeconomics or SOC 100 Introduction of Sociology	3		
PSYC 101 - General Psychology (if complete)	3		
GOAL 4: Arts and Humanities (6 Credits)			
		A&H	3
		A&H	3
GOAL 5: Mathematics (3 Credits)			
Math 114 College Algebra	3		
GOAL 6: Natural Sciences (6 Credits)			
		NatSci	3
		NatSci	3
<b>Network and Security Administration, B.S.</b>			
CIS 484 - Database Management Systems	3		
CSC 105 - Introduction to Computers	3		
CSC 134 - Introduction to Cyber	3		
CSC 150 - Computer Science I	3		



CSC 163 - Hardware, Virtualization, and Data Communication	3		
		CSC 234 - Software Security	3
		CSC 250 - Computer Science II	3
CSC 285 - Networking I	3		
		CSC 321 - Cyber Law and Policy	3
CSC 328 - Operating Environments	3		
		CSC 334 - Web Development	3
CSC 385 - Networking II	3		
		CSC 387 - Routing and Switching	5
CSC 388 - Computer Forensics Fundamentals	3		
		CSC 407 - Advanced Routing and Switching	3
		CSC 430 - Windows Administration	3
		CSC 431 - UNIX/Linux Administration	3
		CSC 436 - Offensive Network Security	3
		CSC 437 - Survey of Enterprise Systems	3
		CSC 438 - Defensive Network Security	3
		CSC 439 - Threat Hunting and Incident Response	3
		CSC 443 - Scripting for Network Administration	3
		CSC 494 - Internship	3
		MATH 281 - Introduction to Statistics	3
Electives (16 required)	16		

**SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 5 – E**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**High School Dual Credit In-District MOU – University of South Dakota**

**CONTROLLING STATUTE, RULE, OR POLICY**

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

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

**BACKGROUND / DISCUSSION**

The University of South Dakota is requesting authorization enter a Memorandum of Understanding (MOU) to offer In-District Delivery of High School Dual Credit (HSDC) to the Dakota Valley School District for the Fall 2024 and Spring 2025 semesters.

**IMPACT AND RECOMMENDATION**

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – In-District HSDC Memorandum of Understanding – USD & Dakota Valley School District

\*\*\*\*\*

**DRAFT MOTION 20240731\_5-E:**

I move to approve the Memorandum of Understanding between the University of South Dakota and the Dakota Valley School District for in-district delivery of High School Dual Credit courses, as presented in Attachment I.

## **MEMORANDUM OF UNDERSTANDING**

University of South Dakota/Dakota Valley School District (2024-2025)

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the University of South Dakota and the Dakota Valley School District. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites.

### **1. Scope**

This agreement identifies the commitments of each party to develop and deliver university courses to the Dakota Valley School District. The South Dakota Board of Regents designates the University of South Dakota as the institution providing instruction under this MOU.

### **2. Responsibilities**

#### **2.1 Authority**

- 2.1.1** All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
- 2.1.2** University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
- 2.1.3** Dakota Valley School District accepts responsibility for providing appropriate facilities, equipment, and technology to deliver university courses in a manner that meets university standards.

#### **2.2 Development and coordination of course offerings**

- 2.2.1** Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
- 2.2.2** Dakota Valley School District will propose course offerings for each semester, with the Institution determining the final schedule of course offerings.

#### **2.3 Scheduling and delivery of courses**

- 2.3.1** The calendar and schedule for courses will align with the university calendar for each semester, as possible.
- 2.3.2** Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR policy 2:32 Definition and Assignment of Credit Hours.
- 2.3.3** All courses will be taught by university personnel, to be approved by the University of South Dakota for each course.

**2.4 Enrollment**

- 2.4.1** The University of South Dakota will determine the minimum/maximum enrollment for each course and the number of course sections offered each semester with input from Dakota Valley School District. However, guidelines and policies established by the Board of Regents require that in-district delivery shall only occur for sections with a minimum of 18 students; Dakota Valley School District shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

**2.5 Tuition and course materials**

- 2.5.1** Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Dakota Valley School District responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
- 2.5.2** Dakota Valley School District or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

**2.6 Registration and advising**

- 2.6.1** University of South Dakota staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.
- 2.6.2** All students enrolled in the University of South Dakota courses will be assigned an advisor to manage all questions, issues, and concerns. Students should not rely on school district staff for guidance on any issues involving university courses.
- 2.6.3** Course registration processes will follow regental system and university requirements and procedures, and the University of South Dakota staff will process registrations and assist students as needed.
- 2.6.4** Instructors for university courses will utilize their university's internal early alert system to inform Institutional advisors of any academic performance concerns.
- 2.6.5** University of South Dakota staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:

  
Dakota Valley School District

6-12-2024  
Date

University of South Dakota

Date

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 5 – F**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**Maintenance & Repair (M&R) Projects (Greater than \$250,000)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 6.6](#) – Maintenance and Repair

**BACKGROUND / DISCUSSION**

According to BOR Policy 6.6 – Maintenance and Repair, projects not on an approved list estimated to cost more than \$250,000 must be submitted for Board approval. Any changes, other than funding realignments and transfers, over \$250,000 to an approved project must be submitted for BOR approval. Below is the list of projects submitted by the Regental institutions.

**South Dakota State University**

**Softball Field Turf Replacement:** SDSU is requesting the use of \$784,000 of donations to replace the softball field turf. The project will remove existing site fencing for construction access, excavations, subsurface drain tile, geotextile fabric, perimeter curbing, 4-inch drainage base layer, 2-inch finish stone layer, pitching mound, new synthetic turf surfacing, infill material, base set, field lines and reinstall fencing.

**Baseball Field Turf Replacement:** SDSU is requesting the use of \$1,347,527 of donations to replace the baseball field turf. The project will remove existing site fencing for construction access, excavations, subsurface drain tile, geotextile fabric, perimeter curbing, 4-inch drainage base layer, 2-inch finish stone layer, pitching mound, new synthetic turf surfacing, infill material, base set, field lines, fence panels, and reinstall fencing.

**Cottonwood Field Station:** SDSU is requesting an additional \$1,500,000 of institutional and grant overhead 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,

(Continued)

\*\*\*\*\*

**DRAFT MOTION 20240731\_5-F:**

I move to approve the requested maintenance and repair projects as described in this item.

cattle handling area, laboratory, office, and wash area. Semi-enclosed structures would include a monoslope feeding barn, commodity shed, and holding pens.

**IMPACT AND RECOMMENDATIONS**

None

**ATTACHMENTS**

None

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 5 – G**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**Revised BOR Policy 4.1.8 – Sponsorship for Employee Permanent Residence Applications (Second Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 4.1.8](#) – Sponsorship for Employee Permanent Residence Applications

**BACKGROUND / DISCUSSION**

The Board approved the first reading of the recommended policy changes at the June BOR meeting and no additional proposed changes have been made to the policy. This policy sets parameters for employment-based sponsorship for permanent residency including eligibility, waiting periods, stakeholder roles and cost responsibility.

The proposed changes have been vetted through the appropriate councils and are supported by the universities. The reduction in the waiting period to file for permanent residency from one academic year to one academic term will reduce costs for universities and improve the process and experience for both the employee and department leadership. The additional edits to this policy make the policy easier to read and understand, aligns the policy with current application and provides necessary flexibility.

**IMPACT AND RECOMMENDATION**

No additional changes have been made since the first reading at the June BOR meeting. Board staff recommends approving the second and final 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.

\*\*\*\*\*

**DRAFT MOTION 20240731\_5-G:**

I move to approve the second and final reading of the proposed revisions to BOR Policy 4.1.8, as presented.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Sponsorship of Employee Permanent Resident Applications

**NUMBER:** 4.1.8

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### 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**

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

**AGENDA ITEM: 5 – H**  
**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**Extension Forestry Joint Powers Agreement Addendum – SDSU & SD Department of Agriculture & Natural Resources**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 5.3](#) – Agreements and Contracts

**BACKGROUND / DISCUSSION**

The South Dakota Department of Agriculture and Natural Resources (DANR) has contracted with South Dakota State University for a number of years to establish and continue an Extension Forester position at SDSU within the Cooperative Extension Service. The current Joint Powers Agreement, which was originally approved by the Board in [October 2023](#), runs through September 30, 2026. DANR will provide up to \$90,000 to SDSU in Year 2, with SDSU providing non-federal matching funds, as provided for in Attachment I.

BOR Policy 5.3 (“Contracts Requiring Board Action...D. Joint powers agreements”), requires Board approval of Joint Powers Agreements (JPA). As such, Board of approval of the JPA addendum set forth in Attachment I is necessary.

**IMPACT AND RECOMMENDATION**

The attached work plan will allow SDSU to continue to receive funding from SDDANR to maintain the Extension Forester position within the Cooperative Extension Service at SDSU under the existing JPA.

Staff recommends approval.

**ATTACHMENTS**

Attachment I – JPA Exhibit A – Work Plan

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**DRAFT MOTION 20240731\_5-H:**

I move to approve the Year 2 Work Plan to the existing Joint Powers Agreement set forth in Attachment I.

EXHIBIT A THE  
JOINT POWERS AGREEMENT  
BETWEEN  
SD DEPARTMENT OF AGRICULTURE AND NATURAL RESOURCES  
RESOURCE CONSERVATION AND FORESTRY DIVISION  
AND  
SOUTH DAKOTA STATE UNIVERSITY

WITNESSETH:

WHEREAS, the South Dakota Department of Agriculture and Natural Resources, Resource Conservation and Forestry Division (DANR) and South Dakota State University (SDSU) entered into the Joint Powers Agreement last dated October 1, 2023 to provide an annual work plan for an extension forestry position; and

WHEREAS, Paragraph 1 of the Agreement provides: “DANR and SDSU will perform those services attached hereto as Exhibit A and by this reference incorporated herein. The Work Plan will be reviewed and approved annually by the above-mentioned parties”; and

WHEREAS, DANR and SDSU have mutually agreed that the annual Work Plan for the extension forestry position assigned to Dr. John Ball is in effect from October 1, 2024 until September 30, 2025; and

WHEREAS, DANR and SDSU have mutually agreed that this Work Plan supersedes any previous work plans or addendums to the JPA between DANR and SDSU; and

WHEREAS, DANR and SDSU have mutually agreed that the annual Work Plan addresses the financial assistance that will be provided by DANR in support of the extension forestry efforts provided by SDSU within the parameters listed below.

NOW THEREFORE IT IS MUTUALLY AGREED AS FOLLOWS:

1. **Financial Assistance to be Provided By DANR**

- a. DANR agrees to provide an amount not to exceed \$90,000 in federal funds to SDSU for services rendered between October 1, 2024 and September 30, 2025.
- b. DANR will make payments only on a reimbursement basis.
- c. DANR will make quarterly reimbursements upon receipt of an appropriate reimbursement claim with supporting documentation.

2. **Match Requirements for SDSU**

- a. SDSU must match all funds provided by DANR. Each dollar provided by DANR must be matched by non-federal funds or qualifying in-kind expenses incurred by SDSU.
- b. SDSU must provide adequate documentation of the required match before payment is made.

- c. SDSU may charge an administrative fee or indirect charge equal to the indirect rate allowed by the United States Forest Service for federal grants provided to DANR. This rate is negotiated by DANR each year with the United States Forest Service. For this work plan, **the indirect rate is 14.33 percent**. The difference between the University's administrative fee and the allowed indirect rate for DANR may be used as in-kind match.
  - d. SDSU must provide quarterly progress and accomplishment reports before reimbursement claims will be paid.
  - e. SDSU must submit final reimbursement claims by no later than October 31, 2025.
3. **Work Plan for the Extension Forester Position** – based on 50% of Dr. Ball's work year (130 workdays).
- a. **General Forest Health Assistance to DANR** (*Anticipated workload – 20 workdays*)
    - i. Provide advice and assistance to the Forest Health Program Administrator and the State Forester about insect and disease issues within the state.
    - ii. Monitor potential and existing insects and diseases that may affect trees in South Dakota.
    - iii. Assist in the planning and development of forest insect and disease suppression efforts as directed by the State Forester.
    - iv. Conduct appropriate reviews of applicable research that will enable DANR to address infestations in the most effective manner.
  - b. **Western Bark Beetle (WBB) on Private Lands** (*Anticipated workload – 5 workdays*)
    - i. Conduct workshops and public forums on WBB at the request of DANR.
    - ii. Assess the extent and severity of WBB outbreaks.
    - iii. Attend and participate in public forums, hearings, and other events as a Forest Health Specialist for DANR as directed by the State Forester.
  - c. **Custer State Park (CSP) WBB Monitoring** (*Anticipated Workload – 5 workdays*)
    - i. Assist DANR to conduct monitoring of beetle activity in Custer State Park (CSP) and prepare a written report of findings to be submitted to the State Forester and CSP (*Workload – Schedule 2 trips to CSP*)
    - ii. Each field trip should be scheduled with the FH Administrator and SDSU at least 2 weeks in advance.
  - d. **Emerald Ash Borer Project (EAB)** (*Anticipated Workload – 20 workdays*)
    - i. Assist DANR to maintain the state readiness plan to slow the spread of any EAB infestations within the state.
    - ii. Assist DANR to plan one EAB readiness field exercise in a community with an EAB readiness plan.
    - iii. Assist DANR to implement the EAB readiness plans as necessary.
    - iv. Conduct workshops and public forums on EAB at the request of DANR.
    - v. Assess the extent and severity of EAB infestations.
    - vi. Attend and participate in public forums, hearings, and other events as a Forest Health Specialist for DANR as directed by the State Forester.

- e. **Urban Forestry Volunteer Coordinator for DANR** (*Anticipated Workload – 5 workdays*)
    - i. Continue to conduct a statistically valid urban tree inventory system for the entire state using volunteers from the local communities.
    - ii. Assist division personnel to conduct regional tree care workshops.
  - f. **Training Sessions, Workshops, and Conferences** (*Anticipated Workload – 15 workdays*)
    - i. Assist DANR to plan and conduct forest health training sessions for DANR personnel and others as directed by the State Forester.
    - ii. Assist DANR to plan and conduct training sessions on forest management, agro-forestry, logger's education, and other topics as directed by the State Forester.
    - iii. Workshops may be live and/or recorded and posted on the internet.
  - g. **Insect and Disease Identification and Diagnostic Services** (*Anticipated Workload – 15 workdays*)
    - i. Review Insect & Disease reports, e-samples, and samples submitted by DANR personnel or staff and follow-up with a written report on each submitted sample (*Anticipated Workload – 36 samples*). Copies of the written report should be provided to the Forest Health Program Administrator.
    - ii. Provide lab diagnostics when needed to identify a sample (*Anticipated Workload – 20 samples*).
    - iii. Conduct an on-site field investigation when identification cannot be made from a sample (*Anticipate Workload – 20 field investigations*). All field visits will be approved and scheduled through the Forest Health Program Administrator.
  - h. **Publish Pest Alerts, Pest Bulletins, and communications using other forms of media** (*Anticipated Workload – 40 workdays*)
    - i. Publish pest updates weekly throughout the growing season and at least bi-weekly throughout the rest of the year (*Anticipated Workload – 21 updates – 10 workdays*).
    - ii. Review existing pest bulletins and update 12 per year that are older than 5 years (*Anticipated Workload 12 bulletins – 10 workdays*).
    - iii. Develop new pest bulletins on common tree and shrub pests that can be used by the general public and other natural resource professionals (*Anticipated Workload – 10 workdays*).
    - iv. Review any pest bulletins prepared by DANR personnel (*Anticipated Workload – 5 workdays*).
    - v. Review and revise the South Dakota Best Management Practices manual for forest management practices (*Anticipated Workload – 5 workdays*).
4. **Reporting Requirements** (*Anticipated Workload – 10 workdays*)
- a. Prepare and submit a detailed monthly report to the State Forester and Forest Health Program Administrator on all activities covered by this work plan. The report will consist of a short narrative and a completed spreadsheet report provided by the Forest Health Program Administrator.
  - b. Prepare and submit annual federal reports to the State Forester and the Forest Health Program Administrator as requested. DANR will submit all federal reports to the US Department of Agriculture, Forest Service (USFS).

- c. Provide an updated weekly schedule (each Friday) via email to the Forest Health Program Administrator and the State Forester.
- d. Participate in weekly staff conference calls, division meetings, tours, official program reviews, and other meetings as directed by the State Forester.

**5. Recognition**

SDSU agrees to provide recognition of the contribution DANR and USFS has made to the extension forester position within SDSU by acknowledging all work accomplished through this work plan. SDSU must acknowledge DANR and USFS support in all published media including written, video, audio, electronic or other media developed as a result of this award. Work performed by SDSU outside of the work plan is not to be attributed to DANR without prior authorization.

**6. Signatures**

The parties signify their agreement to this work plan by the signatures affixed below.

IN WITNESS WHEREOF, the parties signify their agreement effective the date first written by the signatures affixed below.

SDSU

STATE OF SOUTH DAKOTA

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Print/ Signature)

\_\_\_\_\_  
Hunter Roberts  
Secretary  
South Dakota Department of  
Agriculture and Natural Resources

\_\_\_\_\_  
(title)



# **SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 5 – I**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

### **SUBJECT**

**Discipline Council Reports: 2023-2024 Academic Year**

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

[BOR Policy 1.3.4](#) – Discipline Councils

[AAC Guideline 2.7.2.A](#) – Discipline Council Guidelines

### **BACKGROUND / DISCUSSION**

In 1997 the Board of Regents formed a set of discipline councils to allow for stronger coordination among faculty across common discipline areas within the Regental system. Operating as sub-committees of the Academic Affairs Council (AAC), the discipline councils engage to ensure common and consistent approaches in the delivery of curriculum, assessment of student learning, and services. Currently, ten active discipline councils continue to meet routinely to discuss common system institutional issues, including:

- |                     |                    |
|---------------------|--------------------|
| • Communication     | • Humanities       |
| • Education         | • Library          |
| • English           | • Math             |
| • Fine Arts         | • Natural Sciences |
| • General Education | • Social Sciences  |
| • HPER              |                    |

### **IMPACT AND RECOMMENDATION**

Attachments I through VII include the annual reports from all discipline councils that submitted reports prior to the July 2024 AAC meeting.

### **ATTACHMENTS**

Attachment I – Education Discipline Council Report  
Attachment II – English Discipline Council Report  
Attachment III – HPER Discipline Council Report  
Attachment IV – Library (SLiC) Discipline Council Report  
Attachment V – Mathematics Discipline Council Report  
Attachment VI – Natural Sciences Discipline Council Report  
Attachment VII – Social Sciences Discipline Council Report

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### **INFORMATIONAL ITEM**

**SDBOR Discipline Council Annual Report**Academic Year: 2023-24Discipline Council: EducationLeadership: Chair: Amy SchweinleVice Chair: Anna Schwann

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: \_\_\_\_\_

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**

- |                               |                           |
|-------------------------------|---------------------------|
| 1) <u>Faye LaDuke-Pelster</u> | 7) <u>Anne Karabon</u>    |
| 2) <u>Jami Kesling</u>        | 8) <u>Lynda VenHuizen</u> |
| 3) <u>David DeJong</u>        | 9) <u>Jackie Wilber</u>   |
| 4) <u>Nicole Steele</u>       | 10) <u>Dan Mourlam</u>    |
| 5) <u>April Hinze</u>         | 11) _____                 |
| 6) <u>Patrick Hales</u>       | 12) _____                 |

**Meeting Dates and Type** (e.g. October 10, face to face in Chamberlain; conference call):

November 27, 2023 Zoom; Conference Call  
March 1, 2024 face to face in Pierre

**Overview of Council Activities this year:**

1. EDC reviewed software to track student field experience that was developed by DSU. It was adopted by some campuses.
2. We discussed, voted and approved a certificate for HSDC providing a jump start toward teacher education.
3. We discussed how the BOR system and schools of education could assist with an NSF grant in concert with DOE to get students interested in math as early as 4th or 5th grade and how to better prepare high school students so they are ready for college math.
4. Discussed process for approval from and process of notification to campuses to offer existing courses.

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

We discussed how the BOR system and schools of education could assist with an NSF grant in concert with DOE to get students interested in math as early as 4th or 5th grade and how to better prepare high school students so they are ready for college math.

**Other Council Activities:**

**Recommendations for AAC Consideration:**

EDC submitted a certificate for HSDC providing a jump start to teacher education. We recommend consideration and approval of the certificate for each of the campuses.

**Suggestions for Council Work Plan for Upcoming Year:**

Work together to develop and implement Science of Reading competence-based modules with DOE.  
Vote on chair, vice chair.

**SDBOR Discipline Council Annual Report****Academic Year:** 2023-2024**Discipline Council:** English**Leadership:** Chair: Paul Formisano

Vice Chair: \_\_\_\_\_

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Haley Larson, Christy Tidwell, Nathan Serfling

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**

- |                                   |   |
|-----------------------------------|---|
| 1) <u>Darlene Farabee (USD)</u>   | 7) <u>Lysbeth Benkert-Rasmussen (NSU)</u> |
| 2) <u>Amy Fuqua (BHSU)</u>        | 8) <u>Elizabeth Haller (NSU)</u>          |
| 3) <u>Vincent King (BHSU)</u>     | 9) _____                                  |
| 4) <u>Michael Nagy (SDSU)</u>     | 10) _____                                 |
| 5) <u>Erica Haugveldt (SDSMT)</u> | 11) _____                                 |
| 6) <u>Stacey Berry (DSU)</u>      | 12) _____                                 |

**Meeting Dates and Type** (*e.g. October 10, face to face in Chamberlain; conference call*):

October 23, 2023: Zoom call

March 21, 2024: Zoom call

April 29, 2024: Zoom call

**Overview of Council Activities this year:**

The council met to Address A and AS-level exams, DSST exams, GPA as placement mechanism, Generative AI and BOR AI checkers, AP seminar scores.

### Response to Initiatives for Council Consideration Suggested by the Executive Director:

AS and A-level exams: EDC supported the Board's interim solution for English Language A-level and AS-level exam, which is a C/c grade and 100T credit.

DSST Exams: EDC recommended "no credit" for the DSST Technical Writing and Advanced Composition exams

GPA Placement: EDC requested more data from the Board regarding high school English GPA and English 101 success rates and to clarify the numbers provided about overall high school GPA and success rates, including the "not taken" category. Spring meeting resulted in ongoing conversations about GPA efficacy; more data requested.

AP equivalency: EDC recommended not giving 101 equivalency for AP seminar and research exams.

Generative AI checkers: EDC expressed mixed feelings about AI checkers. There is interest in piloting options at USD. No specific recommendation was made and AAC will continue to monitor situation.

### Other Council Activities:

EDC also reviewed DSU's English 202 course proposal seeking to include this course in SGR 1 offerings. General Education Council did not approve and asked DSU representatives to present course to EDC. EDC did not support proposal. DSU will revise and resubmit for consideration to General Education Council.

### Recommendations for AAC Consideration:

There seems to be a general sentiment among EDC members that ongoing efforts to identify placement and equivalencies are undermining instruction and overall student performance. There seems to be a trend to reduce the number of writing classes incoming students take on campus. Students need more opportunities (in the college classroom) to develop their writing skills.

AI checkers can be a useful tool as a point of reference, particularly if there are graduate teaching assistants teaching composition-based courses. Like with Turnitin, decisions regarding academic misconduct are not based solely upon a number generated by the software; instructors meet with students to discuss concerns. Supporting instructors on this matter needs to be priority.

### Suggestions for Council Work Plan for Upcoming Year:

EDC needs to further address Generative AI concerns, finalize decision about English placement through GPA, and review AP seminar equivalencies.

## SDBOR Discipline Council Annual Report

**Academic Year:** AY23/24

**Discipline Council:** HPER

**Leadership:** Chair: Chelsee Shortt

Vice Chair: N/A

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Breon Derby

Vice Chair: N/A

**Names of the remaining Campus Representatives on this Council:**

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1) <u>Breon Derby (BHSU)</u>    | 7) <u>Kendra Kattelmann (SDSU)</u> |
| 2) <u>Dan Jensen (BHSU)</u>     | 8) <u>Steven Anderson (USD)</u>    |
| 3) <u>Scott Klungseth (DSU)</u> | 9) <u>Jamie Hovden (USD)</u>       |
| 4) <u>Stacy Anderson (DSU)</u>  | 10) _____                          |
| 5) <u>Chelsee Shortt (NSU)</u>  | 11) _____                          |
| 6) <u>Tracy Nelson (SDSU)</u>   | 12) _____                          |

**Meeting Dates and Type** (*e.g. October 10, face to face in Chamberlain; conference call*):

May 10, 2024 via Zoom

**Overview of Council Activities this year:**

**Student Retention and Success:**

- General discussion on the creation and revision of strategic enrollment plans across various schools. This includes initiatives aimed at increasing student retention through connections to career opportunities and internships.
- Detailed accounts of strategies from various schools regarding student retention, completion rates, and overall student success.
- Discussions highlighted specific figures on student retention rates and the importance of aligning with realistic enrollment expectations based on resources and faculty availability.

**Coaching Endorsement:**

- The conversation touched on current shortages in coaching and officiating roles, with a particular focus on how these shortages affect educational institutions and their programs.

• DOE considering removing the coaching endorsement. Members in attendance were against the measure. More action needed

**Challenges and Opportunities:**

- The participants noted various challenges like faculty retention and the recruitment of qualified personnel to South Dakota.
- Opportunities for growth were discussed, including capitalizing on the success of certain programs and aligning them with community needs and student career prospects.

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

General Education and Course Changes for Academic Years 2023-24 and 2024-25:

- Various institutions discussed upcoming changes to their general education curriculum and specific course offerings.
- The conversation included strategies like splitting certain classes to better cater to student needs and adjusting course content to match industry and educational trends.

Credit for Prior Learning and Transfer Policies:

- There was a discussion of the policies regarding credit for prior learning, including military experience and work experience.
- Concerns were raised about maintaining program integrity and the challenges posed by accreditation requirements.

**Other Council Activities:**

Exploration of the disciplines that should be included in HPER as the field has evolved greatly in the past 20 years.

**Recommendations for AAC Consideration:**

**Suggestions for Council Work Plan for Upcoming Year:**

Next Steps for HPER Discipline Council

- Further discussions needed for the inclusion efforts of the HPER Discipline council
- Institutions will continue to adapt and revise this council to reflect the growth of the industry and program offering in SDBOR institutions

## SDBOR Discipline Council Annual Report

**Academic Year:** 2023-2024

**Discipline Council:** System Librarians Council (SLiC)

**Leadership:** Chair: Robert Russell

Vice Chair: \_\_\_\_\_

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: \_\_\_\_\_

Vice Chair: \_\_\_\_\_

### Names of the remaining Campus Representatives on this Council:

- |                          |                            |
|--------------------------|----------------------------|
| 1) <u>Lisa Carlson</u>   | 7) <u>Kristi Tornquist</u> |
| 2) <u>Dan Daily</u>      | 8) <u>Mary Francis</u>     |
| 3) <u>Carly Handcock</u> | 9) <u>MikeTolan</u>        |
| 4) <u>Cindy Davies</u>   | 10) <u>Shannon Wasilik</u> |
| 5) <u>Glenn Kerins</u>   | 11) <u>Shari Theroux</u>   |
| 6) <u>Janice Minder</u>  | 12) _____                  |

### Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):

July 19, 2023, Zoom; September 20, 2023, Zoom; October 18, 2024, Zoom; January 17, 2024, Zoom; March 20, 2024, Zoom; May 8, 2024, F-2-F Pierre; &	August 16, 2023, Zoom September 28, 2023, F-2-F Rapid City w/RDC Libraries November 15, 2023, Zoom; February 21, 2024, Zoom; April 17, 2024, Zoom; June 22, Zoom
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### Overview of Council Activities this year:

The council continued work on renewing and renegotiating contracts; system-wide contract negotiations began for SciFinder and ProQuest Dissertation & Theses. Currently, the council is wrapping up the IOP Science Transformative Agreement. The ExLibris agreement was renewed for another 5 years. Minitex provided information to the council regarding CINAHL and the ProQuest database in regard to the nursing and health sciences resources to determine whether these services are of interest to the Regental libraries, if so identify the funding source.

A statewide networking meeting was held in Rapid City for all RDC library partners to discuss the benefits of the consortium's services. Changes were discussed for the DLSD website; the re-design was put on hold due to funding constraints in the budget.

All library contracts were added to the adopted contract management platform and partner MOUs, invoices, and supporting documentation is initiated and routed through Contracts+. This work includes the creation of MOUs for shared services that were formerly verbal agreements of the services performed for SLiC.

Discussed the potential to propose a budget increase and develop a fiscal year budget proposal request process. In order to lessen the budget constraints the council is faced with, the council received feedback from the RDC partners (private universities and technical colleges) on their interest in the STEM database resources in order to cost-share the resources.



**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

**Other Council Activities:**

**Recommendations for AAC Consideration:**

**Suggestions for Council Work Plan for Upcoming Year:**

Identify and discuss in depth what libraries of the future look like and what impact open access has as well as physical assets of a library. Additionally, engage in discussions on collaborations and sharing of resources with ND, potentially on the North Dakota Digital Review.

Analyze various breakdown methods for the modeler in order to obtain a minimum fee or base cost for usage and an appropriate cost allocation to the SDBOR libraries and partners. Also discuss the potential cost increases to the services provided to the partners -- discussion engagement from BOR, DOE, and State Library.

Identify and adopt a new modeler allocation structure going forward, if modifications are desired across the council.

Continue negotiations and execute system-wide multi-year contracts for SciFinder and ProQuest Dissertation & Theses to achieve potential cost savings and optimal year-over-year percentage increases.

Continue to prepare and plan in coordination with the State Library, an annual networking event for all libraries to attend; demonstrate the benefit of consortium.

Re initiate conversations to identify if other entities such as historical societies, museums, etc. which may wish to participate in the DLSD. If so, identify the storage costs of these additions and the fee amount. This would bring benefit to the students and faculty for the access and availability of the content.

## SDBOR Discipline Council Annual Report

**Academic Year:** 2023-2024

**Discipline Council:** Mathematics

**Leadership:** Chair: Rich Avery, DSU

Vice Chair: Kurt Cogswell, SDSU

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Eun Heui Kim, SDSU

Vice Chair: Stacy Trentham, NSU

**Names of the remaining Campus Representatives on this Council:**

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1) <u>Dan VanPeurse, USD</u>    | 7) <u>Travis Kowalski, SDSMT</u>  |
| 2) <u>Daniel Swenson, BHSU</u>  | 8) <u>Daluss Siewart, BHSU</u>    |
| 3) <u>William Trentham, NSU</u> | 9) <u>Peter Grieve, SDSMT</u>     |
| 4) <u>Donna Flint, SDSU</u>     | 10) <u>Catalin Georgescu, USD</u> |
| 5) <u>Richard Wicklein, DSU</u> | 11) <u>Trudy Zalud, SD BOR</u>    |
| 6) <u>Stacy Trentham, NSU</u>   | 12) _____                         |

**Meeting Dates and Type** (e.g. October 10, face to face in Chamberlain; conference call):

Having not been engaged by the BOR an email was sent on February 21st asking members if we should meet and discuss any issues. There were no items raised for discussion so a spring meeting was not scheduled.

On March 6 Pam Carriveau from the SD BOR office asked the MDC to discuss a request from Southeast Technical College which was handled through email between March 6th and March 8th.

**Overview of Council Activities this year:**

MDC recommended that Southeast Technical College be allowed to administer the SD Calculus Readiness Test through Accuplacer. It was confirmed by Lindsay Hayes (USD) that no outside calculators are allowed on any of the Accuplacer exams.

MDC Leadership Rotation (Year chair/vice chair)  
 2024-2025 SDSU/NSU  
 2025-2026 NSU/BHSU  
 2026-2027 BHSU/SDSMT  
 2027-2028 SDSMT/USD  
 2028-2029 USD/DSU  
 2029-2030 DSU/SDSU

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

**Other Council Activities:**

**Recommendations for AAC Consideration:**

**Suggestions for Council Work Plan for Upcoming Year:**

## SDBOR Discipline Council Annual Report

**Academic Year:** 2023-24

**Discipline Council:** Natural Sciences

**Leadership:** Chair: Dr. Timothy Masterlark, SDSMT

Vice Chair: Dr. Jodie Ramsay, NSU

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Dr. Jodie Ramsay (elected 4-15-2024)

Vice Chair: Dr. Timothy Masterlark (SDSMT)

**Names of the remaining Campus Representatives on this Council:**

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1) <u>Abby Domagall, BHSU</u>  | 7) <u>Robert McTaggart, SDSU</u> |
| 2) <u>Jessica Graham, BHSU</u> | 8) <u>Xiuqing Wang, SDSU</u>     |
| 3) <u>Kristel Bakker, DSU</u>  | 9) <u>Karen Koster, USD</u>      |
| 4) <u>Andrew Sathoff, DSU</u>  | 10) <u>Brennan Jordan, USD</u>   |
| 5) <u>Jon Mitchell, NSU</u>    | 11) _____                        |
| 6) <u>Peter Adcock, SDSMT</u>  | 12) _____                        |

**Meeting Dates and Type** (*e.g. October 10, face to face in Chamberlain; conference call*):

November 7, 2023 via Zoom.  
April 15, 2024 via Zoom.

**Overview of Council Activities this year:**

1. Jessica Messersmith: Overview of the BOR systemwide collaborative academic programs since several involve the natural sciences (This one directly addresses 2023-24 SDBOR Discipline Council Letter).
2. Dr. Peter Doucette, Director USGS EROS: Opportunities to integrate SDBOR Natural Sciences with EROS.
3. Discussions of curricular issues.

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

Prior Learning/Transfer policies: The Discipline Council engaged Dakota Promise Scholarship: "Real World Science". However, BOR representative decided that this issue will be shifted to Department of Education.

General Education: GEOL201/201L (General Education Goal 6 and common course). SDSMT course description not aligned with SDBOR. Resolved. Although not Gen Ed, another course description problem with the SDSMT CHEM 452/552 was also resolved.

Collaborative Programming: The Council received two briefings (1) SDBOR System-wide Collaborative Programs and (2) Opportunities to Integrate Natural Sciences with EROS.

**Other Council Activities:**

Elected Dr. Jodie Ramsay as Council Chair for 2024-25 on April 15, 2024.

Address efficiency by resolving course description inconsistencies.

Miscellaneous curriculum refinements.

**Recommendations for AAC Consideration:**

Workload tracking in Banner: Inform faculty across SDBOR institutions of strategy/intent to split courses with combined lecture and lab partitions into separate lecture and lab courses.

**Suggestions for Council Work Plan for Upcoming Year:**

Workload tracking in Banner (see Recommendations for AAC Consideration). (1) Briefing from BOR of strategy and (2) Can we get buy-in from the Natural Sciences Discipline Council?

**SDBOR Discipline Council Annual Report****Academic Year:** 2023-24**Discipline Council:** Social Science Discipline Council**Leadership:** Chair: Doug Peterson

Vice Chair: \_\_\_\_\_

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: \_\_\_\_\_

Vice Chair: \_\_\_\_\_

**Names of the remaining Campus Representatives on this Council:**1) John Van Benthuyzen7) Jonathan Gibson2) Thomas Weyant8) Kyle Knight3) David Kenley9) Nicole Klein4) Viki Johnson10) George White5) David Grettler11) David Earnest6) Kristi Brownfield12) Doug Peterson**Meeting Dates and Type** (*e.g. October 10, face to face in Chamberlain; conference call*):

May 6, 2024 via Zoom

**Overview of Council Activities this year:**

The Social Science Discipline Council met on May 6, 2024 with invited guest Provost Jon Kilpinen to learn more about plans for the new civics center appropriated at Black Hills State University.

**Response to Initiatives for Council Consideration Suggested by the Executive Director:**

Provost Kilpinen provided information about the plans for the new civics center. The council was very supportive of the direction envisioned for the center at this point -- to inventory and report civics-related activities that already occur at each of the universities; to fund high-impact civics-related activities including activities co-sponsored by the center and a university, activities that result from university collaborations, and activities intended for all universities; and to assist the system in demonstrating extensive civics-related programming to stakeholders including the legislature. Members were particularly interested and pleased to learn there is no plan to develop curriculum that would be required by all universities. The questions, recommendations and comments from members who attended the May 6th meeting were entirely supportive and appreciative that this approach amplifies existing work, funds potential future opportunities, and protects changes to the existing general education curriculum.

**Other Council Activities:**

None to report. The council believed most work, including discussions on prior learning and course equivalencies, had already taken place the previous year and did not have other items that were pressing.

**Recommendations for AAC Consideration:**

The Social Science Discipline Council is interested in learning who is appointed from each university to serve as the point person/contact for the civics center. Perhaps provosts might be asked to report their designated contact at an upcoming AAC meeting, and those contacts become part of the meeting minutes.

**Suggestions for Council Work Plan for Upcoming Year:**

One council member recommended a discussion on the impact of AI on teaching and learning in social sciences and others expressed interest in that discussion for 2024-25.

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 5 – J**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**FY25 Operating Budgets**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SDCL § 4-7-13](#) – Legislative adoption of financial plan for each year

[BOR Policy 5:19](#) – System Funding

**BACKGROUND / DISCUSSION**

At the conclusion of the 2024 legislative session, the FY25 General Bill (HB 1259) was passed and in it the Board of Regents received an additional \$22,595,281 and 13.0 FTE in overall base authority. General funds were increased by \$6,265,281, of which \$5,735,607 was included to freeze tuition and fees at FY24 rates while supporting the 4% salary policy package and health insurance increases for tuition-funded employees.

Once the Bureau of Finance and Management completed the allocation of funding pools for the employee compensation package and increases for health insurance, bureau billings, boards and commissions, travel rates, and the property insurance captive, the Regental system received an additional \$22,968,915 in authority of which \$9,309,703 were base general funds.

After finalizing the base operating budgets for FY25, the total base authority increase was \$45,694,778 with \$15,574,984 (or 5.13%) added to the general fund base. The total base operating budget across all fund sources in the Regental system for FY25 is \$956,994,250 and 5,079.4 FTE.

Attachment I summarizes the legislative and administrative action taken on the FY25 budget.

Attachment II provides the FY25 operating budgets for the six universities, NSU High School E-Learning, SDSU Extension, SDSU Agricultural Experiment Station, the USD Sanford School of Medicine, USD Law School, the two special schools, the Office of the Executive Director, System Issues (Federal Grants, Utilities – Energy Conservation, System Initiatives, Competitive Research and Innovative Research Grants, HEFF Projects

(Continued)

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**INFORMATIONAL ITEM**



and Lease Payments, Governor’s Research Centers, SD Opportunity Scholarship, etc.), Regents Information Systems, Regents Library Consortium, Enrollment Services Center, and Academic Initiatives. This summary presents each institution’s operating budget and FTE by fund source and National Association of College and University Business Officers (NACUBO) program.

Attachment III provides definitions of the nine National Association of College and University Business Officers (NACUBO) programs.

## **IMPACT AND RECOMMENDATIONS**

None

## **ATTACHMENTS**

Attachment I – FY25 Legislative Action Summary  
Attachment II – FY25 Operating Budgets  
Attachment III – NACUBO Definitions

**South Dakota Board of Regents  
FY25 Budget Summary**

	FTE	GENERAL	FEDERAL	OTHER	TOTAL
<b>FY24 Base Budget</b>	<b>5,064.4</b>	<b>303,315,186</b>	<b>100,344,175</b>	<b>507,640,111</b>	<b>911,299,472</b>
<b>FY25 Base Budget Appropriated Adjustments</b>					
Tuition Freeze (4% salary policy & health insurance increase)		5,735,607			5,735,607
Maintenance & Repair		2,077,874			2,077,874
Transfer National Guard Tuition Benefit to Dept of Military		(2,592,003)			(2,592,003)
Utilities Increase/(Decrease)		75,062			75,062
BHSU Funding Gap Increase	5.0	926,406			926,406
Post-Secondary Scholarship		20,787			20,787
Critical Deferred Lease Payment Adjustment		(3,452)			(3,452)
Reduced Tuition Benefits for School Counselors		25,000			25,000
SDSU Authority Increase/(Decrease) Request			2,500,000		2,500,000
AES Authority Increase/(Decrease) Request	8.0		10,000,000		12,630,000
BHSU Authority Increase/(Decrease) Request			850,000		850,000
DSU Authority Increase/(Decrease) Request	2.0		350,000		350,000
<b>FY25 Base Budget Without Salary Policy &amp; Pool Allocations</b>	<b>5,079.4</b>	<b>309,580,467</b>	<b>110,344,175</b>	<b>513,970,111</b>	<b>933,894,753</b>
<b>Salary Policy Package</b>					
Tuition Freeze		8,778,773	1,847,320	10,037,393	20,663,486
Health Insurance Increase		159,017	23,109	136,509	318,635
Boards & Commissions Increase		13,225			13,225
Bureau Billings		136,542	461	78,923	215,926
Travel Rate Adjustment			1,936	200	2,136
Property Insurance Captive Pool		222,146		1,533,361	1,755,507
<b>FY25 Base Budget</b>	<b>5,079.4</b>	<b>318,890,170</b>	<b>112,217,001</b>	<b>525,756,497</b>	<b>956,863,668</b>
<b>FY25 Base Budget Load Changes</b>					
BOR Authority Increase/(Decrease)				220,500	220,500
BHSU Authority Increase/(Decrease)			1,700,000	(598,513)	1,101,487
SDSMT Authority Increase/(Decrease)			1,660,000	(3,000,000)	(1,340,000)
NSU Authority Increase/(Decrease)				148,595	148,595
<b>FY25 Final Base Operating Budget</b>	<b>5,079.4</b>	<b>318,890,170</b>	<b>115,577,001</b>	<b>522,527,079</b>	<b>956,994,250</b>
<b>% Change from FY24</b>	<b>0.30%</b>	<b>5.13%</b>	<b>15.18%</b>	<b>2.93%</b>	<b>5.01%</b>

**Black Hills State University**  
**FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$2,985,485	\$0	\$0	\$9,382,945	\$0	\$0	\$300	\$0	\$39,420	\$12,408,150
Operating Expense	<u>\$5,726</u>	<u>\$0</u>	<u>\$0</u>	<u>\$464,000</u>	<u>\$0</u>	<u>\$2,577</u>	<u>\$486,436</u>	<u>\$0</u>	<u>\$415,060</u>	<u>\$1,373,799</u>
Subtotal	\$2,991,211	\$0	\$0	\$9,846,945	\$0	\$2,577	\$486,736	\$0	\$454,480	\$13,781,949
FTE	31.3	-	-	84.1	-	-	-	-	0.2	115.6
<b>02 Research</b>										
Personal Services	\$68,954	\$0	\$0	\$92,616	\$0	\$2,179,996	\$124,860	\$0	\$0	\$2,466,426
Operating Expense	<u>\$137</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,807,441</u>	<u>\$171,245</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,978,822</u>
Subtotal	\$69,091	\$0	\$0	\$92,616	\$0	\$3,987,436	\$296,105	\$0	\$0	\$4,445,249
FTE	0.5	-	-	0.4	-	11.2	0.8	-	-	12.9
<b>03 Public Service</b>										
Personal Services	\$2,000	\$0	\$0	\$0	\$0	\$319,845	\$279,770	\$0	\$0	\$601,615
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,600</u>	<u>\$0</u>	<u>\$569,298</u>	<u>\$344,571</u>	<u>\$0</u>	<u>\$0</u>	<u>\$917,469</u>
Subtotal	\$2,000	\$0	\$0	\$3,600	\$0	\$889,143	\$624,340	\$0	\$0	\$1,519,083
FTE	-	-	-	-	-	4.3	8.6	-	-	13.0
<b>04 Academic Support</b>										
Personal Services	\$2,500,704	\$0	\$0	\$248,334	\$0	\$0	\$147,876	\$0	\$50,000	\$2,946,914
Operating Expense	<u>\$4,941</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,142,035</u>	<u>\$0</u>	<u>\$1,435</u>	<u>\$100,620</u>	<u>\$0</u>	<u>\$30,000</u>	<u>\$1,279,031</u>
Subtotal	\$2,505,645	\$0	\$0	\$1,390,369	\$0	\$1,435	\$248,496	\$0	\$80,000	\$4,225,945
FTE	21.7	-	-	2.1	-	-	1.6	-	0.3	25.7
<b>05 Student Services</b>										
Personal Services	\$3,965,679	\$0	\$0	\$365,317	\$0	\$241,660	\$140,728	\$0	\$231,908	\$4,945,292
Operating Expense	<u>\$7,183</u>	<u>\$0</u>	<u>\$0</u>	<u>\$810,185</u>	<u>\$0</u>	<u>\$113,168</u>	<u>\$751,185</u>	<u>\$0</u>	<u>\$294,432</u>	<u>\$1,976,153</u>
Subtotal	\$3,972,862	\$0	\$0	\$1,175,502	\$0	\$354,828	\$891,913	\$0	\$526,340	\$6,921,445
FTE	47.2	-	-	3.8	-	4.9	1.8	-	3.0	60.7
<b>06 Institutional Support</b>										
Personal Services	\$3,164,393	\$0	\$0	\$1,930,591	\$0	\$0	\$381,365	\$0	\$0	\$5,476,350
Operating Expense	<u>\$312,279</u>	<u>\$0</u>	<u>\$173,360</u>	<u>\$1,268,803</u>	<u>\$0</u>	<u>\$0</u>	<u>\$441,942</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,196,384</u>
Subtotal	\$3,476,672	\$0	\$173,360	\$3,199,394	\$0	\$0	\$823,307	\$0	\$0	\$7,672,734
FTE	28.9	-	-	11.1	-	-	5.0	-	-	45.0
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$2,786,186	\$0	\$0	\$210,986	\$0	\$0	\$92,634	\$0	\$10,000	\$3,099,806
Operating Expense	<u>\$743,810</u>	<u>\$31,161</u>	<u>\$0</u>	<u>\$614,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$254,500</u>	<u>\$0</u>	<u>\$74,342</u>	<u>\$1,718,313</u>
Subtotal	\$3,529,996	\$31,161	\$0	\$825,486	\$0	\$0	\$347,134	\$0	\$84,342	\$4,818,119
FTE	44.0	-	-	2.5	-	-	1.8	-	-	48.3
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$106</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$116,573</u>	<u>\$0</u>	<u>\$7,000</u>	<u>\$123,573</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$116,573	\$0	\$7,000	\$123,573
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$18,030	\$0	\$0	\$111,699	\$0	\$0	\$785,379	\$315,261	\$108,479	\$1,338,848
Operating Expense	<u>\$106</u>	<u>\$0</u>	<u>\$0</u>	<u>\$41,800</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,222,500</u>	<u>\$3,204,500</u>	<u>\$653,210</u>	<u>\$5,122,116</u>
Subtotal	\$18,136	\$0	\$0	\$153,499	\$0	\$0	\$2,007,879	\$3,519,761	\$761,689	\$6,460,964
FTE	-	-	-	1.0	-	-	10.4	3.1	1.0	15.4
<b>Total Operating Budget</b>										
Personal Services	\$15,491,431	\$0	\$0	\$12,342,489	\$0	\$2,741,500	\$1,952,912	\$315,261	\$439,807	\$33,283,400
Operating Expense	<u>\$1,074,182</u>	<u>\$31,161</u>	<u>\$173,360</u>	<u>\$4,344,923</u>	<u>\$0</u>	<u>\$2,493,919</u>	<u>\$3,889,571</u>	<u>\$3,204,500</u>	<u>\$1,474,044</u>	<u>\$16,685,660</u>
Subtotal	\$16,565,613	\$31,161	\$173,360	\$16,687,412	\$0	\$5,235,419	\$5,842,483	\$3,519,761	\$1,913,851	\$49,969,060
FTE	173.6	-	-	104.9	-	20.5	29.9	3.1	4.5	336.5

**Dakota State University  
FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$2,162,330	\$0	\$0	\$11,624,119	\$0	\$975,000	\$759,284	\$0	\$1,130,448	\$16,651,181
Operating Expense	<u>\$43,190</u>	<u>\$0</u>	<u>\$0</u>	<u>\$738,359</u>	<u>\$0</u>	<u>\$2,192</u>	<u>\$188,829</u>	<u>\$0</u>	<u>\$1,120,745</u>	<u>\$2,093,315</u>
Subtotal	\$2,205,520	\$0	\$0	\$12,362,478	\$0	\$977,192	\$948,113	\$0	\$2,251,193	\$18,744,496
FTE	15.5	-	-	76.0	-	-	6.3	-	8.5	106.2
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$20,000	\$0	\$730,172	\$2,663,547	\$0	\$0	\$3,413,719
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$50</u>	<u>\$0</u>	<u>\$273,789</u>	<u>\$4,055,277</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,329,115</u>
Subtotal	\$0	\$0	\$0	\$20,050	\$0	\$1,003,961	\$6,718,823	\$0	\$0	\$7,742,834
FTE	-	-	-	-	-	-	21.3	-	-	21.3
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$515,852	\$1,235,401	\$0	\$0	\$1,751,252
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$165,705</u>	<u>\$2,175,577</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,341,282</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$681,557	\$3,410,977	\$0	\$0	\$4,092,534
FTE	-	-	-	-	-	1.0	10.0	-	-	11.0
<b>04 Academic Support</b>										
Personal Services	\$3,219,581	\$0	\$0	\$1,061,355	\$0	\$19,041	\$0	\$0	\$0	\$4,299,977
Operating Expense	<u>\$5,808</u>	<u>\$0</u>	<u>\$173,360</u>	<u>\$353,193</u>	<u>\$0</u>	<u>\$80,900</u>	<u>\$71,000</u>	<u>\$0</u>	<u>\$451,830</u>	<u>\$1,136,091</u>
Subtotal	\$3,225,389	\$0	\$173,360	\$1,414,548	\$0	\$99,941	\$71,000	\$0	\$451,830	\$5,436,068
FTE	27.0	-	-	9.4	-	-	-	-	-	36.3
<b>05 Student Services</b>										
Personal Services	\$3,772,659	\$0	\$0	\$843,348	\$0	\$27,814	\$1,123,935	\$0	\$62,462	\$5,830,218
Operating Expense	<u>\$135,233</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,003,028</u>	<u>\$0</u>	<u>\$738,225</u>	<u>\$1,985,851</u>	<u>\$0</u>	<u>\$433,309</u>	<u>\$4,295,646</u>
Subtotal	\$3,907,892	\$0	\$0	\$1,846,376	\$0	\$766,039	\$3,109,786	\$0	\$495,771	\$10,125,864
FTE	49.3	-	-	9.8	-	0.3	1.8	-	0.1	61.3
<b>06 Institutional Support</b>										
Personal Services	\$3,528,120	\$0	\$0	\$1,342,708	\$0	\$0	\$1,240,438	\$0	\$66,185	\$6,177,451
Operating Expense	<u>\$16,314</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,405,492</u>	<u>\$0</u>	<u>\$0</u>	<u>\$543,777</u>	<u>\$0</u>	<u>\$119</u>	<u>\$1,965,702</u>
Subtotal	\$3,544,434	\$0	\$0	\$2,748,200	\$0	\$0	\$1,784,215	\$0	\$66,304	\$8,143,153
FTE	29.8	-	-	15.6	-	-	9.8	-	1.0	56.2
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$2,155,611	\$0	\$0	\$128,242	\$0	\$0	\$0	\$0	\$30,847	\$2,314,700
Operating Expense	<u>\$665,293</u>	<u>\$22,362</u>	<u>\$0</u>	<u>\$265,573</u>	<u>\$0</u>	<u>\$37,767</u>	<u>\$12,189</u>	<u>\$0</u>	<u>\$70,500</u>	<u>\$1,073,684</u>
Subtotal	\$2,820,904	\$22,362	\$0	\$393,815	\$0	\$37,767	\$12,189	\$0	\$101,347	\$3,388,384
FTE	32.1	-	-	2.4	-	-	-	-	0.5	35.1
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$532,983	\$0	\$0	\$0	\$532,983
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,081,351</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,081,351</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$1,614,334	\$0	\$0	\$0	\$1,614,334
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$166,719	\$711,503	\$220,131	\$1,098,353
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$529,000</u>	<u>\$4,574,000</u>	<u>\$69,869</u>	<u>\$5,172,869</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$695,719	\$5,285,503	\$290,000	\$6,271,222
FTE	-	-	-	-	-	-	2.5	12.4	2.7	17.6
<b>Total Operating Budget</b>										
Personal Services	\$14,838,301	\$0	\$0	\$15,019,772	\$0	\$2,800,861	\$7,189,323	\$711,503	\$1,510,073	\$42,069,833
Operating Expense	<u>\$865,838</u>	<u>\$22,362</u>	<u>\$173,360</u>	<u>\$3,765,695</u>	<u>\$0</u>	<u>\$2,379,929</u>	<u>\$9,561,500</u>	<u>\$4,574,000</u>	<u>\$2,146,372</u>	<u>\$23,489,056</u>
Subtotal	\$15,704,139	\$22,362	\$173,360	\$18,785,467	\$0	\$5,180,790	\$16,750,823	\$5,285,503	\$3,656,445	\$65,558,889
FTE	153.6	-	-	113.2	-	1.3	51.6	12.4	12.7	344.8

**Northern State University**  
**FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$4,663,169	\$0	\$0	\$7,307,126	\$0	\$163,675	\$1,264,525	\$0	\$186,356	\$13,584,851
Operating Expense	<u>\$19,578</u>	<u>\$0</u>	<u>\$107,135</u>	<u>\$2,403,033</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,790,597</u>	<u>\$0</u>	<u>\$134,577</u>	<u>\$4,454,920</u>
Subtotal	\$4,682,747	\$0	\$107,135	\$9,710,159	\$0	\$163,675	\$3,055,122	\$0	\$320,933	\$18,039,771
FTE	46.8	-	-	59.2	-	-	19.4	-	0.9	126.3
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$15,020	\$27,996	\$0	\$0	\$43,016
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$22,726</u>	<u>\$88,341</u>	<u>\$0</u>	<u>\$0</u>	<u>\$111,067</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$37,746	\$116,337	\$0	\$0	\$154,083
FTE	-	-	-	-	-	0.0	-	-	-	0.0
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$242,516	\$0	\$553,920	\$267,034	\$0	\$0	\$1,063,470
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,540</u>	<u>\$0</u>	<u>\$343,923</u>	<u>\$167,834</u>	<u>\$0</u>	<u>\$0</u>	<u>\$515,297</u>
Subtotal	\$0	\$0	\$0	\$246,056	\$0	\$897,843	\$434,868	\$0	\$0	\$1,578,767
FTE	-	-	-	3.0	-	4.8	3.3	-	-	11.0
<b>04 Academic Support</b>										
Personal Services	\$2,614,107	\$0	\$0	\$172,115	\$0	\$87,000	\$159,791	\$0	\$0	\$3,033,013
Operating Expense	<u>\$95,914</u>	<u>\$0</u>	<u>\$199,865</u>	<u>\$862,101</u>	<u>\$0</u>	<u>\$0</u>	<u>\$26,100</u>	<u>\$0</u>	<u>\$7,000</u>	<u>\$1,190,980</u>
Subtotal	\$2,710,021	\$0	\$199,865	\$1,034,216	\$0	\$87,000	\$185,891	\$0	\$7,000	\$4,223,993
FTE	26.0	-	-	1.8	-	-	2.5	-	-	30.2
<b>05 Student Services</b>										
Personal Services	\$4,207,143	\$0	\$0	\$186,501	\$0	\$872,680	\$509,889	\$0	\$34,057	\$5,810,270
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$386,557</u>	<u>\$0</u>	<u>\$148,736</u>	<u>\$939,007</u>	<u>\$0</u>	<u>\$523,999</u>	<u>\$1,998,299</u>
Subtotal	\$4,207,143	\$0	\$0	\$573,058	\$0	\$1,021,416	\$1,448,896	\$0	\$558,056	\$7,808,569
FTE	52.5	-	-	2.0	-	6.6	3.0	-	0.2	64.3
<b>06 Institutional Support</b>										
Personal Services	\$2,602,068	\$0	\$0	\$338,103	\$0	\$43,125	\$1,194,809	\$0	\$0	\$4,178,105
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$845,868</u>	<u>\$0</u>	<u>\$0</u>	<u>\$231,800</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,077,668</u>
Subtotal	\$2,602,068	\$0	\$0	\$1,183,971	\$0	\$43,125	\$1,426,609	\$0	\$0	\$5,255,773
FTE	22.1	-	-	3.2	-	-	10.4	-	-	35.7
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$2,018,613	\$0	\$0	\$14,874	\$0	\$8,000	\$132,561	\$0	\$0	\$2,174,048
Operating Expense	<u>\$1,274,965</u>	<u>\$36,293</u>	<u>\$0</u>	<u>\$890,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$48,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,249,258</u>
Subtotal	\$3,293,578	\$36,293	\$0	\$904,874	\$0	\$8,000	\$180,561	\$0	\$0	\$4,423,306
FTE	33.7	-	-	-	-	-	2.0	-	-	35.7
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$86,350	\$177,838	\$839,626	\$96,737	\$1,200,551
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$330,000</u>	<u>\$2,593,000</u>	<u>\$164,832</u>	<u>\$3,087,832</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$86,350	\$507,838	\$3,432,626	\$261,569	\$4,288,383
FTE	-	-	-	-	-	-	3.0	13.2	1.7	17.8
<b>Total Operating Budget</b>										
Personal Services	\$16,105,100	\$0	\$0	\$8,261,235	\$0	\$1,829,770	\$3,734,443	\$839,626	\$317,150	\$31,087,324
Operating Expense	<u>\$1,390,457</u>	<u>\$36,293</u>	<u>\$307,000</u>	<u>\$5,391,099</u>	<u>\$0</u>	<u>\$515,385</u>	<u>\$3,621,679</u>	<u>\$2,593,000</u>	<u>\$830,408</u>	<u>\$14,685,321</u>
Subtotal	\$17,495,557	\$36,293	\$307,000	\$13,652,334	\$0	\$2,345,155	\$7,356,122	\$3,432,626	\$1,147,558	\$45,772,645
FTE	181.1	-	-	69.1	-	11.4	43.6	13.2	2.8	321.1

Northern State University - High School E-Learning  
FY25 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>03 Public Service</b>										
Personal Services	\$3,773,795	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,773,795
Operating Expense	<u>\$368,597</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$368,597</u>
Subtotal	\$4,142,392	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,142,392
FTE	39.9	-	-	-	-	-	-	-	-	39.9
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>06 Institutional Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$3,773,795	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,773,795
Operating Expense	<u>\$368,597</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$368,597</u>
Subtotal	\$4,142,392	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,142,392
FTE	39.9	-	-	-	-	-	-	-	-	39.9

South Dakota School of Mines Technology  
FY25 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$9,837,525	\$0	\$0	\$11,829,765	\$0	\$0	\$144,140	\$0	\$2,999,164	\$24,810,593
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$638,005</u>	<u>\$0</u>	<u>\$0</u>	<u>\$937,875</u>	<u>\$0</u>	<u>\$1,051,917</u>	<u>\$2,627,797</u>
Subtotal	\$9,837,525	\$0	\$0	\$12,467,770	\$0	\$0	\$1,082,015	\$0	\$4,051,081	\$27,438,390
FTE	56.5	-	-	110.7	-	-	0.8	-	18.1	186.2
<b>02 Research</b>										
Personal Services	\$366,925	\$0	\$0	\$0	\$0	\$6,969,107	\$1,878,558	\$0	\$0	\$9,214,591
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$20,000</u>	<u>\$0</u>	<u>\$7,549,930</u>	<u>\$2,249,930</u>	<u>\$0</u>	<u>\$0</u>	<u>\$9,818,982</u>
Subtotal	\$366,925	\$0	\$0	\$20,000	\$0	\$14,518,158	\$4,128,488	\$0	\$0	\$19,033,572
FTE	3.0	-	-	-	-	34.0	15.2	-	-	52.3
<b>03 Public Service</b>										
Personal Services	\$137,907	\$0	\$0	\$0	\$0	\$45,545	\$192,079	\$0	\$0	\$375,531
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$139,393</u>	<u>\$248,070</u>	<u>\$0</u>	<u>\$0</u>	<u>\$387,462</u>
Subtotal	\$137,907	\$0	\$0	\$0	\$0	\$184,938	\$440,148	\$0	\$0	\$762,993
FTE	1.0	-	-	-	-	0.5	2.6	-	-	4.1
<b>04 Academic Support</b>										
Personal Services	\$1,833,920	\$0	\$0	\$656,737	\$0	\$0	\$21,446	\$0	\$698,464	\$3,210,567
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$206,022</u>	<u>\$533,488</u>	<u>\$0</u>	<u>\$0</u>	<u>\$231,998</u>	<u>\$0</u>	<u>\$218,175</u>	<u>\$1,189,684</u>
Subtotal	\$1,833,920	\$0	\$206,022	\$1,190,226	\$0	\$0	\$253,444	\$0	\$916,640	\$4,400,251
FTE	18.0	-	-	4.4	-	-	0.0	-	5.3	27.8
<b>05 Student Services</b>										
Personal Services	\$4,365,894	\$0	\$0	\$955,396	\$0	\$0	\$101,018	\$0	\$261,885	\$5,684,192
Operating Expense	<u>\$460,954</u>	<u>\$0</u>	<u>\$0</u>	<u>\$483,165</u>	<u>\$0</u>	<u>\$0</u>	<u>\$718,115</u>	<u>\$0</u>	<u>\$745,477</u>	<u>\$1,946,757</u>
Subtotal	\$4,365,894	\$0	\$0	\$1,438,561	\$0	\$0	\$819,133	\$0	\$1,007,362	\$7,630,950
FTE	52.1	-	-	9.2	-	-	1.0	-	3.1	65.5
<b>06 Institutional Support</b>										
Personal Services	\$3,918,139	\$0	\$0	\$357,352	\$0	\$0	\$3,112,595	\$0	\$126,067	\$7,514,154
Operating Expense	<u>\$460,954</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,495,472</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,443,287</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,399,713</u>
Subtotal	\$4,379,093	\$0	\$0	\$1,852,824	\$0	\$0	\$4,555,882	\$0	\$126,067	\$10,913,867
FTE	35.5	-	-	1.6	-	-	8.9	-	-	46.0
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$3,160,614	\$0	\$0	\$305,412	\$0	\$0	\$19,308	\$0	\$0	\$3,485,334
Operating Expense	<u>\$1,357,619</u>	<u>\$34,093</u>	<u>\$0</u>	<u>\$162,908</u>	<u>\$0</u>	<u>\$0</u>	<u>\$132,955</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,687,575</u>
Subtotal	\$4,518,233	\$34,093	\$0	\$468,320	\$0	\$0	\$152,263	\$0	\$0	\$5,172,910
FTE	49.3	-	-	1.6	-	-	0.7	-	-	51.6
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$589,959</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$589,959</u>
Subtotal	\$0	\$0	\$0	\$0	\$589,959	\$0	\$0	\$0	\$0	\$589,959
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$546,716	\$555,328	\$321,209	\$1,423,252
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,305,282</u>	<u>\$6,166,723</u>	<u>\$323,339</u>	<u>\$7,795,344</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,851,998	\$6,722,051	\$644,548	\$9,218,596
FTE	-	-	-	-	-	-	6.0	5.2	3.8	15.0
<b>Total Operating Budget</b>										
Personal Services	\$23,620,924	\$0	\$0	\$14,104,662	\$0	\$7,014,652	\$6,015,859	\$555,328	\$4,406,789	\$55,718,214
Operating Expense	<u>\$1,818,573</u>	<u>\$34,093</u>	<u>\$206,022</u>	<u>\$3,333,039</u>	<u>\$0</u>	<u>\$8,278,403</u>	<u>\$7,267,512</u>	<u>\$6,166,723</u>	<u>\$2,338,909</u>	<u>\$29,443,274</u>
Subtotal	\$25,439,497	\$34,093	\$206,022	\$17,437,701	\$0	\$15,293,055	\$13,283,371	\$6,722,051	\$6,745,698	\$85,161,488
FTE	215.4	-	-	127.5	-	34.6	35.3	5.2	30.4	448.4

South Dakota State University  
FY25 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$24,457,032	\$0	\$0	\$35,811,668	\$0	\$836,949	\$3,247,061	\$0	\$12,306,068	\$76,658,778
Operating Expense	<u>\$388,738</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,940,025</u>	<u>\$0</u>	<u>\$699,361</u>	<u>\$1,574,799</u>	<u>\$0</u>	<u>\$4,764,622</u>	<u>\$9,367,544</u>
Subtotal	\$24,845,770	\$0	\$0	\$37,751,693	\$0	\$1,536,310	\$4,821,859	\$0	\$17,070,690	\$86,026,323
FTE	225.88	-	-	297.4	-	2.4	23.0	-	93.4	642.1
<b>02 Research</b>										
Personal Services	\$1,296,811	\$0	\$0	\$228,918	\$0	\$6,429,164	\$3,629,761	\$0	\$0	\$11,584,654
Operating Expense	<u>\$12,128</u>	<u>\$0</u>	<u>\$0</u>	<u>\$45,974</u>	<u>\$0</u>	<u>\$4,645,777</u>	<u>\$4,065,892</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,769,772</u>
Subtotal	\$1,308,939	\$0	\$0	\$274,892	\$0	\$11,074,941	\$7,695,653	\$0	\$0	\$20,354,426
FTE	9.6	-	-	1.5	-	9.8	24.3	-	-	45.2
<b>03 Public Service</b>										
Personal Services	\$2,031,626	\$0	\$0	\$0	\$0	\$2,069,588	\$3,522,904	\$0	\$0	\$7,624,118
Operating Expense	<u>\$219,048</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,619,169</u>	<u>\$2,852,133</u>	<u>\$0</u>	<u>\$17,053</u>	<u>\$4,707,403</u>
Subtotal	\$2,250,674	\$0	\$0	\$0	\$0	\$3,688,757	\$6,375,037	\$0	\$17,053	\$12,331,521
FTE	16.3	-	-	-	-	18.8	42.4	-	-	77.4
<b>04 Academic Support</b>										
Personal Services	\$8,340,999	\$0	\$0	\$7,787,845	\$0	\$43,855	\$1,577,509	\$0	\$1,047,608	\$18,797,816
Operating Expense	<u>\$5,524</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,444,577</u>	<u>\$0</u>	<u>\$1,647,175</u>	<u>\$2,057,754</u>	<u>\$0</u>	<u>\$1,140,450</u>	<u>\$10,295,481</u>
Subtotal	\$8,346,523	\$0	\$0	\$13,232,422	\$0	\$1,691,030	\$3,635,263	\$0	\$2,188,058	\$29,093,297
FTE	96.8	-	-	54.4	-	-	15.3	-	6.0	172.4
<b>05 Student Services</b>										
Personal Services	\$10,513,912	\$0	\$720,242	\$3,628,490	\$0	\$368,787	\$3,022,201	\$0	\$2,387,674	\$20,641,307
Operating Expense	<u>\$8,224</u>	<u>\$0</u>	<u>\$128,209</u>	<u>\$2,011,970</u>	<u>\$0</u>	<u>\$397,078</u>	<u>\$3,614,710</u>	<u>\$0</u>	<u>\$2,510,338</u>	<u>\$8,670,529</u>
Subtotal	\$10,522,136	\$0	\$848,451	\$5,640,460	\$0	\$765,865	\$6,636,911	\$0	\$4,898,012	\$29,311,836
FTE	130.4	-	5.5	30.5	-	5.0	17.6	-	29.2	218.1
<b>06 Institutional Support</b>										
Personal Services	\$7,439,881	\$0	\$0	\$6,458,241	\$0	\$0	\$3,945,267	\$0	\$452,241	\$18,295,630
Operating Expense	<u>\$137,668</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,583,234</u>	<u>\$0</u>	<u>\$356,999</u>	<u>\$1,380,926</u>	<u>\$0</u>	<u>\$3,033,393</u>	<u>\$11,492,220</u>
Subtotal	\$7,577,549	\$0	\$0	\$13,041,475	\$0	\$356,999	\$5,326,193	\$0	\$3,485,634	\$29,787,850
FTE	38.8	-	-	37.8	-	-	16.3	-	6.8	99.8
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$10,878,494	\$0	\$0	\$201,702	\$0	\$0	\$4,791,461	\$0	\$0	\$15,871,658
Operating Expense	<u>\$5,851,472</u>	<u>\$131,975</u>	<u>\$0</u>	<u>\$1,840,402</u>	<u>\$0</u>	<u>\$397,635</u>	<u>\$4,527,834</u>	<u>\$0</u>	<u>\$1,457,053</u>	<u>\$14,206,371</u>
Subtotal	\$16,729,966	\$131,975	\$0	\$2,042,104	\$0	\$397,635	\$9,319,295	\$0	\$1,457,053	\$30,078,029
FTE	154.8	-	-	1.0	-	-	61.4	-	-	217.2
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$517,799	\$0	\$0	\$0	\$517,799
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$350,000</u>	<u>\$0</u>	<u>\$2,906,156</u>	<u>\$1,248,207</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,504,363</u>
Subtotal	\$0	\$0	\$0	\$350,000	\$0	\$3,423,955	\$1,248,207	\$0	\$0	\$5,022,162
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$170,812	\$0	\$0	\$0	\$0	\$0	\$1,106,209	\$4,104,573	\$1,276,328	\$6,657,921
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,932,489</u>	<u>\$3,552,478</u>	<u>\$16,494,432</u>	<u>\$1,656,169</u>	<u>\$23,635,568</u>
Subtotal	\$170,812	\$0	\$0	\$0	\$0	\$1,932,489	\$4,658,687	\$20,599,005	\$2,932,497	\$30,293,489
FTE	2.4	-	-	-	-	-	11.5	58.0	17.6	89.5
<b>Total Operating Budget</b>										
Personal Services	\$65,129,567	\$0	\$720,242	\$54,116,864	\$0	\$10,266,142	\$24,842,373	\$4,104,573	\$17,469,919	\$176,649,680
Operating Expense	<u>\$6,622,802</u>	<u>\$131,975</u>	<u>\$128,209</u>	<u>\$18,216,182</u>	<u>\$0</u>	<u>\$14,601,840</u>	<u>\$24,874,733</u>	<u>\$16,494,432</u>	<u>\$14,579,078</u>	<u>\$95,649,251</u>
Subtotal	\$71,752,369	\$131,975	\$848,451	\$72,333,046	\$0	\$24,867,982	\$49,717,106	\$20,599,005	\$32,048,997	\$272,298,931
FTE	675.0	-	5.5	422.5	-	36.0	211.7	58.0	153.0	1,561.7



**SDSU Extension  
FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>03 Public Service</b>										
Personal Services	\$10,554,597	\$0	\$0	\$0	\$2,394,072	\$1,679,808	\$1,408,209	\$0	\$0	\$16,036,686
Operating Expense	<u>\$305,463</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,305,552</u>	<u>\$1,000,460</u>	<u>\$1,476,990</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,088,465</u>
Subtotal	\$10,860,060	\$0	\$0	\$0	\$4,699,624	\$2,680,268	\$2,885,199	\$0	\$0	\$21,125,151
FTE	114.0				38.5	9.8	18.1			180.4
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>06 Institutional Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>Total Operating Budget</b>										
Personal Services	\$10,554,597	\$0	\$0	\$0	\$2,394,072	\$1,679,808	\$1,408,209	\$0	\$0	\$16,036,686
Operating Expense	<u>\$305,463</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,305,552</u>	<u>\$1,000,460</u>	<u>\$1,476,990</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,088,465</u>
Subtotal	\$10,860,060	\$0	\$0	\$0	\$4,699,624	\$2,680,268	\$2,885,199	\$0	\$0	\$21,125,151
FTE	114.0				38.5	9.8	18.1			180.4

**SDSU Agriculture Experiment Station  
FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>02 Research</b>										
Personal Services	\$15,033,366	\$0	\$50,000	\$0	\$2,086,807	\$4,937,575	\$7,056,746	\$0	\$0	\$29,164,494
Operating Expense	<u>\$628,281</u>	<u>\$0</u>	<u>\$350,000</u>	<u>\$0</u>	<u>\$2,120,239</u>	<u>\$13,251,035</u>	<u>\$11,988,378</u>	<u>\$0</u>	<u>\$0</u>	<u>\$28,337,933</u>
Subtotal	\$15,661,647	\$0	\$400,000	\$0	\$4,207,046	\$18,188,610	\$19,045,124	\$0	\$0	\$57,502,427
FTE	136.0	-	-	-	15.2	35.0	58.1	-	-	244.3
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>06 Institutional Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$15,033,366	\$0	\$50,000	\$0	\$2,086,807	\$4,937,575	\$7,056,746	\$0	\$0	\$29,164,494
Operating Expense	<u>\$628,281</u>	<u>\$0</u>	<u>\$350,000</u>	<u>\$0</u>	<u>\$2,120,239</u>	<u>\$13,251,035</u>	<u>\$11,988,378</u>	<u>\$0</u>	<u>\$0</u>	<u>\$28,337,933</u>
Subtotal	\$15,661,647	\$0	\$400,000	\$0	\$4,207,046	\$18,188,610	\$19,045,124	\$0	\$0	\$57,502,427
FTE	136.0	-	-	-	15.2	35.0	58.1	-	-	244.3

**University of South Dakota**  
**FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$10,679,557	\$0	\$0	\$27,438,826	\$0	\$0	\$1,183,335	\$0	\$1,680,133	\$40,981,850
Operating Expense	<u>\$193,306</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,312,909</u>	<u>\$0</u>	<u>\$52,275</u>	<u>\$1,306,305</u>	<u>\$0</u>	<u>\$1,138,895</u>	<u>\$5,003,689</u>
Subtotal	\$10,872,862	\$0	\$0	\$29,751,735	\$0	\$52,275	\$2,489,640	\$0	\$2,819,027	\$45,985,539
FTE	87.9	-	-	225.1	-	-	8.0	-	11.8	332.9
<b>02 Research</b>										
Personal Services	\$357,197	\$0	\$0	\$112,089	\$0	\$2,662,364	\$1,611,345	\$0	\$5,015	\$4,748,010
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$328,008</u>	<u>\$0</u>	<u>\$2,084,527</u>	<u>\$1,027,722</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,440,258</u>
Subtotal	\$357,197	\$0	\$0	\$440,097	\$0	\$4,746,891	\$2,639,067	\$0	\$5,015	\$8,188,267
FTE	1.1	-	-	0.6	-	8.9	7.0	-	-	17.5
<b>03 Public Service</b>										
Personal Services	\$728,293	\$0	\$0	\$55,967	\$0	\$5,517,704	\$1,247,657	\$0	\$0	\$7,549,621
Operating Expense	<u>\$592</u>	<u>\$0</u>	<u>\$0</u>	<u>\$26,097</u>	<u>\$0</u>	<u>\$2,266,245</u>	<u>\$1,053,205</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,346,080</u>
Subtotal	\$728,885	\$0	\$0	\$82,004	\$0	\$7,783,949	\$2,300,863	\$0	\$0	\$10,895,701
FTE	6.4	-	-	0.6	-	66.1	7.2	-	-	80.3
<b>04 Academic Support</b>										
Personal Services	\$10,258,141	\$0	\$0	\$4,371,882	\$0	\$1	\$1,691,937	\$0	\$512,295	\$16,834,256
Operating Expense	<u>\$222,662</u>	<u>\$0</u>	<u>\$236,041</u>	<u>\$4,123,599</u>	<u>\$0</u>	<u>\$40,401</u>	<u>\$1,017,884</u>	<u>\$0</u>	<u>\$221,380</u>	<u>\$5,861,967</u>
Subtotal	\$10,480,803	\$0	\$236,041	\$8,495,481	\$0	\$40,401	\$2,709,821	\$0	\$733,675	\$22,696,223
FTE	97.5	-	-	42.3	-	-	11.6	-	5.8	157.1
<b>05 Student Services</b>										
Personal Services	\$10,678,916	\$0	\$0	\$1,428,609	\$0	\$60,462	\$1,519,016	\$0	\$2,016,962	\$15,703,965
Operating Expense	<u>\$94,043</u>	<u>\$0</u>	<u>\$0</u>	<u>\$911,477</u>	<u>\$0</u>	<u>\$36,912</u>	<u>\$5,062,392</u>	<u>\$0</u>	<u>\$2,909,898</u>	<u>\$9,014,722</u>
Subtotal	\$10,772,959	\$0	\$0	\$2,340,085	\$0	\$97,374	\$6,581,408	\$0	\$4,926,860	\$24,718,687
FTE	118.0	-	-	16.8	-	0.4	9.0	-	19.2	163.5
<b>06 Institutional Support</b>										
Personal Services	\$10,450,179	\$0	\$0	\$2,712,832	\$0	\$0	\$5,045,983	\$0	\$590,847	\$18,799,842
Operating Expense	<u>\$852,787</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,883,909</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,373,201</u>	<u>\$0</u>	<u>\$327,362</u>	<u>\$6,437,260</u>
Subtotal	\$11,302,966	\$0	\$0	\$6,596,741	\$0	\$0	\$6,419,185	\$0	\$918,210	\$25,237,101
FTE	92.4	-	-	18.5	-	-	22.9	-	13.0	146.8
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$5,813,668	\$0	\$0	\$624,002	\$0	\$0	\$3,150,631	\$0	\$421,037	\$10,009,338
Operating Expense	<u>\$2,608,102</u>	<u>\$87,983</u>	<u>\$0</u>	<u>\$372,964</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,492,748</u>	<u>\$0</u>	<u>\$10,931</u>	<u>\$4,572,728</u>
Subtotal	\$8,421,770	\$87,983	\$0	\$996,965	\$0	\$0	\$4,643,379	\$0	\$431,968	\$14,582,066
FTE	85.1	-	-	8.7	-	-	45.5	-	6.8	146.0
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$648,397	\$0	\$0	\$0	\$648,397
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$158,287</u>	<u>\$0</u>	<u>\$0</u>	<u>\$158,287</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$648,397	\$158,287	\$0	\$0	\$806,684
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$9,165	\$0	\$0	\$0	\$0	\$0	\$896,771	\$1,040,188	\$346,377	\$2,292,501
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,397,198</u>	<u>\$11,124,517</u>	<u>\$524,470</u>	<u>\$14,046,186</u>
Subtotal	\$9,165	\$0	\$0	\$0	\$0	\$0	\$3,293,970	\$12,164,705	\$870,848	\$16,338,687
FTE	-	-	-	-	-	-	11.3	15.8	3.8	30.9
<b>Total Operating Budget</b>										
Personal Services	\$48,975,116	\$0	\$0	\$36,744,206	\$0	\$8,888,927	\$16,346,676	\$1,040,188	\$5,572,667	\$117,567,779
Operating Expense	<u>\$3,971,491</u>	<u>\$87,983</u>	<u>\$236,041</u>	<u>\$11,958,902</u>	<u>\$0</u>	<u>\$4,480,360</u>	<u>\$14,888,944</u>	<u>\$11,124,517</u>	<u>\$5,132,937</u>	<u>\$51,881,175</u>
Subtotal	\$52,946,607	\$87,983	\$236,041	\$48,703,108	\$0	\$13,369,287	\$31,235,620	\$12,164,705	\$10,705,604	\$169,448,954
FTE	488.4	-	-	312.6	-	75.4	122.4	15.8	60.3	1,074.9

**USD Law School  
FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$1,132,206	\$0	\$0	\$2,253,647	\$0	\$0	\$146,028	\$0	\$0	\$3,531,881
Operating Expense	<u>\$57,784</u>	<u>\$0</u>	<u>\$0</u>	<u>\$318,477</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$376,261</u>
Subtotal	\$1,189,990	\$0	\$0	\$2,572,124	\$0	\$0	\$146,028	\$0	\$0	\$3,908,142
FTE	9.9	-	-	10.2	-	-	-	-	-	20.1
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$56,646	\$0	\$88,000	\$0	\$0	\$0	\$144,646
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,483</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,483</u>
Subtotal	\$0	\$0	\$0	\$56,646	\$0	\$90,483	\$0	\$0	\$0	\$147,129
FTE	-	-	-	1.0	-	0.8	-	-	-	1.8
<b>04 Academic Support</b>										
Personal Services	\$1,319,883	\$0	\$0	\$190,379	\$0	\$0	\$14,401	\$0	\$122,412	\$1,647,074
Operating Expense	<u>\$148,479</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$161,129</u>	<u>\$0</u>	<u>\$569,600</u>	<u>\$879,208</u>
Subtotal	\$1,468,362	\$0	\$0	\$190,379	\$0	\$0	\$175,530	\$0	\$692,012	\$2,526,282
FTE	10.4	-	-	0.6	-	-	-	-	1.4	12.4
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$18,539</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,900</u>	<u>\$0</u>	<u>\$0</u>	<u>\$29,439</u>
Subtotal	\$0	\$0	\$0	\$18,539	\$0	\$0	\$10,900	\$0	\$0	\$29,439
FTE	-	-	-	-	-	-	-	-	-	-
<b>06 Institutional Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$2,452,089	\$0	\$0	\$2,500,672	\$0	\$88,000	\$160,429	\$0	\$122,412	\$5,323,602
Operating Expense	<u>\$206,263</u>	<u>\$0</u>	<u>\$0</u>	<u>\$337,016</u>	<u>\$0</u>	<u>\$2,483</u>	<u>\$172,029</u>	<u>\$0</u>	<u>\$569,600</u>	<u>\$1,287,391</u>
Subtotal	\$2,658,352	\$0	\$0	\$2,837,688	\$0	\$90,483	\$332,458	\$0	\$692,012	\$6,610,993
FTE	20.3	-	-	11.9	-	0.8	-	-	1.4	34.3

**USD Sandford School of Medicine  
FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$20,207,430	\$0	\$0	\$7,000,084	\$0	\$0	\$2,312,650	\$0	\$2,605,187	\$32,125,351
Operating Expense	<u>\$4,280,827</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,604,109</u>	<u>\$0</u>	<u>\$0</u>	<u>\$621,364</u>	<u>\$0</u>	<u>\$1,258,922</u>	<u>\$9,765,222</u>
Subtotal	\$24,488,257	\$0	\$0	\$10,604,193	\$0	\$0	\$2,934,014	\$0	\$3,864,110	\$41,890,574
FTE	149.4	-	-	32.0	-	-	10.8	-	15.0	207.2
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$40,102	\$0	\$2,642,521	\$1,079,867	\$0	\$0	\$3,762,490
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$55,900</u>	<u>\$0</u>	<u>\$2,178,995</u>	<u>\$529,157</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,744,052</u>
Subtotal	\$0	\$0	\$0	\$76,002	\$0	\$4,821,515	\$1,609,024	\$0	\$0	\$6,506,542
FTE	-	-	-	-	-	21.1	6.3	-	-	27.5
<b>03 Public Service</b>										
Personal Services	\$265,056	\$0	\$0	\$0	\$0	\$4,849,549	\$974,767	\$0	\$0	\$6,089,373
Operating Expense	<u>\$24,050</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,609,276</u>	<u>\$536,381</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,169,707</u>
Subtotal	\$289,106	\$0	\$0	\$0	\$0	\$8,458,826	\$1,511,148	\$0	\$0	\$10,259,080
FTE	2.0	-	-	-	-	41.8	10.4	-	-	54.2
<b>04 Academic Support</b>										
Personal Services	\$4,882,412	\$0	\$0	\$302,415	\$0	\$0	\$1,771,573	\$0	\$0	\$6,956,400
Operating Expense	<u>\$5,150</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,086,394</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,715,306</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,806,850</u>
Subtotal	\$4,887,563	\$0	\$0	\$1,388,809	\$0	\$0	\$3,486,878	\$0	\$0	\$9,763,250
FTE	33.0	-	-	2.4	-	-	12.0	-	-	47.4
<b>05 Student Services</b>										
Personal Services	\$1,274,200	\$0	\$0	\$249,478	\$0	\$0	\$0	\$0	\$0	\$1,523,678
Operating Expense	<u>\$1,471</u>	<u>\$0</u>	<u>\$0</u>	<u>\$97,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$103,471</u>
Subtotal	\$1,275,671	\$0	\$0	\$346,978	\$0	\$0	\$4,500	\$0	\$0	\$1,627,148
FTE	9.9	-	-	2.2	-	-	-	-	-	12.1
<b>06 Institutional Support</b>										
Personal Services	\$577,559	\$0	\$0	\$0	\$0	\$0	\$325,202	\$0	\$0	\$902,761
Operating Expense	<u>\$2,326</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,224</u>	<u>\$0</u>	<u>\$1,000</u>	<u>\$568,770</u>	<u>\$0</u>	<u>\$0</u>	<u>\$580,320</u>
Subtotal	\$579,886	\$0	\$0	\$8,224	\$0	\$1,000	\$893,972	\$0	\$0	\$1,483,081
FTE	5.1	-	-	-	-	-	1.6	-	-	6.6
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$27,206,658	\$0	\$0	\$7,592,079	\$0	\$7,492,070	\$6,464,059	\$0	\$2,605,187	\$51,360,053
Operating Expense	<u>\$4,313,824</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,832,127</u>	<u>\$0</u>	<u>\$5,789,271</u>	<u>\$3,975,478</u>	<u>\$0</u>	<u>\$1,258,922</u>	<u>\$20,169,622</u>
Subtotal	\$31,520,482	\$0	\$0	\$12,424,206	\$0	\$13,281,341	\$10,439,536	\$0	\$3,864,110	\$71,529,675
FTE	199.4	-	-	36.5	-	62.9	41.1	-	15.0	355.0

South Dakota Services for the Deaf  
FY25 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$1,455,336	\$0	\$0	\$0	\$0	\$0	\$3,912	\$0	\$0	\$1,459,248
Operating Expense	<u>\$245,446</u>	<u>\$0</u>	<u>\$14,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$65,755</u>	<u>\$0</u>	<u>\$0</u>	<u>\$325,701</u>
Subtotal	\$1,700,782	\$0	\$14,500	\$0	\$0	\$0	\$69,667	\$0	\$0	\$1,784,949
FTE	17.0	-	-	-	-	-	-	-	-	17.0
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>05 Student Services</b>										
Personal Services	\$663,936	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$663,936
Operating Expense	<u>\$185,297</u>	<u>\$0</u>	<u>\$20,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$32,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$237,297</u>
Subtotal	\$849,233	\$0	\$20,000	\$0	\$0	\$0	\$32,000	\$0	\$0	\$901,233
FTE	7.0	-	-	-	-	-	-	-	-	7.0
<b>06 Institutional Support</b>										
Personal Services	\$239,736	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$239,736
Operating Expense	<u>\$172,148</u>	<u>\$0</u>	<u>\$10,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$187,148</u>
Subtotal	\$411,884	\$0	\$10,000	\$0	\$0	\$0	\$5,000	\$0	\$0	\$426,884
FTE	2.0	-	-	-	-	-	-	-	-	2.0
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$122,819</u>	<u>\$0</u>	<u>\$232,882</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$84,574</u>	<u>\$0</u>	<u>\$0</u>	<u>\$440,275</u>
Subtotal	\$122,819	\$0	\$232,882	\$0	\$0	\$0	\$84,574	\$0	\$0	\$440,275
FTE	-	-	-	-	-	-	-	-	-	-
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$2,359,009	\$0	\$0	\$0	\$0	\$0	\$3,912	\$0	\$0	\$2,362,921
Operating Expense	<u>\$725,710</u>	<u>\$0</u>	<u>\$277,382</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$187,329</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,190,421</u>
Subtotal	\$3,084,719	\$0	\$277,382	\$0	\$0	\$0	\$191,241	\$0	\$0	\$3,553,342
FTE	26.00	-	-	-	-	-	-	-	-	26.0

**SD School for the Blind and Visually Impaired  
FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$2,303,855	\$0	\$0	\$0	\$0	\$64,892	\$246,490	\$0	\$0	\$2,615,237
Operating Expense	<u>\$206,500</u>	<u>\$0</u>	<u>\$17,040</u>	<u>\$0</u>	<u>\$0</u>	<u>\$27,835</u>	<u>\$36,193</u>	<u>\$0</u>	<u>\$0</u>	<u>\$287,568</u>
Subtotal	\$2,510,355	\$0	\$17,040	\$0	\$0	\$92,727	\$282,683	\$0	\$0	\$2,902,805
FTE	31.6	-	-	-	-	0.8	-	-	-	32.4
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>04 Academic Support</b>										
Personal Services	\$27,374	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$27,374
Operating Expense	<u>\$4,315</u>	<u>\$0</u>	<u>\$1,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,815</u>
Subtotal	\$31,689	\$0	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0	\$33,189
FTE	0.3	-	-	-	-	-	-	-	-	0.3
<b>05 Student Services</b>										
Personal Services	\$518,553	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$518,553
Operating Expense	<u>\$59,780</u>	<u>\$0</u>	<u>\$9,339</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,500</u>	<u>\$6,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$75,619</u>
Subtotal	\$578,333	\$0	\$9,339	\$0	\$0	\$0	\$6,500	\$0	\$0	\$594,172
FTE	7.9	-	-	-	-	-	-	-	-	7.9
<b>06 Institutional Support</b>										
Personal Services	\$310,703	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$310,703
Operating Expense	<u>\$151,602</u>	<u>\$0</u>	<u>\$33,934</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$188,036</u>
Subtotal	\$462,305	\$0	\$33,934	\$0	\$0	\$0	\$2,500	\$0	\$0	\$498,739
FTE	3.0	-	-	-	-	-	-	-	-	3.0
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$136,672	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$136,672
Operating Expense	<u>\$217,789</u>	<u>\$0</u>	<u>\$33,322</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$22,780</u>	<u>\$0</u>	<u>\$0</u>	<u>\$273,891</u>
Subtotal	\$354,461	\$0	\$33,322	\$0	\$0	\$0	\$22,780	\$0	\$0	\$410,563
FTE	2.0	-	-	-	-	-	-	-	-	2.0
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$3,297,157	\$0	\$0	\$0	\$0	\$64,892	\$246,490	\$0	\$0	\$3,608,539
Operating Expense	<u>\$639,986</u>	<u>\$0</u>	<u>\$95,135</u>	<u>\$0</u>	<u>\$0</u>	<u>\$27,835</u>	<u>\$67,973</u>	<u>\$0</u>	<u>\$0</u>	<u>\$830,929</u>
Subtotal	\$3,937,143	\$0	\$95,135	\$0	\$0	\$92,727	\$314,463	\$0	\$0	\$4,439,468
FTE	44.8	-	-	-	-	0.8	-	-	-	45.6

Office of the Executive Director  
FY25 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>06 Institutional Support</b>										
Personal Services	\$4,055,849	\$0	\$0	\$0	\$0	\$0	\$285,532	\$0	\$0	\$4,341,381
Operating Expense	<u>\$1,189,997</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$601,429</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,791,426</u>
Subtotal	\$5,245,846	\$0	\$0	\$0	\$0	\$0	\$886,961	\$0	\$0	\$6,132,807
FTE	24.6						3.1			27.7
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>Total Operating Budget</b>										
Personal Services	\$4,055,849	\$0	\$0	\$0	\$0	\$0	\$285,532	\$0	\$0	\$4,341,381
Operating Expense	<u>\$1,189,997</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$601,429</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,791,426</u>
Subtotal	\$5,245,846	\$0	\$0	\$0	\$0	\$0	\$886,961	\$0	\$0	\$6,132,807
FTE	24.6						3.1			27.7



Regents Information Systems  
FY25 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>06 Institutional Support</b>										
Personal Services	\$1,346,508	\$0	\$0	\$0	\$0	\$0	\$1,951,224	\$0	\$0	\$3,297,732
Operating Expense	<u>\$3,483,281</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,675,622</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,158,903</u>
Subtotal	\$4,829,789	\$0	\$0	\$0	\$0	\$0	\$6,626,846	\$0	\$0	\$11,456,635
FTE	11.0	-	-	-	-	-	14.5	-	-	25.5
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$1,346,508	\$0	\$0	\$0	\$0	\$0	\$1,951,224	\$0	\$0	\$3,297,732
Operating Expense	<u>\$3,483,281</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,675,622</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,158,903</u>
Subtotal	\$4,829,789	\$0	\$0	\$0	\$0	\$0	\$6,626,846	\$0	\$0	\$11,456,635
FTE	11.0	-	-	-	-	-	14.5	-	-	25.5

Regents Library Consortium  
FY25 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$96,914	\$0	\$0	\$96,914
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$721,872</u>	<u>\$0</u>	<u>\$0</u>	<u>\$721,872</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$818,786	\$0	\$0	\$818,786
FTE	-	-	-	-	-	-	1.0	-	-	1.0
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>06 Institutional Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$96,914	\$0	\$0	\$96,914
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$721,872</u>	<u>\$0</u>	<u>\$0</u>	<u>\$721,872</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$818,786	\$0	\$0	\$818,786
FTE	-	-	-	-	-	-	1.0	-	-	1.0

System Initiatives  
FY25 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$13,736	\$0	\$0	\$13,736
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$122,155</u>	<u>\$0</u>	<u>\$0</u>	<u>\$122,155</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$135,891	\$0	\$0	\$135,891
FTE	-	-	-	-	-	-	-	-	-	-
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$177,096	\$0	\$0	\$177,096
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,982,606</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,982,606</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$3,159,702	\$0	\$0	\$3,159,702
FTE	-	-	-	-	-	-	0.3	-	-	0.3
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>06 Institutional Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$643,278	\$196,373	\$0	\$0	\$839,651
Operating Expense	<u>\$5,618,267</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,401,936</u>	<u>\$1,805,326</u>	<u>\$0</u>	<u>\$0</u>	<u>\$12,825,529</u>
Subtotal	\$5,618,267	\$0	\$0	\$0	\$0	\$6,045,214	\$2,001,699	\$0	\$0	\$13,665,180
FTE	-	-	-	-	-	3.0	1.0	-	-	4.0
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$23,569,605</u>	<u>\$29,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$53,272,722</u>
Subtotal	\$23,569,605	\$29,703,117	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$53,272,722
FTE	-	-	-	-	-	-	-	-	-	-
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$7,223,074</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,583,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,806,074</u>
Subtotal	\$7,223,074	\$0	\$0	\$0	\$0	\$0	\$1,583,000	\$0	\$0	\$8,806,074
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$643,278	\$387,205	\$0	\$0	\$1,030,483
Operating Expense	<u>\$36,410,946</u>	<u>\$29,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,401,936</u>	<u>\$6,493,087</u>	<u>\$0</u>	<u>\$0</u>	<u>\$78,009,086</u>
Subtotal	\$36,410,946	\$29,703,117	\$0	\$0	\$0	\$6,045,214	\$6,880,292	\$0	\$0	\$79,039,569
FTE	-	-	-	-	-	3.0	1.3	-	-	4.3

**Enrollment Services Center  
FY25 Operating Budget**

ATTACHMENT II 21

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>06 Institutional Support</b>										
Personal Services	\$563,938	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$563,938
Operating Expense	<u>\$71,074</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$71,074</u>
Subtotal	\$635,012	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$635,012
FTE	7.0									7.0
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>Total Operating Budget</b>										
Personal Services	\$563,938	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$563,938
Operating Expense	<u>\$71,074</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$71,074</u>
Subtotal	\$635,012	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$635,012
FTE	7.0									7.0

**Academic Initiatives**  
**FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>06 Institutional Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$141,859	\$0	\$0	\$141,859
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,656,167</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,656,167</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,798,026	\$0	\$0	\$1,798,026
FTE							1.0			1.0
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE										
<b>Total Operating Budget</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$141,859	\$0	\$0	\$141,859
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,656,167</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,656,167</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,798,026	\$0	\$0	\$1,798,026
FTE							1.0			1.0

**Board of Regents Office Total  
FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$13,736	\$0	\$0	\$13,736
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$122,155</u>	<u>\$0</u>	<u>\$0</u>	<u>\$122,155</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$135,891	\$0	\$0	\$135,891
FTE	-	-	-	-	-	-	-	-	-	-
<b>02 Research</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>03 Public Service</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$177,096	\$0	\$0	\$177,096
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,982,606</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,982,606</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$3,159,702	\$0	\$0	\$3,159,702
FTE	-	-	-	-	-	-	0.3	-	-	0.3
<b>04 Academic Support</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$96,914	\$0	\$0	\$96,914
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$721,872</u>	<u>\$0</u>	<u>\$0</u>	<u>\$721,872</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$818,786	\$0	\$0	\$818,786
FTE	-	-	-	-	-	-	1.0	-	-	1.0
<b>05 Student Services</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>06 Institutional Support</b>										
Personal Services	\$5,966,295	\$0	\$0	\$0	\$0	\$643,278	\$2,574,988	\$0	\$0	\$9,184,561
Operating Expense	<u>\$10,362,619</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,401,936</u>	<u>\$8,738,544</u>	<u>\$0</u>	<u>\$0</u>	<u>\$24,503,099</u>
Subtotal	\$16,328,914	\$0	\$0	\$0	\$0	\$6,045,214	\$11,313,532	\$0	\$0	\$33,687,660
FTE	42.6	-	-	-	-	3.0	19.6	-	-	65.2
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$23,569,605</u>	<u>\$29,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$53,272,722</u>
Subtotal	\$23,569,605	\$29,703,117	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$53,272,722
FTE	-	-	-	-	-	-	-	-	-	-
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$7,223,074</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,583,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,806,074</u>
Subtotal	\$7,223,074	\$0	\$0	\$0	\$0	\$0	\$1,583,000	\$0	\$0	\$8,806,074
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Budget</b>										
Personal Services	\$5,966,295	\$0	\$0	\$0	\$0	\$643,278	\$2,862,734	\$0	\$0	\$9,472,307
Operating Expense	<u>\$41,155,298</u>	<u>\$29,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,401,936</u>	<u>\$14,148,177</u>	<u>\$0</u>	<u>\$0</u>	<u>\$90,408,528</u>
Subtotal	\$47,121,593	\$29,703,117	\$0	\$0	\$0	\$6,045,214	\$17,010,911	\$0	\$0	\$99,880,835
FTE	42.6	-	-	-	-	3.0	20.9	-	-	66.5

**Board of Regents System Total  
FY25 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
<b>01 Instruction</b>										
Personal Services	\$79,883,925	\$0	\$0	\$112,648,180	\$0	\$2,040,516	\$9,321,460	\$0	\$20,946,776	\$224,840,856
Operating Expense	<u>\$5,441,094</u>	<u>\$0</u>	<u>\$138,675</u>	<u>\$12,418,916</u>	<u>\$0</u>	<u>\$784,240</u>	<u>\$7,130,308</u>	<u>\$0</u>	<u>\$9,884,738</u>	<u>\$35,797,971</u>
Subtotal	\$85,325,020	\$0	\$138,675	\$125,067,096	\$0	\$2,824,756	\$16,451,767	\$0	\$30,831,514	\$260,638,828
FTE	671.64	-	-	894.78	-	3.23	68.25	-	147.90	1,785.8
<b>02 Research</b>										
Personal Services	\$17,123,254	\$0	\$50,000	\$493,725	\$2,086,807	\$26,565,917	\$18,072,680	\$0	\$5,015	\$64,397,399
Operating Expense	<u>\$640,546</u>	<u>\$0</u>	<u>\$350,000</u>	<u>\$429,932</u>	<u>\$2,120,239</u>	<u>\$31,813,342</u>	<u>\$24,175,942</u>	<u>\$0</u>	<u>\$0</u>	<u>\$59,530,001</u>
Subtotal	\$17,763,800	\$0	\$400,000	\$923,658	\$4,207,046	\$58,379,259	\$42,248,622	\$0	\$5,015	\$123,927,400
FTE	150.21	-	-	2.40	15.20	120.13	132.91	-	-	420.8
<b>03 Public Service</b>										
Personal Services	\$17,493,275	\$0	\$0	\$355,129	\$2,394,072	\$15,639,810	\$9,304,917	\$0	\$0	\$45,187,203
Operating Expense	<u>\$917,750</u>	<u>\$0</u>	<u>\$0</u>	<u>\$33,177</u>	<u>\$2,305,552</u>	<u>\$9,715,952</u>	<u>\$11,837,366</u>	<u>\$0</u>	<u>\$17,053</u>	<u>\$24,826,850</u>
Subtotal	\$18,411,025	\$0	\$0	\$388,307	\$4,699,624	\$25,355,763	\$21,142,283	\$0	\$17,053	\$70,014,054
FTE	179.60	-	-	4.57	38.50	147.86	102.83	-	-	473.4
<b>04 Academic Support</b>										
Personal Services	\$34,997,120	\$0	\$0	\$14,791,062	\$0	\$149,897	\$5,481,448	\$0	\$2,430,779	\$57,850,305
Operating Expense	<u>\$492,793</u>	<u>\$0</u>	<u>\$816,788</u>	<u>\$13,545,388</u>	<u>\$0</u>	<u>\$1,769,911</u>	<u>\$6,103,663</u>	<u>\$0</u>	<u>\$2,638,436</u>	<u>\$25,366,978</u>
Subtotal	\$35,489,913	\$0	\$816,788	\$28,336,449	\$0	\$1,919,808	\$11,585,110	\$0	\$5,069,215	\$83,217,283
FTE	330.66	-	-	117.27	-	-	43.99	-	18.77	510.7
<b>05 Student Services</b>										
Personal Services	\$39,960,893	\$0	\$720,242	\$7,657,138	\$0	\$1,571,403	\$6,416,786	\$0	\$4,994,948	\$61,321,411
Operating Expense	<u>\$491,230</u>	<u>\$0</u>	<u>\$157,548</u>	<u>\$5,722,421</u>	<u>\$0</u>	<u>\$1,434,119</u>	<u>\$13,125,161</u>	<u>\$0</u>	<u>\$7,417,453</u>	<u>\$28,347,932</u>
Subtotal	\$40,452,123	\$0	\$877,790	\$13,379,559	\$0	\$3,005,522	\$19,541,947	\$0	\$12,412,401	\$89,669,343
FTE	474.34	-	5.50	74.30	-	17.20	34.26	-	54.81	660.4
<b>06 Institutional Support</b>										
Personal Services	\$38,197,073	\$0	\$0	\$13,139,828	\$0	\$686,403	\$17,820,648	\$0	\$1,235,341	\$71,079,292
Operating Expense	<u>\$12,468,698</u>	<u>\$0</u>	<u>\$217,294</u>	<u>\$15,491,002</u>	<u>\$0</u>	<u>\$5,759,935</u>	<u>\$14,729,748</u>	<u>\$0</u>	<u>\$3,360,874</u>	<u>\$52,027,551</u>
Subtotal	\$50,665,771	\$0	\$217,294	\$28,630,829	\$0	\$6,446,338	\$32,550,396	\$0	\$4,596,215	\$123,106,843
FTE	300.33	-	-	87.73	-	3.00	94.43	-	20.77	506.3
<b>07 Operation &amp; Maintenance of Plant</b>										
Personal Services	\$26,949,859	\$0	\$0	\$1,485,218	\$0	\$8,000	\$8,186,595	\$0	\$461,884	\$37,091,556
Operating Expense	<u>\$36,411,474</u>	<u>\$30,046,984</u>	<u>\$266,204</u>	<u>\$4,146,347</u>	<u>\$0</u>	<u>\$435,402</u>	<u>\$6,575,581</u>	<u>\$0</u>	<u>\$1,612,826</u>	<u>\$79,494,818</u>
Subtotal	\$63,361,333	\$30,046,984	\$266,204	\$5,631,565	\$0	\$443,402	\$14,762,175	\$0	\$2,074,710	\$116,586,374
FTE	400.96	-	-	16.18	-	-	111.42	-	7.25	535.8
<b>08 Scholarship &amp; Fellowship</b>										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$1,699,179	\$0	\$0	\$0	\$1,699,179
Operating Expense	<u>\$7,223,074</u>	<u>\$0</u>	<u>\$0</u>	<u>\$350,000</u>	<u>\$0</u>	<u>\$4,577,465</u>	<u>\$3,106,067</u>	<u>\$0</u>	<u>\$7,000</u>	<u>\$15,263,606</u>
Subtotal	\$7,223,074	\$0	\$0	\$350,000	\$0	\$6,276,645	\$3,106,067	\$0	\$7,000	\$16,962,785
FTE	-	-	-	-	-	-	-	-	-	-
<b>09 Auxiliary Enterprise</b>										
Personal Services	\$198,006	\$0	\$0	\$111,699	\$0	\$86,350	\$3,679,632	\$7,566,478	\$2,369,260	\$14,011,425
Operating Expense	<u>\$106</u>	<u>\$0</u>	<u>\$0</u>	<u>\$41,800</u>	<u>\$0</u>	<u>\$1,932,489</u>	<u>\$9,336,458</u>	<u>\$44,157,172</u>	<u>\$3,391,890</u>	<u>\$58,859,915</u>
Subtotal	\$198,112	\$0	\$0	\$153,499	\$0	\$2,018,839	\$13,016,090	\$51,723,650	\$5,761,150	\$72,871,340
FTE	2.40	-	-	1.00	-	-	44.65	107.61	30.59	186.2
<b>Total Operating Budget</b>										
Personal Services	\$254,803,405	\$0	\$770,242	\$150,681,979	\$4,480,879	\$48,447,475	\$78,284,165	\$7,566,478	\$32,444,004	\$577,478,627
Operating Expense	<u>\$64,086,765</u>	<u>\$30,046,984</u>	<u>\$1,946,509</u>	<u>\$52,178,983</u>	<u>\$4,425,791</u>	<u>\$58,222,856</u>	<u>\$96,120,293</u>	<u>\$44,157,172</u>	<u>\$28,330,270</u>	<u>\$379,515,623</u>
Subtotal	\$318,890,170	\$30,046,984	\$2,716,751	\$202,860,962	\$8,906,670	\$106,670,331	\$174,404,458	\$51,723,650	\$60,774,274	\$956,994,250
FTE	2,510.1	-	5.5	1,198.2	53.7	291.4	632.7	107.6	280.1	5,079.4

**National Association of College and University Business Officers (NACUBO)**

***Activities by Program***

Program 01 - Instruction	General academic instruction for each college (nursing, fine arts, engineering, etc.)
Program 02 – Research	EPSCoR Water Resources Institute Biostress Research
Program 03 – Public Services	Animal Disease Research & Diagnostic Lab Extension
Program 04 – Academic Support	Libraries Museums Academic Computing Support Academic Administration
Program 05 – Student Services	Student Services Administration Admissions Counseling Center Records & Registration Financial Aid Student Health Services Placement
Program 06 – Institutional Support	Administration & Finance (Budget, Research, Accounting) Human Resources University Relations Academic Affairs Legal Counsel
Program 07 – O&M of Plant	Physical Plant Administration Custodial Services/Building Maintenance Landscapes & Grounds Utilities
Program 08 – Scholarships/Fellowships	Perkins Loan Pell Grant Workstudy
Program 09 – Auxiliary Enterprises	Residence Halls Bookstores Food Services Student Union



**SOUTH DAKOTA BOARD OF REGENTS**

**Informational Items**  
**Consent**

**AGENDA ITEM: 5 – K**

**DATE: July 31 – August 1, 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

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**INFORMATIONAL ITEM**

**INTERIM ACTIONS**

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**Maintenance and Repair Projects**(\$50,000 - \$250,000)

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**South Dakota State University**

**North Chiller Plant:** SDSU seeks an additional \$70,000 of general funds, bringing the total budget to \$120,000 for chiller plant equipment upgrades and repairs. The project involves full design and construction for installing extra filters in the chilled water system at the North Chiller Plant. The project requires additional funds due to higher than estimated installation costs. SDSU's standing mechanical contractor will complete the work, and the university requests delegation of construction management services to SDSU Facilities and Services.

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 5 – L**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**Building Committee Report**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 6.5](#) – Building Committees

**BACKGROUND / DISCUSSION**

This is a review of the actions taken by the building committees since the last Board meeting.

On July 15, 2024, the building committee for the SDSMT Surbeck Center Addition, represented by Regent Morrison, approved the Facility Program Plan (FPP) and Facility Design Plan (FDP).

On July 16, 2024, the building committee for the SDSU Cottonwood Range and Livestock Field Station, represented by Regent Partridge, approved the Facility Design Plan (FDP).

**IMPACT AND RECOMMENDATIONS**

None

**ATTACHMENTS**

None

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**INFORMATIONAL ITEM**

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 5 – M**  
**DATE: July 31 – August 1, 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)

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**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 - July/August 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.
<b>ACADEMIC FACILITIES</b>								
<b>Black Hills State University</b>								
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
<b>Dakota State University</b>								
DSU-ARL		SB130-2022	Private	\$62,500,000	Dec-23 Design Plan	Construction	2026	Rave
Athletics Events Center		HB1021-2022	Private	\$40,500,000	Mar-22 Design Plan	Construction	2024	Rave
Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	Oct-17 Design Plan	Completed	March-2020	Rave
<b>Northern State University</b>								
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	TBD
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
<b>South Dakota School of Mines and Technology</b>								
Nucor Mineral Industries Building		SB156-2021 SB33-2023	Private Local State	\$12,000,000 \$6,400,000 \$23,400,000 \$41,800,000	Dec-21 Facility Design GMP Approved by BC	Construction	2024	Partridge
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning	TBD	Ditman
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection	TBD	Lochner
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection	TBD	Lochner
<b>South Dakota State University</b>								
Cottonwood Range and Livestock Field Station		SB 84 - 2022	General Funds	\$6,000,000	May-23 Program Plan	Design	TBD	Partridge
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)	Construction	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
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	TBD

ATTACHMENT I 3

## South Dakota Board of Regents Capital Improvement Projects - July/August 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.
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds Private	\$7,500,000 \$3,315,000 \$10,815,000	Jun-2020 Facility Stmt	Planning	TBD	Frederick
Transient Animal Facility		HB1032-2023	Insurance	\$1,400,000	Dec-23 Facility Stmt	Planning	2026	TBD
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	\$5,000,000 \$5,043,000 \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2029	Roberts

### University of South Dakota

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	TBD

### REVENUE FACILITIES

#### Black Hills State University

University Wellness Center Addition			GAF & Private		Dec-16 Facility Stmt	Planning	TBD	Partridge
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#### Dakota State University

New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 \$500,000 \$12,500,000	Dec-19 Design Plan	Completed	Aug-21	Roberts
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#### South Dakota School of Mines and Technology

Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection	TBD	Morrison
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#### South Dakota State University

Larson Commons Renovation			Private Auxiliary	TBD	Oct-22 Facility Stmt	Construction	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
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#### Board Action:

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- 3) Design

#### Project Status:

- 1) Planning
- 2) A/E Selection
- 3) Design

ATTACHMENT I 4

South Dakota Board of Regents Capital Improvement Projects - July/August 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.
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4) Bid - Board approves substantive changes from program Plan

4) Bid  
5) Construction



**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**  
**Consent**

**AGENDA ITEM: 5 – N**

**DATE: July 31 – August 1, 2024**

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**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 July 25, 2024, the Audit Committee met to discuss the South Dakota Board of Internal Control Framework implementation results, the grant risk assessment, and grant risk testing procedures.

**IMPACT AND RECOMMENDATION**

None

**ATTACHMENTS**

None

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**INFORMATIONAL ITEM**

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**

**AGENDA ITEM: 6 – A (1)**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**Research Park Reports – SDSU**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SDCL chapter 5-29](#) – Research Parks

**BACKGROUND / DISCUSSION**

The Research Park at SDSU will present to the Board, providing updates on the current status of operations and future plans of the research park.

**IMPACT AND RECOMMENDATION**

The annual reports of the research parks provide an opportunity for the Board to stay apprised of the activity underway, while also fulfilling various reporting requirements of the parks.

**ATTACHMENTS**

Attachment I – PowerPoint Presentation

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**INFORMATIONAL ITEM**



# Research Park at South Dakota State University

August 1, 2024  
Dwaine Chapel,  
CEO/Executive Director

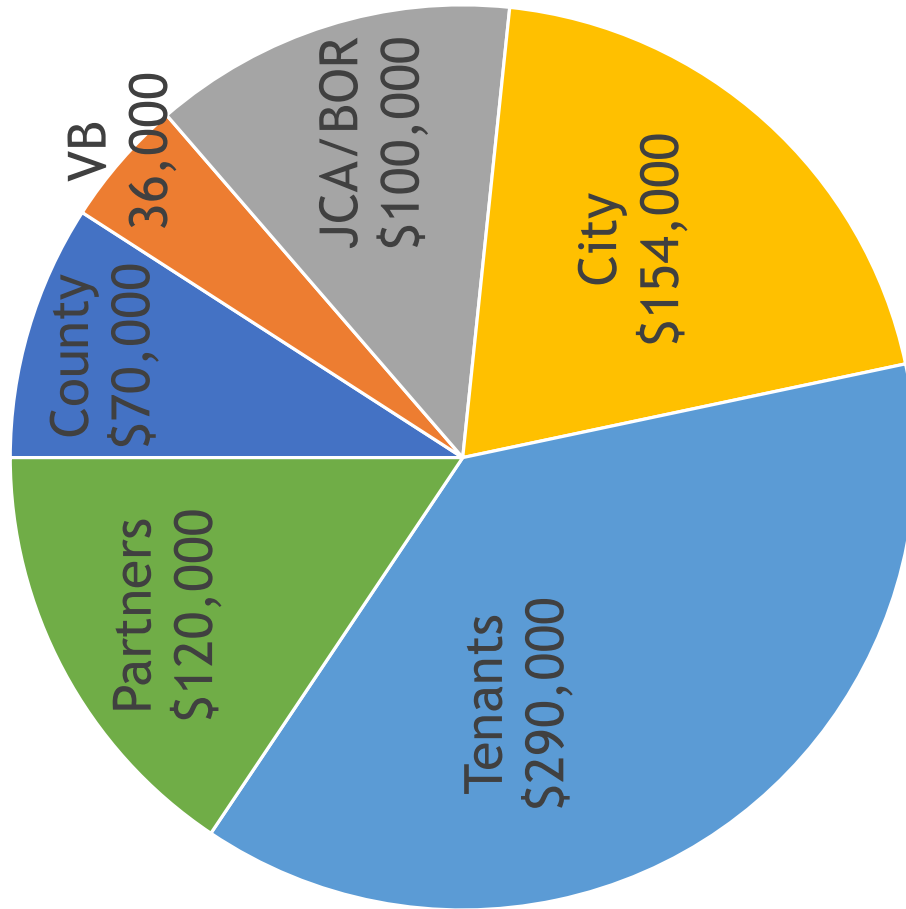
# Research Park Board of Directors

Brookings City	Mayor, Ope Niemeyer
Brookings County	Ryan Krogman
BEDC GP Chairman	Jay Bender
BEDC	Kevin Tetzlaff
SD State University	Barry Dunn
SDSU Foundation	Jim Morgan
Community Representative	Larry Tidemann
SD Board of Regents	Jeff Partridge
State Representative	Tony Venhuizen

# Development of the Research Park

- ▶ Developed Unique Master Plan/Business Plan
- ▶ Developed College of Engineering and Bio Science 10-Year Strategic Plans
- ▶ Developed Park Capital Angel Fund
- ▶ Successes 2012 through 2023 equals return on investment

# Research Park Investment + Revenue



The projected 2024 budget is \$770,000. Board of Regents currently earns a 7 to 1 return.

# Research Park ROI Today

- ▶ Brookings Innovation Center
  - ▶ 92% Occupied
  - ▶ 40 clients
  - ▶ 85 employees
  - ▶ Two university faculty businesses w/6 employees
- ▶ Research Park
  - ▶ Currently 49 client's w/employee 190 +
  - ▶ To date we have assisted 140 + clients
  - ▶ 596 jobs + 50 student FTEs created
  - ▶ \$335M + capital expenditures in Brookings County

# Research Park ROI Today

- ▶ Research Park
  - ▶ Assisted 73 Startups 38 still in business
  - ▶ Direct jobs 646
  - ▶ Indirect + Induced + RP Operations + Multipliers equates to 1,160 jobs
  - ▶ Annual Income = Employee/Owner compensation \$62M
  - ▶ Annual Output \$225M = Income + indirect tax + goods + multipliers



# Research Park Clients

Query.ai

gevo

THE STEM  
Floral Studio

HOME GROWN  
CAPITAL

PacificAg

AEROFLY

VEOS

Leading From Experience

glacial lakes  
CAPITAL, LLC

South Dakota  
SMALL BUSINESS  
DEVELOPMENT  
CENTER  
SBDC

VP

VantagePoint  
EMPLOYEE OWNED

RAVEN  
INDUSTRIES

JACKRABBIT  
SPORTS PROPERTIES

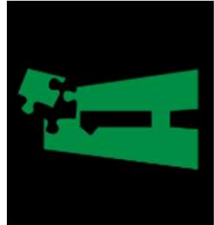
SOUTH  
DAKOTA  
wheat!

nutissime

dellait

ValidiFI  
Powering Decisions & Payments

GENERAL MILLS



AgSpire

Aviaxin

FOET

ADS  
Analytical and Diagnostic Solutions, LLC

ATTACHMENT I

Research Park  
AT SOUTH DAKOTA STATE UNIVERSITY  
Grow Your Dreams

# Research Park Tomorrow

- ▶ Developing statewide proof of concept fund.  
Enterprise Institute/Research Park with  
Private/Public partnerships
- ▶ Developing new 10-year strategic plan
  - ▶ Focus on AG Engineering
  - ▶ Focus on AG Bio Tech
  - ▶ Food Science
- ▶ Develop new recruitment strategies
- ▶ Embrace SDSU's quest to attain R1 status

# Research Park at SDSU

**THANK YOU FOR YOUR  
PARTNERSHIP!**

**Questions...**



**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**

**AGENDA ITEM: 6 – A (2)**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**Research Park Report – SDSMT**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SDCL chapter 5-29](#) – Research Parks

**BACKGROUND / DISCUSSION**

South Dakota School of Mines and Technology will present to the Board, providing updates on the current status of operations and future plans of the research park.

**IMPACT AND RECOMMENDATION**

The annual reports of the research parks provide an opportunity for the Board to stay apprised of the activity underway, while also fulfilling various reporting requirements of the parks.

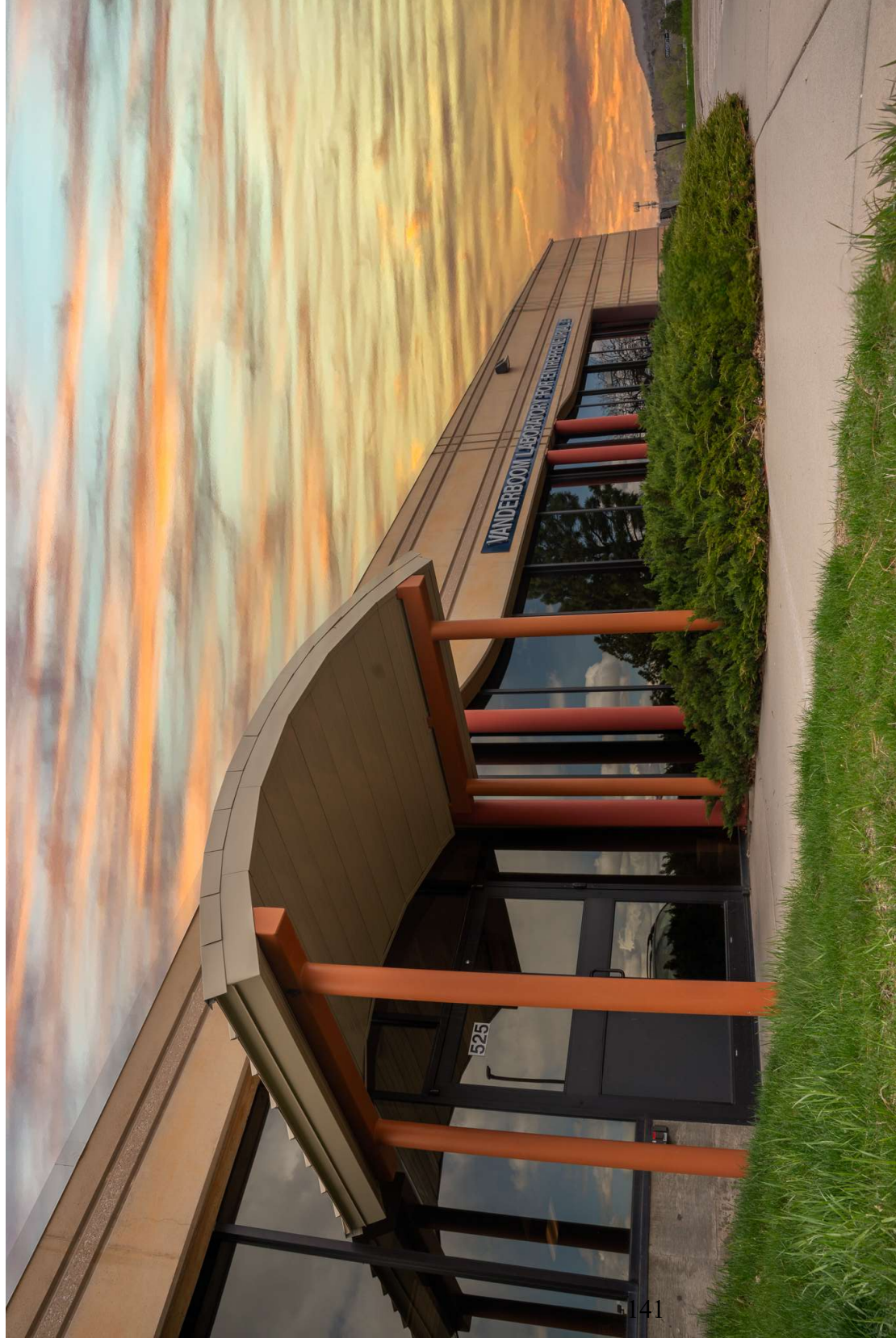
**ATTACHMENTS**

Attachment I – SDSMT PowerPoint Presentation

\*\*\*\*\*

**INFORMATIONAL ITEM**





# Vanderboom Laboratory for Entrepreneurial Research



SOUTH  
DAKOTA  
MINES

CURIOUS  
SMART  
TENACIOUS

# V-LAB RENOVATIONS

**Operational:** Governor's  
Research Center for  
Understanding and Disrupting  
the Illicit Economy



**Near Completion:** Center for  
Sustainable Solutions





SOUTH  
DAKOTA  
MINES

CURIOUS  
SMART  
TENACIOUS

# V-LAB RENOVATIONS

Expansion: AMP Lab

**High-Power Impulse Plasma  
Source (HiPIPS)**

Coatings technology to  
improve manufacturing  
flexibility and reduce costs

The HiPIPS system at Mines  
was custom-designed to  
support ongoing DOD research  
and is the **first of its kind at  
an academic institution.**





SOUTH  
DAKOTA  
MINES

CURIOUS  
SMART  
TENACIOUS

# CAT MINESTAR COLLABORATION CENTER

Industry Partner:



Caterpillar's presence on campus provides internship-style opportunities for students

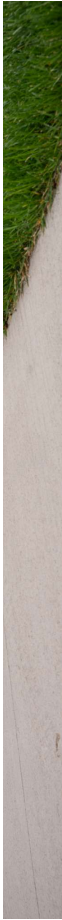
Develop high-tech mining operations

Multidisciplinary:

- Computer Engineering
- Business Management in Technology
- Mechanical Engineering
- Mining Engineering
- Electrical Engineering



The CAT Collaboration Lab will move to new Nucor Mineral Industries Building upon completion.







SOUTH  
DAKOTA  
MINES

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SMART  
TENACIOUS

# ECONOMIC DEVELOPMENT



**Beth Lambeth**

Associate Vice President for Research-Innovation  
and Entrepreneurship



National Innovation Network – Great Plains I-Corps Hub

Beth is part of the Great Plains Hub summer cohort. The ten teams enrolled in this cohort are set on reaching a minimum of 20 customer discovery interviews to help them better understand their market.

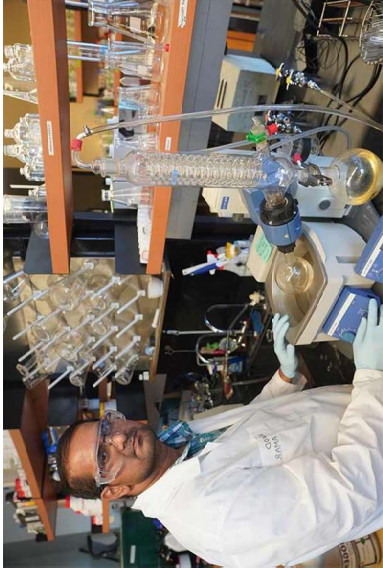


**SOUTH  
DAKOTA  
MINES**

**CURIOUS  
SMART  
TENACIOUS**

# ECONOMIC DEVELOPMENT

## Emerging Technologies at South Dakota Mines



- Healing ointment with hyaluronic acid
- Human motion monitoring
- Security printing ink
- CO<sub>2</sub>-gas conversion to rock using microbes for C-storage
- Enhanced electrolytic solutions for batteries
- Bioconversion of corn stover







# INNOVATION CYCLE



Entrepreneurial programming assists students in developing ideas into business startups.



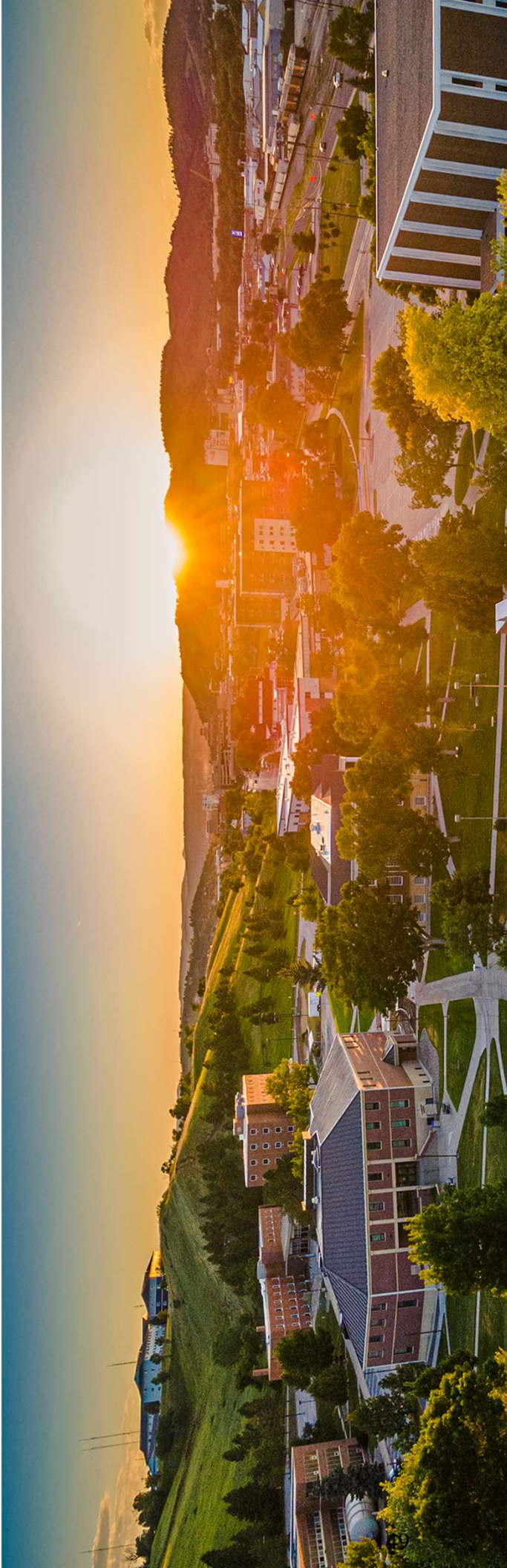
# EDA TECH HUB

**Strategy Development for the Innovation District from downtown Rapid City to South Dakota Mines has begun.**

**Expected completion: July 2025**

**Market and Workforce Development  
Innovation District Site Plan**  
focused on

Autonomous mining equipment  
Advancing underground decarbonization solutions  
Mining operational safety and automated systems



# Thank You!



**SOUTH DAKOTA MINES**



# **SOUTH DAKOTA BOARD OF REGENTS**

## **Budget and Finance**

**AGENDA ITEM: 6 – A (3)**  
**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

### **SUBJECT**

**Dakota BioWorx (DBX) Annual Meeting**

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

[SDCL chapter 5-29](#) – Research Parks

### **BACKGROUND / DISCUSSION**

The Board's July meeting serves as the time and place for the Dakota BioWorx ("DBX") annual meeting. The annual meeting is when the Board appoints directors to the Board of DBX. Pursuant to the By-laws, the Vice Presidents for Research at South Dakota State University and South Dakota School of Mines and Technology serve as permanent voting members of the Board of Directors, and POET maintains a permanent voting member of the Board of Directors for 30 years, which is currently occupied by Jeff Lutt. David Chicoine is currently serving a one-year term until a successor is appointed, David Iverson a two-year term, and Mark Luecke a three-year term. President Dunn and Interim President Roberts, and the Research Park at SDSU serve as non-voting ex officio members in accordance with the By-laws. The Board of Directors recommends and requests David Chicoine be reappointed to a three-year term.

### **IMPACT AND RECOMMENDATIONS**

The Board of Directors recommends and requests the Member (BOR) take the following action:

- Reappoint David Chicoine to serve a three-year term.

### **ATTACHMENTS**

Attachment I – PowerPoint Presentation

\*\*\*\*\*

### **DRAFT MOTION 20240731\_6-A(3):**

I move to reappoint David Chicoine to a three-year term on the Board of Directors of Dakota BioWorx.



■ BRAND AWARENESS CAMPAIGN CONTINUES



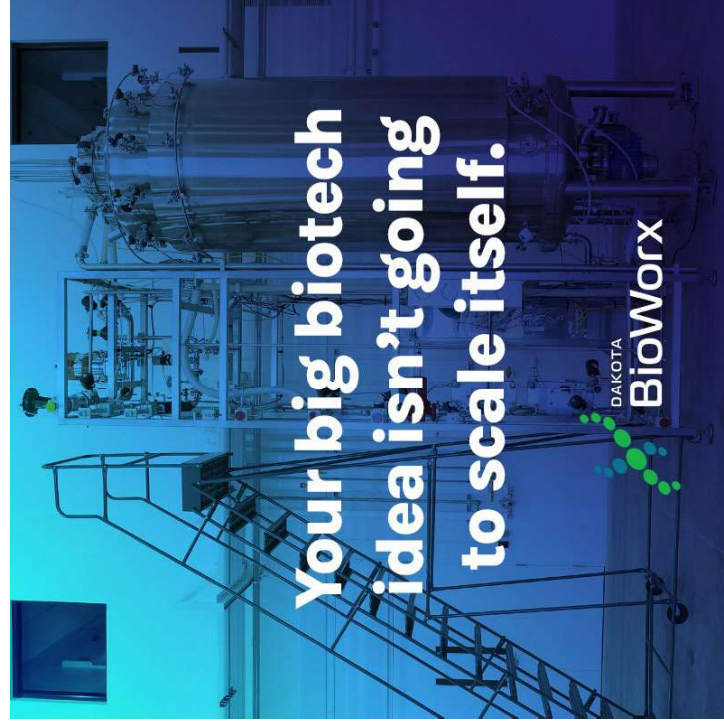


## AWARENESS CAMPAIGN RESULTS

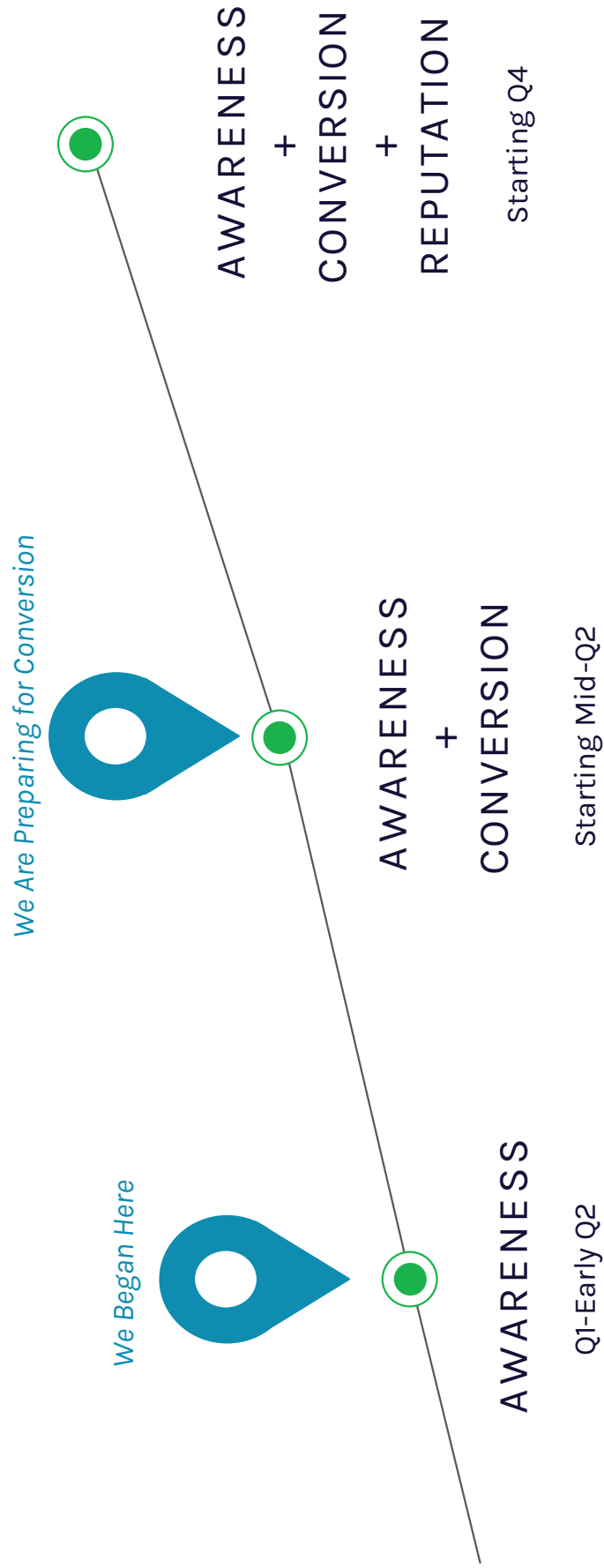
### 2024 Q2 HIGHLIGHTS

- Ads shown > 289,000 times
- Generated > 1,000 website visits
- Google search performs well
- 376 new visits, 7 form submissions, 1 download
- LinkedIn static ad showed highest engagement

### 21 Prospects in Our Client Pipeline



## BUSINESS DEVELOPMENT



Limited Conversion Activities Due to Global Equipment Leadtimes

## ■ PREREQUISITES FOR CONVERSION - PRICING DISCOVERY

Initial feedback on  
new pricing positive...

“Your pricing was for equipment and space was  
cheaper than the other competitors we looked at....”

CLIENTS INTERESTED IN CONTRACT MANUFACTURING



Biotech Commercialization Equipment and Services		ESTIMATE
<b>Process Validation and Optimization</b> Validity Established & Optimized 0-1500/day		<b>Key Features:</b> <ul style="list-style-type: none"> <li>✓ Scale-Up from 100 to 1000 L</li> <li>✓ Process Development &amp; Optimization</li> <li>✓ Process Validation &amp; Optimization</li> <li>✓ Process Scale-Up &amp; Optimization</li> </ul>
<b>Process Scale-Up</b> Validity Established & Optimized 0-1500/day		<b>Key Features:</b> <ul style="list-style-type: none"> <li>✓ Scale-Up from 100 to 1000 L</li> <li>✓ Process Development &amp; Optimization</li> <li>✓ Process Validation &amp; Optimization</li> <li>✓ Process Scale-Up &amp; Optimization</li> </ul>
<b>Pilot Scale-Up Facility</b> Validity Established & Optimized 0-1500/day		<b>Key Features:</b> <ul style="list-style-type: none"> <li>✓ Scale-Up from 100 to 1000 L</li> <li>✓ Process Development &amp; Optimization</li> <li>✓ Process Validation &amp; Optimization</li> <li>✓ Process Scale-Up &amp; Optimization</li> </ul>
<b>Characterization and Quality Control Laboratory</b> Validity Established & Optimized 0-1500/day		<b>Key Features:</b> <ul style="list-style-type: none"> <li>✓ Scale-Up from 100 to 1000 L</li> <li>✓ Process Development &amp; Optimization</li> <li>✓ Process Validation &amp; Optimization</li> <li>✓ Process Scale-Up &amp; Optimization</li> </ul>



# New Service Offering: Contract Manufacturing

TWO CUSTOMERS HAVE REQUESTED

CONTRACT MANUFACTURING SERVICES

- FACILITIES
- EQUIPMENT
- ENGINEERING TALENT
- PROJECT MANAGEMENT


INCREASED UTILIZATION OF OUR  
FACILITY, PERSONNEL & INFRASTRUCTURE

# PREREQUISITES FOR CONVERSION – BIO-PROCESSING EQUIPMENT

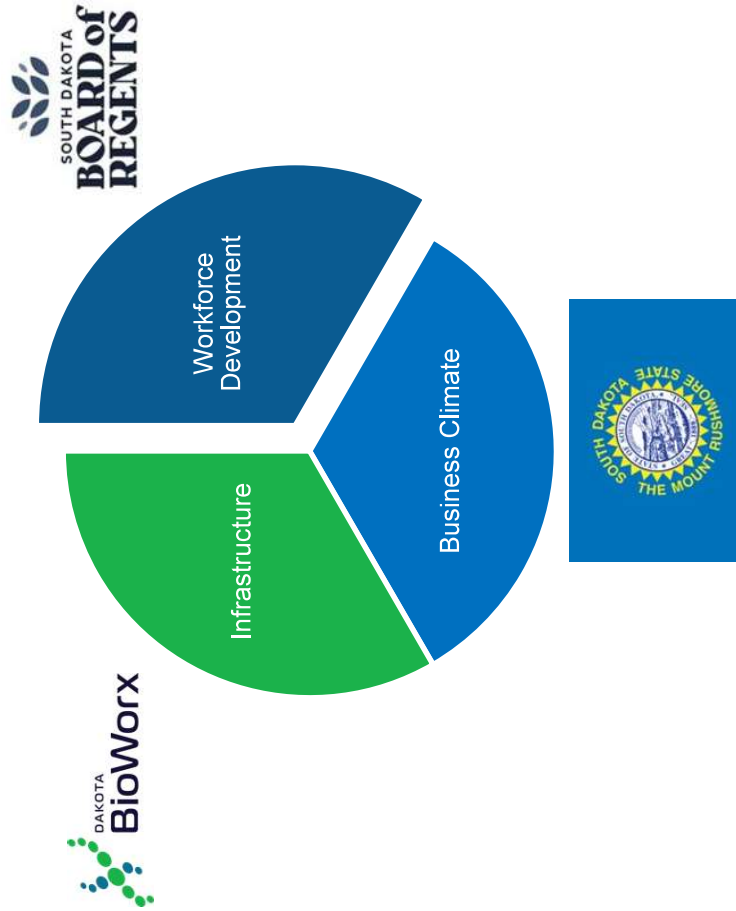








# Securing South Dakota's Place in the Bioeconomy



# **SOUTH DAKOTA BOARD OF REGENTS**

## **Budget and Finance**

**AGENDA ITEM: 6 – A (4)**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

### **SUBJECT**

**USD Discovery District Annual Meeting**

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

[SDCL chapter 5-29](#) – Research Parks

### **BACKGROUND / DISCUSSION**

The Board's July meeting serves as the time and place for the USD Research Park, Inc. (dba USD Discovery District) annual meeting. The annual meeting is when the Board appoints directors to the Board of Directors of the USD Discovery District. The current makeup of the Board of Directors is set forth in Attachment I. There are three terms set to expire in 2024, which are currently occupied by Paul TenHaken, Kim Patrick, and Mark Mickelson. The Board of Directors recommends and requests Paul TenHaken, Kim Patrick, and Mark Mickelson be reappointed, and Kathryn Pohlson be appointed for a 3-year term to fill the vacancy caused by the retirement of Nathan Peterson. Kathryn Pohlson is Vice President, Innovations at Sanford Health.

### **IMPACT AND RECOMMENDATIONS**

The Board of Directors recommends and requests the Member (BOR) take the following action:

- Reappoint Paul TenHaken, Kim Patrick, and Mark Mickelson to serve three-year terms on the Board of Directors of the USD Discovery District.
- Appoint Kathryn Pohlson to serve a three-year term on the Board of Directors of the USD Discovery District.

### **ATTACHMENTS**

Attachment I – USD Discovery District Board of Directors

Attachment II – PowerPoint Presentation

\*\*\*\*\*

### **DRAFT MOTION 20240731\_6-A(4):**

I move to reappoint Paul TenHaken, Kim Patrick, and Mark Mickelson to appoint Kathryn Pohlson to serve three-year terms on the Board of Directors of the USD Discovery District.





## **2024 Board of Directors**

### **3 Year Term – Expires 2026**

Deb Peters, Pinnacle Adviser – 3<sup>rd</sup> term  
 James Abbott, USD President Emeritus – 2<sup>nd</sup> term  
 Matt Michels, Avera – 1<sup>st</sup> Term

### **3 Year Term – Expires 2025**

Regent Tim Rave, SD BOR – 1<sup>st</sup> term  
 Bobbie Tibbetts, Bender Commercial – 1<sup>st</sup> term

### **3 Year Term – Expires 2024**

Paul TenHaken, City of Sioux Falls – 2<sup>nd</sup> term  
 Kim Patrick, Ret. Sanford – 2<sup>nd</sup> term  
 Mark Mickelson, Mickelson & Company – 1<sup>st</sup> term

### **Ex-Officio, Voting**

Sheila Gestring, Chair, University of South Dakota  
 Nathan Lukkes, SD BOR

### **Ex-Officio, Non-Voting**

Sioux Falls Development Foundation President/CEO, Bob Mundt  
 USD Sioux Falls, Jay Perry  
 USD Dean of Beacom School of Business, Tim O’Keefe  
 USD GEAR Center Director, Dan Engebretson  
 South Dakota Board of Regents General Counsel, Vacant  
 South Dakota Governor’s Office of Economic Development, Vacant

# USD DISCOVERY DISTRICT

## 2024 SD Board of Regents Update

July 31 – August 1, 2024



UNIVERSITY OF SOUTH DAKOTA

DISCOVERY DISTRICT

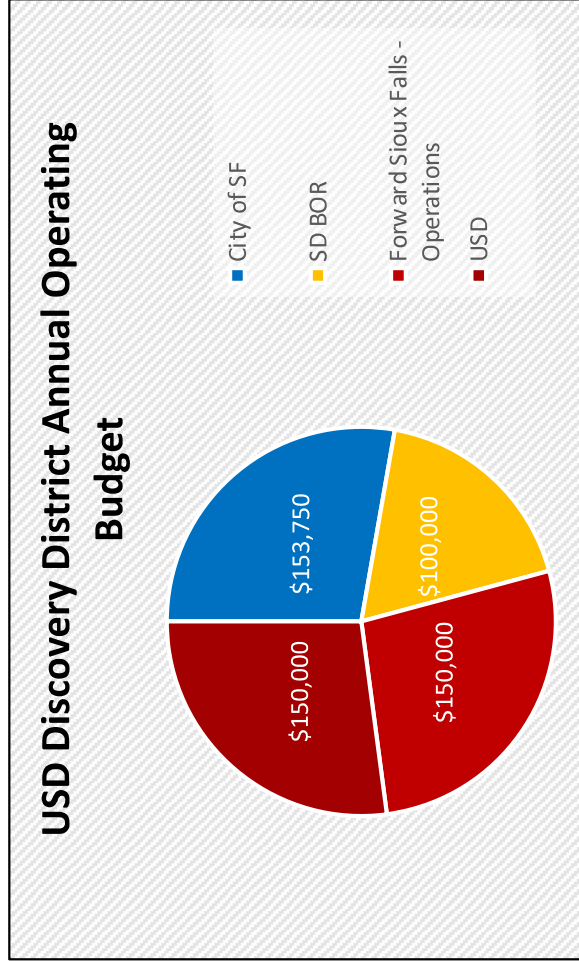
[www.usddiscovery.com](http://www.usddiscovery.com)

“

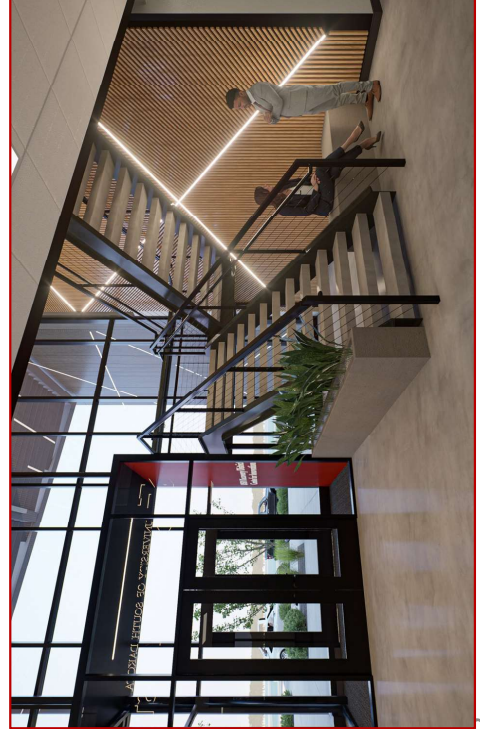
I am mindful that scientific achievement is rooted in the past, is cultivated to full stature by many contemporaries, and flourishes only in a favorable environment.

**ERNEST O. LAWRENCE**

# Financial Report - Operations



- Building completion – est. Jan-25
- Operations
- A&E / Construction float
- Market Study update
- Current tenant design program
- Tenant recruitment & marketing plan
  - Biotech / life-science
  - Mixed-use
  - Amenities
- 2024-25 ARPA Sewer Project
- Infrastructure Funding
- Developer Recruitment



Annual Infrastructure Budget	
	Budget
Forward Sioux Falls - Infrastructure	\$ 75,000



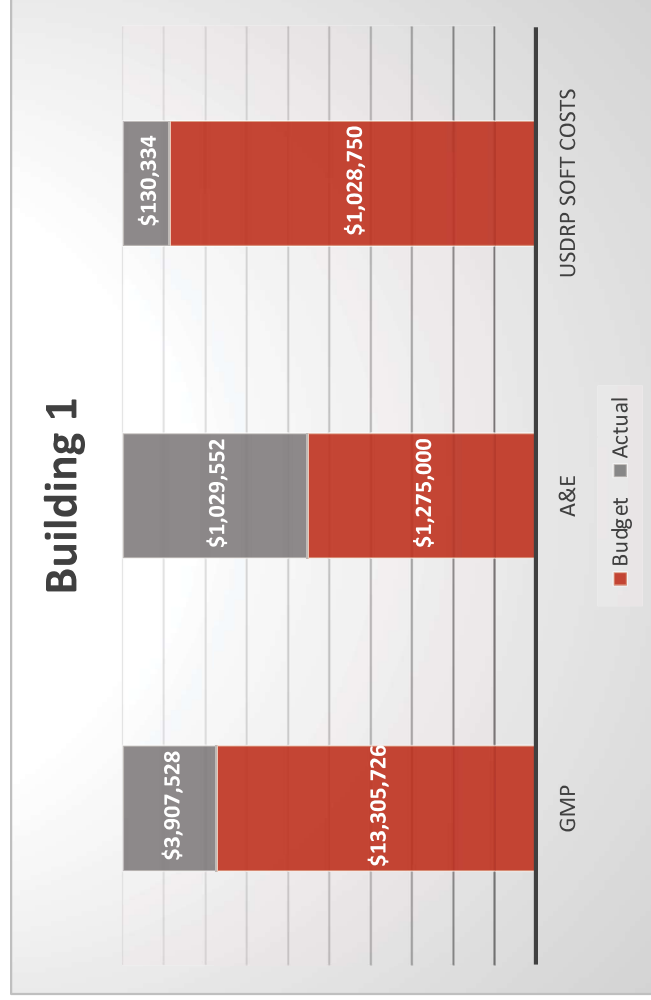
# Building 1



**ISG**  
Architecture  
Engineering  
Environmental  
Planning  
ISGinc.com



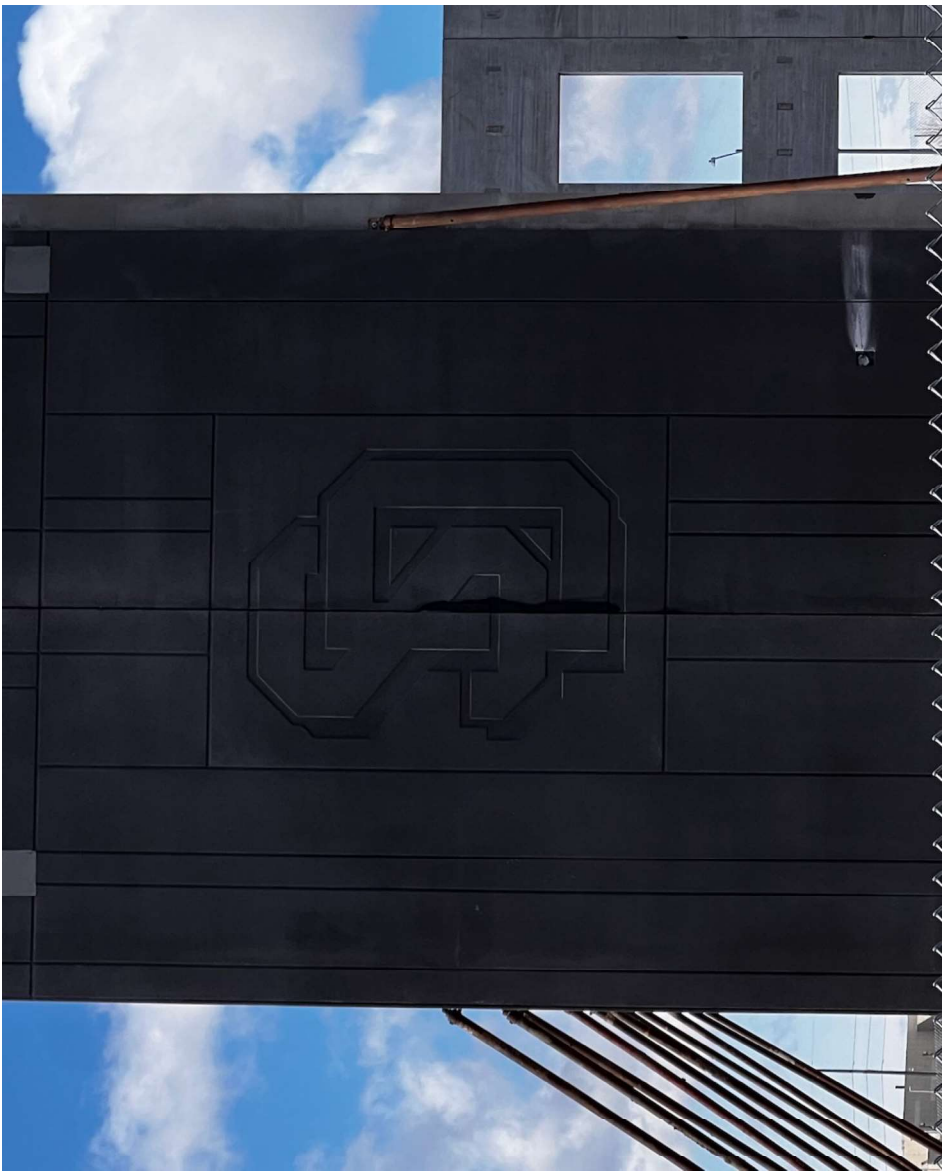
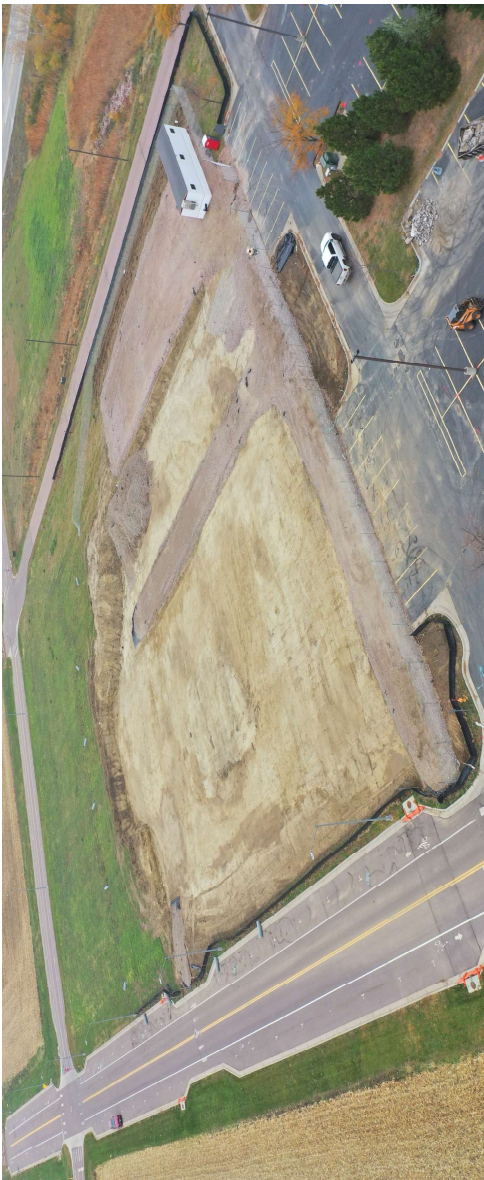
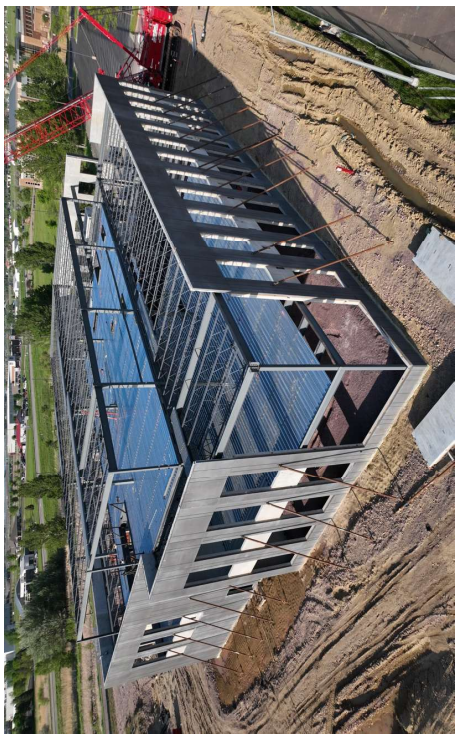
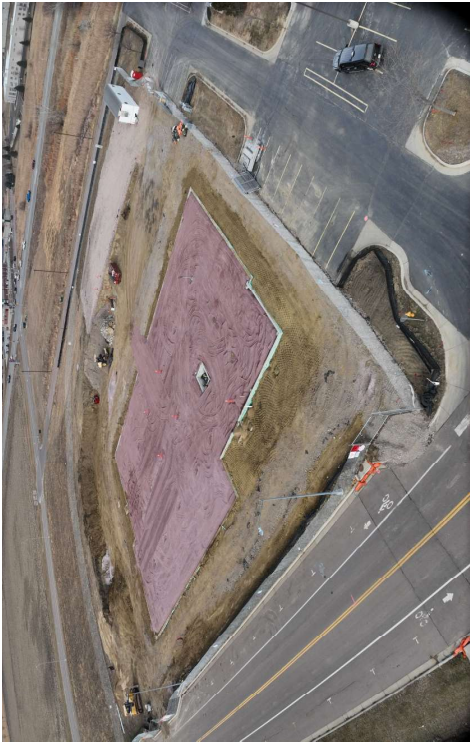
# Building 1 Financial Report



- 13.9% Cost Reduction from initial estimate to Guaranteed Maximum Price (GMP)  
+
- A&E Expense - \$1,125,000
- Initial Build-out (est. 20%) - \$1,260,000
- FF&E, AV/IT, Soft Costs - \$1,028,750
- Est. Build-out Cost of Remaining 80% - \$6,250,000
- Est. Project Cost - \$22.9 Million (2023 numbers)







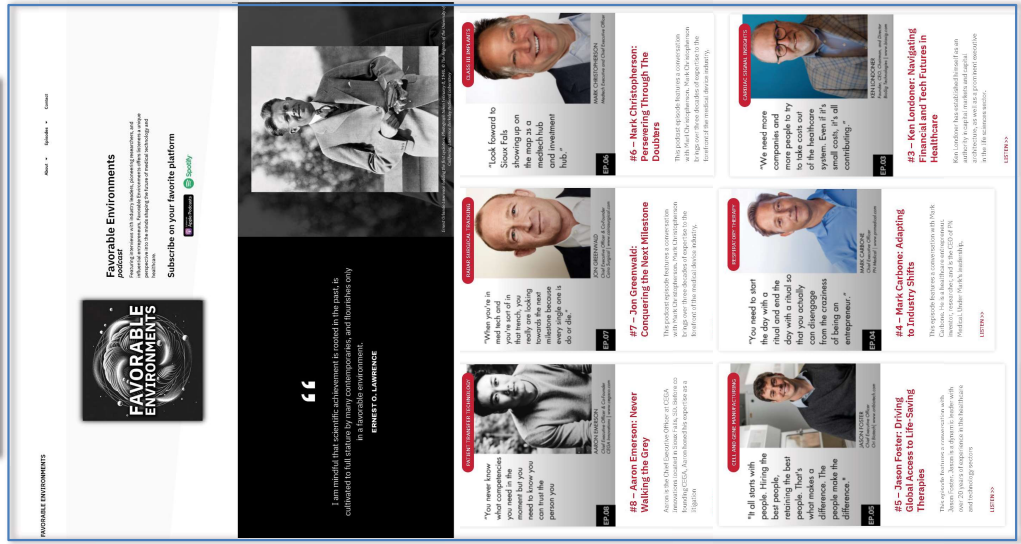




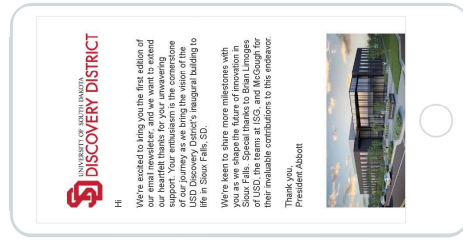


# LISTEN NOW

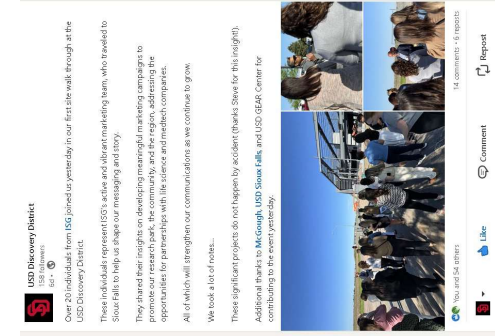
## TESTIMONIALS

 $\infty$ 

# NEWSLETTER



SOCIAL MEDIA



# 2024 Board of Directors

- **Sheila Gestring** (Chairman), President, University of South Dakota
- **Nathan Lukkes**, Executive Director & CEO, SD BOR
- **Tim Rave**, President, SD BOR /President & CEO, SD Assn. of Healthcare Organizations
- **Deb Peters** (Treasurer), Owner, Pinnacle Adviser, LLC
- **Paul TenHaken**, Mayor, City of Sioux Falls
- **Kim Patrick**, Retired, Sanford Health
- **Bobbie Tibbetts**, Broker Associate, Bender Commercial
- **Mark Mickelson**, President & Owner, Mickelson & Company, LLC
- **Matt Michels**, RN, JD, Transaction Counsel, Avera Health / Michels & Associates, Prof. LLC
- **James Abbott**, Interim CEO, USD Discovery District

## A portrait of a blonde woman with blue eyes, wearing a blue sweater, standing in front of a large, colorful, abstract wall installation. The installation consists of many small, square tiles in various shades of blue, white, and yellow, arranged in a grid-like pattern. The woman is looking directly at the camera with a slight smile. The background is a bright, modern interior space with large windows and a white railing.



Munger KA, Downey TM, Haberler B, Pohlman K, Marshall JL and Utechi RE: A novel photochemical cross-linking technology to improve lumenal patency, vessel compliance, and buckling post-angioplasty in porcine arteries. *Journal of biomedical materials research Part B: Applied biomaterials*. 2016;104:375-84.

- Proven ability to support C-Suite/Board level engagements and build strategic relationships with key decision makers.

**KATIE POHLSON**  
INNOVATION EXECUTIVE  
kathryn.pohlson@sanfordhealth.org  
605-521-7145

**Director of Quality and Research**  
Sioux Falls, SD  
November 2016 to August 2017

- Developed regulatory strategy for new biologics, biologics combination products, and biologics equivalents.

**PROFESSIONAL EXPERIENCE:**

- Responsible for overseeing the growth, development, and performance of the Innovation and August 2020 to present
- Commercialization department including overseeing the strategy on the design, implementation, and delivery of new innovations through clinical integration across the enterprise.
- Build and manage relationships with internal and external relationships to foster collaborative relationships that will help grow, develop and bring new capabilities to support Sanford's strategic goals.

- o Act as focal point with cross-functional teams of service line leaders, clinical, operations, information technology, data analytics, legal and business development.
- o Negotiated multiple agreement types with Fortune 500 and startup companies.
- o Develop business cases, market analysis, and solution proposals that are presented to leadership and successfully scaled no technology initiatives across 4 major hospitals.
- o Work with service line leaders, operations, and clinical domain experts to identify user needs.
- o Analyze market landscape to identify and evaluate potential partners and understand their solution offerings.

- o Successfully navigating complex issues and relationships of healthcare environment.
- o Managed 50+ Innovations. Supported the launch of 5 internal startups.
- Primary lead on joint ventures - Truvena and Dandelion. Responsible for deal structuring, negotiation and full operational implementation planning, involving extensive cross-functional work plans and market entry strategies.

- o Achieved successful launches on both within compressed deadlines.
- o Required intricate knowledge of diverse internal operations and complex interlinked processes.
- o Responsible for expansion to new geographies with physician/hospital systems or commercial partners.
- o Identified key opportunities, created the strategy and operationalized it.

Page 1 of 4



UNIVERSITY OF SOUTH DAKOTA  
DISCOVERY DAY

# Partnerships



## PROJECT PARTNERS





# USD Discovery District

- *“To create a dynamic and collaborative environment where talent, research and innovative businesses interact to create new ideas, new technologies and new opportunities impacting our region and our world.”*



James W. Abbott, Interim President  
[james.abbott@usd.edu](mailto:james.abbott@usd.edu)

Ryan Oines, Chief Operating Officer  
[ryan@usddiscovery.com](mailto:ryan@usddiscovery.com)



UNIVERSITY OF SOUTH DAKOTA

DISCOVERY DISTRICT

[www.usddiscovery.com](http://www.usddiscovery.com)

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**

**AGENDA ITEM: 6 – A (5)**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**DSU-SOAR Annual Meeting**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SDCL chapter 5-29](#) – Research Parks

**BACKGROUND / DISCUSSION**

This meeting serves as the time and place for the DSU-SOAR annual meeting. The annual meeting is when the Board appoints directors to the Board of Directors of DSU-SOAR. The current makeup of the Board of Directors is set for in Attachment I. There are three terms set to expire in 2024, which are currently occupied by Richard Hanson, Nathan Lukkes, and José-Marie Griffiths, each of which are seeking reappointment for 3-year terms.

The foregoing actions would maintain the Board of Directors at seven members, which is within the 5-9 members authorized by the by-laws.

**IMPACT AND RECOMMENDATIONS**

The Board of Directors recommends and requests the Member (BOR) take the following action:

- Reappoint Richard Hanson, Nathan Lukkes, and José-Marie Griffiths to serve three-year terms on the Board of Directors of DSU-SOAR.

**ATTACHMENTS**

Attachment I – DSU-SOAR Board of Directors

\*\*\*\*\*

**DRAFT MOTION 20240731\_6-A(5):**

I move to reappoint Richard Hansen, Nathan Lukkes, and José-Marie Griffiths to serve three-year terms on the Board of Directors of DSU-SOAR.

<b>DSU-SOAR Board of Directors</b>		
<b>Name</b>	<b>Term Expires</b>	
Richard Hanson	24-Jun	President
Rebecca Hoey	25-Jun	Vice President
Stacy Krusemark	26-Oct	Sec/Treasurer
Nathan Lukkes	24-Jun	Director
José-Marie Griffiths	24-Jun	Chair
Dorine Bennett	26-Oct	Director
Vacant		
Vacant		
David DeJong	26-Oct	Director

Dr. Pat Engebretson and Dr. David Kenley resigned their appointments.



# **SOUTH DAKOTA BOARD OF REGENTS**

## **Budget and Finance**

**AGENDA ITEM: 6 – B**  
**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

### **SUBJECT**

**SDSMT Surbeck Center Addition Facility Program Plan (FPP) and Facility Design Plan (FDP)**

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

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

[SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

[BOR Policy 6.4](#) – Capital Improvements

[BOR Policy 6.6](#) – Maintenance and Repair

### **BACKGROUND / DISCUSSION**

The South Dakota School of Mines & Technology requests approval of the Facility Program Plan (FPP) and Facility Design Plan (FDP) for the Surbeck Center (Student Union) Addition. The Board approved the Preliminary Facility Statement in April of 2014.

### **IMPACT AND RECOMMENDATIONS**

The Surbeck Center serves as the front door of campus. The addition (18,200 sq ft) includes expanded dining space, a new admissions office, a large multi-function meeting space, and additional lounge and study spaces for use by the entire university. It is extremely important to make a positive first impression for prospective students with the increasingly competitive landscape of higher education. The new addition will support the mission of the university by providing efficient and modern facilities that meet the needs of the campus now and into the future. The project will be funded with private funds.

### **ATTACHMENTS**

Attachment I – South Dakota Mines Surbeck Center Addition FPP

Attachment II – South Dakota Mines Surbeck Center Addition FDP

\*\*\*\*\*

### **DRAFT MOTION 20240731\_6-B:**

I move to approve the combined Facility Program Plan and the Facility Design Plan for the SDSMT Surbeck Center Addition to be funded with private donations.

## **South Dakota School of Mines & Technology Facility Program Plan**

### **Surbeck Center Addition**

#### **A. Programmatic Justification for Discrete Spaces:**

The South Dakota School of Mines and Technology requests approval of the Facility Program Plan. Design Development has been completed for the addition to the Surbeck Center (Student Union), located on the northwestern edge of campus proper with additional residence halls and research spaces spanning further west. The project was started because 500+ beds have been added in recent years with close proximity to the student union and the population has outgrown the current space. The Surbeck Center serves as the hub for campus life enhancing the student experience and cultivating an enduring connection to South Dakota Mines. The goals for this project are to provide additional dining space, move admissions to the front door of campus, and add meeting and storage space. The additional space in Surbeck Center will allow us to accommodate our students at mealtimes, while also providing space for students to study, gather and collaborate. This project will aid in retaining current students and recruiting future students.

The main components of the project include additional dining space, admissions office, a large multi-function meeting space, and additional lounge and study spaces.

#### **B. Gross Square Footage:**

The project area for the addition to the Surbeck Center is 18,200 square feet.

#### **C. Site Analysis:**

The addition will be constructed on the east and north sides of the existing Surbeck Center located on the west end of campus (See campus ariel below). The expansion will tie into the existing Surbeck Center utilities. A condenser unit will be added to supply heating and cooling for the addition that will provide capacity during peak cooling as the campus chillers are at capacity. There is heating capacity with the campus boilers, but this will provide back-up availability, if needed.



#### **D. Description of Key Building Features:**

The lower level will accommodate dining space for an additional 200 seats for a total of 450 seats. When not used for dining, a portion of the space will serve as a student lounge and study area.

Learning stairs will connect the lower and upper levels and provide a unique study and lounge space for students to gather.

The upper level will house the Admissions Office and the large meeting space. The Admissions Office will provide a front door for campus and for prospective students. The large meeting space will have the option to be divided into 3 separate meeting spaces.

An elevator will be added in the addition to better serve any student, staff, faculty, or staff members with mobility issues.

#### **E. Illustrative Floor Plans:**

The floor plans for the addition can be seen in Appendix A.

#### **F. Initial Cost Estimate:**

The preliminary cost estimate for the addition is \$10,206,000.

#### **G. Identification of Fund Sources and Impact to M&R:**

Funding for this project will be provided by the Center for Alumni & Advancement (CARA). The letter committing the funds can be found in Appendix B.

Annual operating costs will be covered by the Student Fee budget and increased conferencing revenue with the addition of space.

New Addition (18,200 SF)

Custodial	Current staffing will be utilized.
Building Supplies	~ \$2,500
Utility	~\$20,000

**H. Proposed funding sources for cost of (i) constructions (ii) ongoing operations and (iii) maintenance and repair:**

- (i) Construction – The project will be funded by private fundraising.
- (ii) Ongoing Operations – The annual utility and operating costs will be funded through student fees and increased conference revenue.
- (iii) Maintenance and Repair – The annual maintenance and repair costs will be covered through the annual M&R process.

## Appendix A

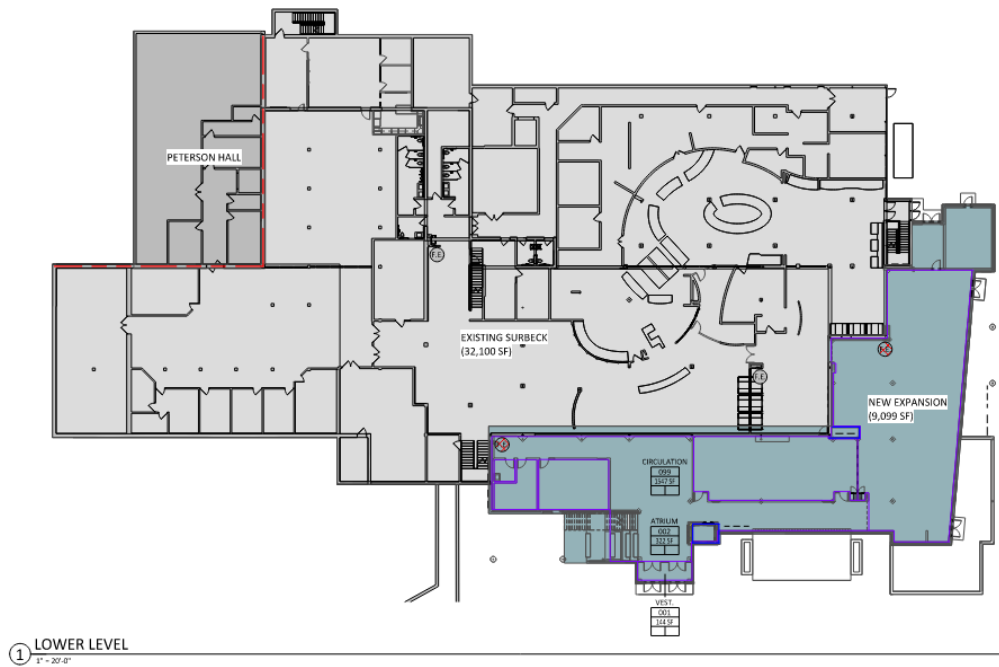


Figure 1: First Floor Expansion Footprint

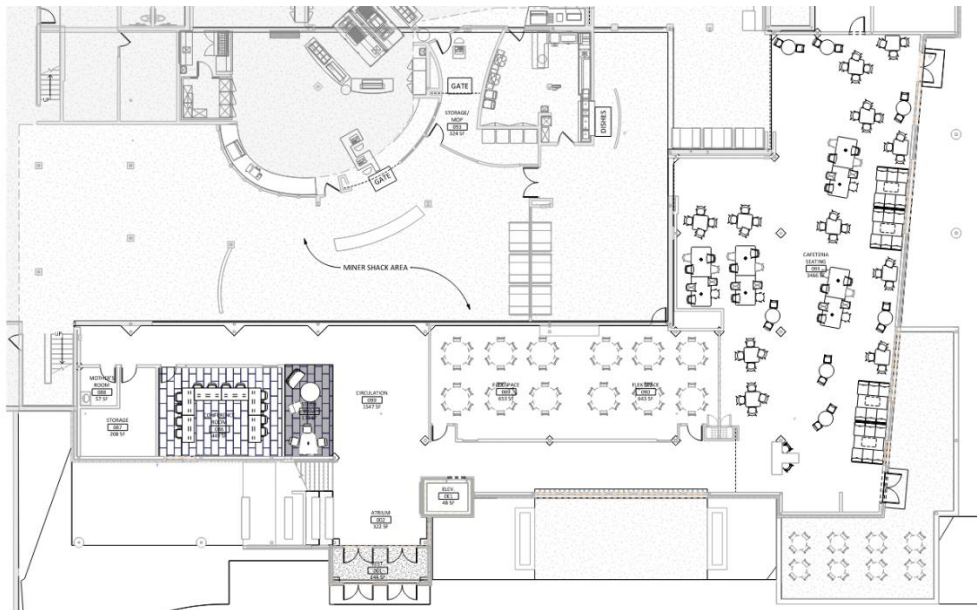


Figure 2: First Floor Renovated Space





## Appendix B



**SOUTH DAKOTA MINES**  
**Center for Alumni**  
**Relations & Advancement**

330 East Kansas City Street, Rapid City, SD 57701  
 cara.sdsmt.edu • 605.394.2436 | Fax: 605.394.6679

July 1, 2024

Dr. Lance Roberts  
 Interim President  
 South Dakota School of Mines  
 501 E. Saint Joseph St.  
 Rapid City, SD 57701

Dr. Roberts:

For the past few years, the Center for Alumni Relations and Advancement (CARA) has been leading **New Heights: The Campaign for South Dakota Mines**. This comprehensive campaign is designed to provide funding for academic and athletics support, create learning spaces that promote innovation and community, and optimize academic programs to meet student and industry needs.

To date, more than \$75 million has been raised in support for the various pillars of the New Heights Campaign. The **Surbeck Center Expansion** is an integral part of the campaign and CARA recognizes the vital role this facility plays in serving as the 'front door' to the university and the place where students connect, engage and build community.

To date, we've raised more than \$7.8 million of the \$10 million needed to complete the Surbeck expansion and expect to wrap up this funding priority in the next several months. Our advancement team is working with several key donors who are interested in seeing this project completed.

CARA is committed to raise the balance of philanthropic support needed to fully fund the expansion of Surbeck and hope that this promise of support will allow you to move forward with the request to the South Dakota Board of Regents and lay the groundwork needed to begin construction in the spring/summer of 2025.

CARA is currently holding \$623,000 in a Capital Projects account for university use with \$206,000 of these funds earmarked for architectural fees for the Surbeck Center expansion. Please refer to account #29100 when submitting invoices to CARA for this project.

Thank you.

Enthusiastically,

Marc D. Vaillancourt  
 Chief Executive Officer – CARA

Cc: Jerilyn Roberts, Associate VP for Facilities, Risk & Services

## **South Dakota School of Mines & Technology Facility Design Plan**

### **Surbeck Center Addition**

#### **Introduction:**

The South Dakota School of Mines & Technology requests approval of the Facility Design Plan for the construction of an addition to the Surbeck Center. The Preliminary Facility Statement was approved in April 2014 and the Facility Program Plan and Facility Design Plan are being submitted together for approval based on funding availability.

The addition to the building will be 18,200 sq ft. It will provide additional dining space, a new admissions office, a large multi-function meeting space, and additional lounge and study spaces for use by the entire university. The Surbeck Center which is the student union for campus serves as the front door to campus and the living room for those living on campus. It is extremely important to make a positive first impression for prospective students with the increasingly competitive landscape of higher education. The new building will support the mission of the university by providing efficient and modern facilities that meet the needs of the campus now and into the future.

#### **a. Architectural, mechanical, and electrical schematic design:**

##### **Architectural:**

The 18,200 sq ft addition is located on the northwest edge of campus proper with additional residence halls and research building extending further west. The building will consist of masonry, metal panes and aluminum curtain wall glazing systems supported by a structural steel column, beam, and joist system. The roofing will be a combination of rubber membrane and metal roofing. The project has been exempted from LEED or Green Globe certification but will still utilize building materials that have low VOC (volatile organic compounds) materials and high performance mechanical and electrical systems that will be commissioned using a 3<sup>rd</sup> party commissioning agent.

The architectural goals for the project are the following:

- Create a “Front Door” to campus that provides an inviting space for prospective and current students. This will include a designated location for the Office of Admissions with 9 offices, reception and waiting area. A new Entry Lobby with an open staircase and new elevator will provide access and interconnectivity to both levels. Curtain wall glazing will be used to highlight the entry and east wall bringing in natural light and highlighting the ‘M’ feature wall.
- Additional conference meeting spaces that will accommodate larger campus events including more companies for the Career Fair, families coming to GOTOMINES recruiting events, cultural events, and orientations on campus. These areas may contain operable walls to create multi-functional spaces for smaller gatherings when needed.



- Dining space to accommodate an additional 200 seats for a total of 450 seats.
- Additional storage space for Foodservice.

Reference Appendix A for renderings and Appendix B for Design Development plans.

### **Mechanical:**

The mechanical system for this building addition will be connected to the campus chiller and steam/condensate loops but will also utilize a high efficiency roof mounted heat pump condensing unit, which will provide cooling during peak cooling season and backup heating if needed. Since this building location is optimal for an even more efficient geothermal heating and cooling system, an alternate is being considered to provide the space and equipment for a geothermal heat pump system, which includes water source heat pumps coupled to a geothermal well field. This geothermal alternate, or future system, would free up capacity back to the campus heating and cooling plant.

All new mechanical equipment will be tied into the University building automation system for monitoring of equipment and addressing heating/cooling issues within the building remotely if needed.

### **Plumbing:**

The plumbing system upgrades supporting this building addition would include modifying the existing sanitary sewer service, extending sanitary / water piping to new & future plumbing fixtures, and provide water piping to support a site irrigation system.

### **Fire Suppression:**

The fire suppression system upgrades would include extending the existing NFPA 13 compliant wet-pipe sprinkler system to support this building addition.

### **Electrical:**

The existing electrical service is adequate for the added loads of the new addition. New feeders for new panelboards and larger mechanical equipment will come from the existing main switchboard located in the main electrical room on the first floor. Additional metering can be provided, as needed, to monitor the new loads being added with this project expansion. New panelboards will circuit breaker style with appropriate short circuit ratings. Short circuit and ARC flash labeling will be provided for all new panelboards and mechanical equipment required by OSHA.

Lighting throughout the renovation and expansion areas will be LED type fixtures that will be quality commercial grade high efficiency fixtures with long life. Lighting levels will comply with the Illuminating Engineering Society (IES) of North America standards for each space type. Lighting will follow ASHRAE 90.1 requirements for energy efficiency and implementation. Lighting will be a combination of 2x2, 2x4, Linear and some more Architecturally pleasing LED light fixtures in select areas. Lighting in offices, meeting rooms, labs, study rooms, and classrooms will be fully dimmable, and the building will have occupancy sensor controls to reduce energy consumption while providing flexibility to the occupants. Emergency egress and exit lighting will be provided by way of emergency drivers, integral with each fixture, to provide code required egress lighting levels.

Voice and data systems will include a CAT 6 solution to include jacks, cabling, conduit, racks, patch panels and testing. TV's, monitors, and projectors will be provided in presentation spaces with appropriate cabling interfaces as needed. In other areas, monitors will be provided to keep students and employees up to date on campus activities and any alerts that may affect campus life. The existing campuswide video surveillance and card access system will be expanded upon in the new addition to assist with providing a safe and secure environment.

An intelligent, addressable type, fire alarm control system with voice evacuation capabilities will be provided to satisfy all Life Safety and Code requirements. The system will be designed in accordance with all current codes and standards and will also satisfy all current accessibility guidelines. In addition, all necessary connections will be made for 24-hour fire alarm system monitoring.

**b. Changes from Facility Program Plan:**

Program Plan and Design Plan are being submitted at the same time due to funding availability.

**c. Impact to existing building or campus-wide heating/cooling/electrical systems:**

The building will be connected to the existing campus chiller, steam/condensate, and electrical loops, while providing the most cost-effective operating methods for this building, unless a more cost-effective alternative is found. The mechanical system for this building addition will be connected to the campus chiller and steam/condensate loops but will also utilize a high efficiency roof mounted heat pump condensing unit, which will provide cooling during peak cooling season and backup heating if needed. This allows the mechanical system to operate off the campus chiller, steam/condensate loops when loop capacity is available, or utilize the heat pump condensing unit when loop capacity is not available.

**d. Total project estimates:**

Funding Sources –

\$10,206,000 Private Funds

The following is the breakdown of the project estimate:

<b>CURRENT PROJECT FUNDING</b>	<b>\$10,206,000</b>
Total Construction Cost	\$9,300,000
Geotechnical/Testing/Miscellaneous	\$35,000
Building Commissioning	\$50,000
Lead & Asbestos Removal	NA
ITS Equipment	\$75,000
OSE Fees	\$90,000
Architect/Engineer Fees	\$656,000
Construction Contingency included in estimate	NA
<b>TOTAL CONSTRUCTION COSTS</b>	<b>\$10,206,000</b>

Alternates will be determined during the construction documents to try to stay within the budget available.

**e. Changes from cost estimate for operation or M&R expenses:**

Program Plan and Design Plan are being submitted at the same time due to funding availability.

Appendix A



Figure 1: Exterior View – Main Architect



Figure 2: Exterior View - Landscape Architect





Figure 3: Dining Area



Figure 4: First Floor Main Entry





Figure 5: Admissions Lobby



Figure 6: Admissions Hall

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**

**AGENDA ITEM: 6 – C**  
**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**SDSU Swine Unit, Wean to Finish Barn Addition Preliminary Facility Statement (PFS)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

[SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

[BOR Policy 6.4](#) – Capital Improvements

[BOR Policy 6.6](#) – Maintenance and Repair

**BACKGROUND / DISCUSSION**

South Dakota State University requests approval of this Preliminary Facility Statement to engage a design-build team to complete planning and construction of an addition to the existing Wean to Finish Swine Barn located north of the main campus in Brookings, SD.

**IMPACT AND RECOMMENDATIONS**

The success of the 2016 Swine Unit Teaching and Research facility has created the opportunity to further expand the existing facility to support teaching and research activities related to pig performance and production. To support this increased need, a new 600 head wean to finish barn addition with two rooms holding 300 animals each would be construction. In addition to animal holding areas, the addition would include a shower, laundry, bagged feed storage, and load-out areas. The project will be funded with private funds.

**ATTACHMENTS**

Attachment I – SDSU Preliminary Facility Statement for Swine Unit, Wean to Finish Barn Addition

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**DRAFT MOTION 20240731\_6-C:**

I move to approve SDSU's Preliminary Facility Statement to complete planning and construction of a new addition to the Wean and Finish Swine Unit using private donations, and to appoint a building committee.



**SOUTH DAKOTA  
STATE UNIVERSITY**

Facilities and Services  
Box 2150, FS 100  
South Dakota State University  
Brookings, SD 57007-1698  
Phone 605-688-4136  
Fax: 605-688-4010



**SOUTH DAKOTA STATE UNIVERSITY**  
**TRANSMITTAL AND APPROVAL FORM**  
**Preliminary Facility Statement – Board of Regents Document**

**Project Name:** SWINE UNIT, WEAN TO FINISH BARN ADDITION


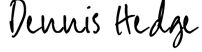
For consideration by the Board of Regents at the July 2024 meeting.

**Date & Contact:** 7/16/24, Facilities & Services – Jeni Kindt #5961


**Recommended by:**

<hr/>		DocuSigned by:  85945FAA06B949F...	7/16/2024   20:31 PDT
Department Contact (As applicable)	Date	Dean, Director or Vice President	Date
<hr/>			
DocuSigned by:  E312F060CED64D4...		7/17/2024   16:18 CDT	
AVP, Facilities & Services	Date		

**Endorsed by:**

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DocuSigned by:  FBDE798142C5434...	
Michael Holbeck	7/19/2024   13:15 PDT
Vice President for Finance & Budget	Date
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DocuSigned by:  48663776C27944D...	
Dennis Hedge	7/19/2024   15:20 CDT
Provost/VP for Academic Affairs	Date

**Approved by:**

<hr/>	
DocuSigned by:  7F73333EF810452...	
Barry H. Dunn	7/20/2024   11:22 CDT
President	Date

Approved at the July 2024 Board of Regents Meeting

CC: Steve Erpenbach  
SDSU Foundation







**PRELIMINARY FACILITY STATEMENT  
FOR  
WEAN TO FINISH BARN ADDITION  
SOUTH DAKOTA STATE UNIVERSITY  
MAIN CAMPUS, BROOKINGS, SD  
DATE: July 8<sup>th</sup>, 2024**

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**South Dakota State University requests approval of this Preliminary Facility Statement. Upon approval, the University and Office of the State Engineer would begin the process to engage a design-build team to complete planning and construction of an addition to the existing Wean to Finish Barn located north of the main campus in Brookings, SD. The University requests that a building committee be formed to execute the Board of Regents Design-Build Capital Improvement Process.**

**1. GENERAL PROGRAMMATIC NEEDS TO BE ADDRESSED:**

The success of the 2016 Swine Unit Teaching & Research Facility has created the opportunity to further expand the existing facility to support teaching and research activities related to pig performance and production. Since the new Swine Unit opened on October 1, 2016, it has been one of the most productive research programs in the Animal Science Department and the College of Agriculture, Food, & Environmental Sciences. With 2.4 Research FTEs, the swine group published 97 journal articles (an average of 13.9/year) and mentored an average of 12 graduate students annually, with 2-3 of them being PhD candidates. From October 2016 to December of 2020, the Swine group received \$7.7 million in research grants & gifts, and from October 2016 to July 2024, they've received over \$12.5 million in grants & gifts from private industry, commodity groups, and the USDA. It should be noted that the entire cost of the Swine Unit in 2016 was \$7.4 million, with over 130 farm families, partners, & friends contributing significantly to the project. Currently, over 500 undergraduate students from multiple departments utilize the Swine Unit for academic, research, and a wide range of Extension/Outreach programs.

To support the increased need and success of the swine unit a new 600 head wean to finish barn addition with two rooms holding 300 animals each would be constructed. In addition to animal holding areas the addition would include a shower, laundry, bagged feed storage, and load-out areas. The expansion is critical to support the teaching, research, and outreach mission of the university and would be an economic benefit to the College of Agriculture, Food, & Environmental Science (CAFES) as it would enable the university to finish all pigs farrowed at the farm. CAFES currently produces 1200 more pigs per year than there is capacity to finish. The increased capacity would expand opportunities for graduate students and increase the capacity for grant funded research projects.

**2. ANALYSIS OF THE STUDENT BODY OR CONSTITUENTS TO BE SERVED:**

Undergraduate enrollment in the Animal Science Department has averaged 452 students over the past five years, with an additional 113 students pursuing an Animal Science minor. Swine Production is one of the senior Capstone classes in the department with 30 students enrolled every spring, and those students utilize the Swine Unit extensively for labs. Also, students enrolled in Intro to Animal Science and Reproductive Physiology get hands-on experiences at the Swine Unit, as well as students from Ag & Biosystems Engineering. Besides providing research opportunities for Graduate students, there are 11+ undergraduate students annually involved in undergraduate research, and 12+ students/year work at the Swine Unit. Also, there are approximately 15 undergraduate students enrolled in the national Swine Science Online program annually, and the swine industry is one of the top employers of the students not returning home to the farm or ranch.

**3. ADDITIONAL SERVICES TO BE OFFERED:**

The needs identified above constitute a response to opportunities that would allow the university to operate more efficiently and expand educational and research opportunities. The new addition would support research in nutrition, physiology, meats science, veterinary science, human nutrition, and Pharmacy. The expansion would increase opportunities to model varying environments and conditions for raising swine and the impact on profitability of environmental conditions, allow for expanded human nutrition, and pharmaceutical research. The expansion would also serve as a demonstration facility for extension programs for producers, industry, and the public.

**4. COMPLIANCE WITH COMPREHENSIVE CAMPUS PLAN:**

This project is an extension of the self-study identifying potential educational offerings, research opportunities, and production capabilities of the Animal Science Department. The need is centered around the success of the 2016 Swine Teaching & Research capital improvement project. It has been endorsed by the South Dakota Corn Growers Association and swine industry representatives. As this is an off-campus location, the facility planning is not related directly to the campus masterplan guidelines but follows the university's goals to improve existing facilities in support of academic and research goals.

**5. ANALYSIS OF NEEDS ASSESSMENT BASED ON THE FACILITIES UTILIZATION REPORT:**

With the current inventory of 150 sows (5 groups of 30 sows/group), the Swine Unit weans 300+ piglets/group monthly, and each four of the groups go to one of the four wean-to-finish rooms for nursery & finishing pig research. Currently, we are booked 6 months out on research in these four rooms. However, the university must sell the next two groups on the open market since there is not capacity for them, and that happens twice a year. This results in a significant loss in research productivity (4 nursery and 4 finishing trials annually for a minimum of \$270,000). Also, it is very difficult to find buyers for small groups of weaned pigs so the university receives a discounted price for the 4 groups of weaned pigs sold each year. The typical loss is around \$30/pig or a total of lost revenue for the Livestock Revolving Fund of \$36,000 a year. With the

addition of the two new rooms, the Animal Science Department would be able to increase nursery & finishing pig research by 50%, and sell all pigs at market weight, which would alleviate the loss to the Livestock Revolving Account, and in most years would enhance it. Also, due to a vacancy and upcoming retirement, two new swine faculty will be hired in the next 3 years. To attract top candidates for these positions and maintain the current trajectory of the program, it is essential that they have excellent facilities to allow them to succeed.

**6. LOCATION:**

The new barn would be an addition to the existing Wean-to-Finish Barn located at the SDSU Swine Unit one mile North of the main campus on Medary Avenue. The Swine Unit is one of the SDSU Agricultural Experiment Station sites.

**7. REALLOCATION OF OLD SPACE, IF ANY:**

The project would not impact existing space. The existing barn, office, and support facilities would remain operational. The new addition would leverage existing program space and utilities to reduce the economic impact and space need requirements of the additional wean-to-finish barn.

**8. PROPOSED FUNDING SOURCE/SOURCES:**

The project would be funded with private donations.

**9. BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN:**

The University would engage a design-build team to plan, design, and construct the addition. The university has determined the design-build delivery method would be the most beneficial method for this type and scope of project. This method of delivery would streamline the design process, provide timely cost-estimating services, and specialized agricultural building construction expertise. The cost for preliminary planning services is estimated to be around \$30,000.

**10. BUILDING DESIGN CONCEPTS AND ELEMENTS INCLUDED:**

The project would include an addition to the existing Swine Teaching & Research Wean-to-Finish Barn. The programmatic space would include a 650-head wean-to-finish barn, shower expansion, laundry, bagged feed storage, and load-out areas. The barn would be planned as a deep pit barn, accommodating 52 to 56 pens, two groups of 325 animals, and turnover twice per year. The construction would be a combination of concrete substructure and wood frame superstructure with metal cladding to match the existing Wean-to-Finish Barn.

End of Report

**SOUTH DAKOTA BOARD OF REGENTS**

**Budget and Finance**

**AGENDA ITEM: 6 – D**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**Revised BOR Policy 4.1.7 – Political Activity (First and Final Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 4.1.7](#) – Political Activity

**BACKGROUND / DISCUSSION**

In February 2024, the South Dakota Supreme Court issued an opinion in *In Re the Request of South Dakota Governor Kristi Noem*, which concerned the interpretation of the South Dakota Constitution and state laws regarding state legislator’s interest in state or county contracts. In this [opinion](#), the South Dakota Supreme Court overruled *Pitts v. Larson*, a long-standing holding that a legislator’s employment contract with South Dakota State University’s Cooperative Extension Service was void because employee payments were authorized by the state’s general appropriation bill from the corresponding calendar year, which informed the current version of BOR Policy 4.1.7.

In overruling *Pitts*, the Court held:

“Our holdings in *Asphalt Surfacing* and *Pitts*, which equated general appropriation for ordinary and current expenses with legislative authorization to enter into specific contracts, are contrary to well-established constitutional limits on general appropriation legislation set out in Article XII, § 2 and our cases. These holdings expressed in *Asphalt Surfacing* and *Pitts* are, therefore, overruled.

Our answer to the Governor’s restated question whether Article III, § 12 prohibits all contracts between legislators and the State is: No, it does not. The contract restriction stated in Article III, § 12 is not a categorical bar on all contracts funded by the State. Instead, it prohibits a legislator, or former legislator within one year following the expiration of the legislator’s term, from being interested, directly or indirectly, in contracts that are authorized by laws passed during the legislator’s term. The purpose and effect of

(Continued)

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**DRAFT MOTION 20240731\_6-D:**

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1.; (2) approve the first and final reading of the proposed revisions to BOR Policy 4.1.7, as presented.

general appropriation legislation is restricted to simply allocating money to fund state government; it does not, itself, authorize specific contracts relating to ordinary or current expenses.”

2024 S.D. 11, §§ 63-64.

BOR Policy 4.1.7 currently requires that employees elected to the South Dakota Legislature must resign from state employment no later than the beginning of their term in office. Given that *Pitts* was overruled, a system employee could participate in elected office with the state legislature in general but would still be held to the constitutional limitation of being not being interested, directly or indirectly, in contracts authorized by laws passed during the legislator’s term and for one year after leaving office. Revision of the current language in BOR Policy 4.1.7 regarding the circumstances in which a system employee can seek elected office is therefore warranted.

## **IMPACT AND RECOMMENDATIONS**

The proposed revisions to BOR Policy 4.1.7 remove the prohibition to system employees serving in the South Dakota State Legislature in general. It preserves all other existing requirements necessary to maintain the functions of employment, including ensuring that employees make sufficient arrangements to ensure their duties are performed. The proposed revisions still require employees who seek to hold such elected office to comply with all other applicable requirements of BOR policy or South Dakota law, including, but not limited to, conflict of interest provisions.

Board staff recommends approval.

## **ATTACHMENTS**

Attachment I – Proposed Revisions to BOR Policy 4.1.7 (Political Activity)

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Political Activity

**NUMBER:** 4.1.7

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### **A. PURPOSE**

To describe the parameters applicable to employees of the Board of Regents engaging in political activity.

### **B. DEFINITIONS**

None

### **C. POLICY**

1. Employees of the Board of Regents shall not be obligated, by reason of their employment, to contribute to any political funds or collections or render political service. Employees refusing to contribute such funds or to render political service may not be removed or otherwise disciplined or prejudiced for such refusal.
2. Employees of the Board of Regents shall not use their official authority or influence to coerce the political action of a person or group.
3. Provided the following activities do not (a) occur during work hours or (b) involve the use of Board information and communication technology systems, Board services or Board property in any manner that is not available to the public and paid for at the rate offered to the public, employees of the Board of Regents may:
  - 3.1. Take an active part in political management, political campaigns, or other activities with the purpose of influencing the nomination or election of a candidate, or for the petitioning of a ballot question or the adoption or defeat of any ballot questions or state law; and;
  - 3.2. Seek and hold compatible elective political office. Employees, both during any election campaign and during the term of any part-time office, ~~other than that of state representative or senator,~~ to which the employee may be elected, are required to make specific arrangements with the president, superintendent and his/her designee to assure that the employee's regular duties are performed. Employees elected to a full-time public office are entitled to leave without pay consistent with 1.7.4 of the Board of Regents Policy Manual. ~~Under current South Dakota Supreme Court interpretation of section 12, article III, of the South Dakota Constitution, employees elected to the South Dakota Legislature must resign from state employment no later than the beginning of their term in office.~~ Employees elected to compatible elective political

office must comply with all applicable BOR and institutional policies, South Dakota laws and administrative rules, and judicial decisions.

4. Employees of the Board of Regents enjoy all rights of free expression accorded them under state and federal law. Nevertheless, employees, especially faculty and professional staff members, should remember that the public may judge their institution or the Board by their public statements. Accordingly, unless they have been authorized to make an official statement on behalf of their institution or the Board, employees should make every effort to indicate that they are not speaking or writing as institutional or Board representatives. At a minimum, employees who identify their institutional affiliation should advise the public that the views that they express represent their own private or professional opinions, not those of their institution or of the Board, and that these opinions are given in their individual capacities or as private consultants.

Faculty members should, additionally, observe those standards set forth in the Board's policies on academic freedom, BOR Policy 1.6.1, ~~and the agreement with the Council of Higher Education.~~

## FORMS / APPENDICES:

None

## SOURCE:

BOR Aug. 1979, p. 1126; SDCL §§ 3-6-26 through 3-6-27, 3-6A-14(6), 3-6A-15, 13-49-14 through 13-49-14.1; Revised BOR March 1992; BOR October 2010; BOR December 2018; BOR August 2024.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – A**  
**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**SDSBVI Comprehensive Plan for Special Education**

**CONTROLLING STATUTE, RULE, OR POLICY**

[ARSD § 24:05:21:01](#) – Local Education Comprehensive Plans – Contents

**BACKGROUND / DISCUSSION**

Each local school district and accredited school is required to annually submit a Comprehensive Plan for Special Education to the South Dakota Department of Education that details how the school will implement federal and state laws and special education regulations.

The Comprehensive Plan addresses the following major areas:

- I. Communication
- II. Child Count
- III. Timelines
- IV. Individualized Education Program (IEP)
- V. Evaluation
- VI. Individualized Education Program (IEP) Team
- VII. Parental Prior Written Notice
- VIII. Discipline Procedures
- IX. State and District Wide Assessment Procedures
- X. Procedural Safeguards
- XI. File Maintenance

In addition to this document, much of the information in the Comprehensive Plan is documented in the SDSBVI school policy handbooks.

**IMPACT AND RECOMMENDATION**

Each year the Board of Regents is asked to approve the Comprehensive Plan developed by SDSBVI staff. Local school boards across the state are required to approve similar plans, and since the SDBOR serves in this capacity for SDSBVI, formal Board approval is required prior to submission.

(Continued)

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**DRAFT MOTION 20240731\_7-A:**

I move to approve the South Dakota School for the Blind and Visually Impaired's Comprehensive Plan for Special Education as presented for signature by the BOR President.



Board staff recommend approval.

**ATTACHMENTS**

Attachment I – SDSBVI Comprehensive Plan & Signature Page

## South Dakota Agency Comprehensive Plan

### **Free and Appropriate Public Education (FAPE) 34 C.F.R. §§ 300.101-300.108, 300.110; ARSD 24:05:13:02**

The district/cooperative and all member schools/districts will make available to all children with disabilities residing in the district(s) between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d); 24:05:26 and 24:05:26.01, ARSD.

**State monitoring -- Primary focus. ARSD 24:05:20:18.01.** The department shall monitor the implementation of this article, enforce this article in accordance with §§ 24:05:20:23.03 and 24:05:20:23.04 and annually report on performance under this article. The primary focus of the department's monitoring activities shall be on:

- (1) Improving educational results and functional outcomes for all children with disabilities; and
- (2) Ensuring that public agencies meet the program requirements under Part B of the IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

As a part of its responsibilities under this section, the department shall use quantifiable indicators and such qualitative indicators as are needed to adequately measure performance in the priority areas identified in § 24:05:20:18.02 and the indicators established by the U.S. Secretary of Education for the state performance plan.

The [South Dakota School for the Blind and Visually Impaired](#) (SDSBVI) has formally adopted the following policies and procedures as their comprehensive plan for special education. The intent of this document is to identify the responsibilities of the district and the SDSBVI.

CERTIFICATION- I certify that I have read and reviewed the above assurance and will comply with all provisions of applicable federal and state laws.

---

Signature of Authorized Official

Date

---

Typed Name and Title

---

Address/State/Zip

Telephone Number

\*This page must be signed by the agency official listed above and returned to:

Department of Education Special Education Programs  
800 Governor's Drive  
Pierre, SD 57501

## Section I.

Communication between the SDSBVI and LEA is vital to the success of the student. This includes communicating about meetings, evaluations, timelines, and etc.

The South Dakota School for the Blind and Visually Impaired (SDSBVI) Superintendent and/or designee will connect with the LEA Superintendent, Special Education Director, and/or designee on the communication and collaboration of meetings, evaluations, timelines, progress monitoring and any other coordination of services. The SDSBVI superintendent and/or designee will coordinate meetings, evaluations, and timelines, etc. for students enrolled full-time at SDSBVI. For students with partial enrollment, the coordination of meetings, evaluations, timelines, etc. will remain the LEA's responsibility.

## Section II. Child Count

### **Child Count 34 C.F.R. §300.640; ARSD 24:05:17**

- a. Child Count data is the collection of enrollment information for students with disabilities ages 3-21 that are receiving Special Education services. Accurate reporting ensures who is responsible for providing services to identified students.

SDSBVI does not report child count.

SDSBVI's Administrative Assistant or Designee will input student specific data into the statewide Student Information Management System (SIMS) for students enrolled at SDSBVI.

The Superintendent's Administrative Assistant or Designee will work with the LEA and the South Dakota Department of Education to ensure the accuracy and reliability of the data, as well as address any errors, overlaps, or corrections.

## Section III. Timelines

### **Evaluation 34 C.F.R. §300.122; ARSD 24:05:25**

### **Yearly Review and revision of individual educational programs 34 C.F.R. §300.324; ARSD 24:05:27:08**

- a. Special Education has explicit timelines that need to be followed. Those timelines are associated with;
  - i. Annual Meetings
  - ii. Eligibility
  - iii. Evaluation – Initial and reevaluation

The SDSBVI Superintendent and/or designee will communicate with the LEA Superintendent, Special Education Director, and/or designee on the collaboration of annual IEP meetings, evaluations, timelines, etc. The SDSBVI superintendent and/or designee will initiate and coordinate annual meetings, eligibility, and re-evaluations for students who attend SDSBVI full

time. For students with partial enrollment, the initiation and coordination of annual meetings, eligibility, and re-evaluations will remain the LEA's responsibility.

#### Section IV. Individualized Education Program (IEP)

##### **Development of the IEP 34 C.F.R. 300.112; ARSD 24:05:27**

- a. Identify who will be responsible for writing the IEP. Some agencies have certified special education staff on-site and can develop the IEP.

Certified Special Education staff at SDSBVI will write the IEP for students who attend SDSBVI full time. For students with partial enrollment at SDSBVI, the writing of the IEP will remain the LEA's responsibility with the input from SDSBVI staff.

- b. The agency works directly with the student and has the knowledge of the strengths and needs of the student. The district and the agency must work together to develop a comprehensive IEP based on the needs of the student.

SDSBVI, the LEA, and any related service providers will collaborate to create a draft of proposed ideas prior to the IEP meeting. LEA representatives are encouraged to visit and observe students from the district within their classroom at SDSBVI to assist in keeping up-to-date with current needs. Progress reports will be provided to the LEA on a quarterly basis to assist them in overseeing the progress. SDSBVI and LEA's will continually monitor student's needs and progress to assist in determination of any changes to least restrictive environment is warranted.

- c. Every student on an IEP will have annual goals. These goals are written to be measurable and progress will be documented. Each student's progress must be reported to the parent as specified in the IEP.

Annual IEP progress monitoring reports for students who attend SDSBVI full time will be reported to student parent/guardian and LEAs quarterly each school year via postal mail or electronic notification by SDSBVI. The LEA will be responsible for collecting and disseminating progress reports for students who do not attend SDSBVI full time.

- d. The IEP identifies the individual services that each student with a disability will receive. These services identified in the IEP documents the amount of service and frequency related but not limited to, special education services, related services, transition services, etc.

The determination and implementation of special education services, related services, and transition services will be made by the IEP team. SDSBVI will implement/coordinate the special education services, related services (if a service provided by a SDSBVI staff member), and transition services as indicated by the IEP. If a service provider is needed to carry out the students' IEP, and it is not a SDSBVI staff person, the LEA is responsible for contracting with and paying for outside service providers. For South Dakota students that access the transition services of Vocational Rehabilitation Services, the team will work through the Vocational

Rehabilitation counselor assigned to SDSBVI unless otherwise directed by the Vocational Rehabilitation Office.

The LEA is responsible for any filing of Medicaid Reimbursement for students placed in the day or residential program.

Students enrolled at SDSBVI will follow the school calendar year of the SDSBVI. Extended School Year Services will be based on the SDSBVI Calendar rather than the calendar year of the LEA.

## Section V. Evaluation

### **Completion of the evaluation 34 C.F.R. §300.122; ARSD 24:05:25**

- a. Special education evaluations (initial or reevaluations) must be completed in a specific period. For students of transition age, a transition evaluation must also take place. The district and the agency will determine who will be responsible for initiating the evaluation process. Communication between the agency and the district is significantly important to complete the evaluation.

The SDSBVI serves children who have been determined eligible by their LEA prior to being accepted for placement. The SDSBVI Superintendent and/or designee will communicate with the LEA Superintendent, Special Education Director, and/or designee on the collaboration of re-evaluation timelines. The SDSBVI superintendent and/or designee will initiate and coordinate Parental Prior Written Notice for Consent and comprehensive re-evaluation meetings for students who attend SDSBVI full time. For students with partial enrollment, the initiation and coordination of re-evaluation comprehensive evaluations and meetings will remain the LEA's responsibility. SDSBVI's Superintendent, Special Education Director, and/or Designee will work with the LEA Designee on the coordination of the completion of assessments.

SDSBVI uses standardized and skill-based assessments to determine the present levels of academic achievement and functional performance to help the IEP team determine the need for special education and related services. Transition will be assessed for all students of transition age. SDSBVI will coordinate distribution of the evaluation reports completed at SDSBVI.

## Section VI. IEP Team

### **IEP team meeting date 34 C.F.R. §300.23; ARSD 24:05:27:02**

### **Parent Participation 34 C.F.R. §; ARSD 24:05:30:02.01**

### **IEP team 34 C.F.R. §300.321; ARSD 24:05:27:01.01**

Special Education has specific laws that govern the meetings. The IEP team is the key element in making informed decisions for the best interest of the student. Communication with the district about who will be conducting the meetings (annual, eligibility, amendment, etc.) is essential.

- a. Meeting Notice – Prior to a meeting, the notice will be sent out. Content of the meeting notice includes date, time, location, purpose, or agenda, attendees, and contact information.
- b. Conducting- SDSBVI and the LEA will co-chair and conduct the meeting with full collaboration with the parents/guardian and IEP team. For students who are enrolled full time at SDSBVI, the scheduling of the meeting and completion of the meeting notice will be the responsibility of the SDSBVI Superintendent and/or designee.

For students with partial or dual enrollment, the LEA will schedule the meeting, complete the meeting notice and send a copy of the documents to SDSBVI for the file and provide parent/guardian/adult student a copy.

- c. Location- For students who are fully enrolled at SDSBVI, unless otherwise agreed upon, the location of the meeting will be at SDSBVI. SDSBVI has various technology available to promote participation when distance and travel are obstacles for participation.
- d. Attendance - Special Education law requires, at a minimum, that the parent/guardian of the student, regular education teacher (if student is participating in the regular education environment), at least one special education provider, representative of the school district that can make decisions about the availability of resources of the district, the student (if appropriate), and transition service participants (if applicable).

SDSBVI will collaborate with the LEA, parents/guardians/surrogate parent, and any related services to determine a mutually agreeable time for the meeting. Meeting invitations will be sent to individuals outside of SDSBVI by mail, electronic correspondence, or sent home with the student per parent and district preference. The team will make reasonable effort to promote the parent/guardian participation in the IEP process. If after reasonable measures are taken to have the parent/guardian attend the meeting have been unsuccessful, the team will continue with the IEP with the LEA. SDSBVI will continue to collaborate with the parent/guardian to review the document via technology and through visits when they are on campus. Team members that must be excused from an IEP will be responsible for completion of an Excusal Form and document parent/guardian approval of their absence prior to the meeting. A copy of the excusal will be attached to the meeting notice and copy provided to the parents and the LEA.

## Section VII. Parental Prior Written Notice

### **Content of Notice 34 C.F.R. §300.503; ARSD 24:05:30:04, 24:05:30:05**

- a. Meeting Notice -Parents of students with disabilities are to be included in all IEP team meetings. These meetings are at a mutually agreed upon time and place. Parents are to be informed early enough to ensure that they will have the opportunity to attend. As for the Parental Prior Written Notice, is completed and given to the parent after a meeting has been held. This notice is provided as a recap of what was discussed in the meeting and

should include what the district proposes or refuses to initiate or change in the identification, evaluation, or educational placement of the child and should be given to the parents five days before this change.

SDSBVI Superintendent and/or designee will be responsible for sending out the meeting notice via U.S. Postal mail, electronic correspondence, or send home with student per parent preference for students who attend SDSBVI full time. For students who attend SDSBVI part time or less, it is the responsibility of the LEA to write and distribute the meeting notice to the parents/guardians/surrogate parent.

The LEA will complete the Parental Prior Written Notice Form during the meeting and coordinate its dissemination. The PPWN may be sent to SDSBVI by mail or electronic correspondence.

- b. The timelines of the notices are important and need to be provided to the parents within those timelines.

SDSBVI maintains a data base of the timelines for the Individual Education Program and Comprehensive Evaluations and coordinates with LEA's for meeting timelines. The meeting notices are distributed via U.S. Mail, electronically, or sent home with the student pending parent/guardian preference, as soon as the proposed meeting is agreed to, or the meeting is scheduled. The Parental Prior Written Notice summarizing the IEP will be distributed to SDSBVI and parent/guardian via U.S. mail or electronically by the LEA.

#### Section VIII. Discipline Procedures

**Authority of School Personnel 34 C.F.R. §300.530; ARSD 24:05:26:02.03, 24:05:26:09.03**

**Change of Placement for disciplinary removals 34 C.F.R. §300.536: ARSD 24:05:26:02.01**

- a. Students that are on an IEP may exhibit minor to extreme behavior issues. Existing behavior plans in the IEP may need to be addressed. Specific guidelines exist and need to be followed for the suspension and expulsion of students on an IEP.

When unexpected behavior situations arise that may or may not be addressed in the student's IEP behavior plan, SDSBVI's superintendent and/or designee will communicate with the LEA to respond the student's behavior needs as per SDSBVI, BOR, LEA, and SD DOE policy.

#### Section IX. State and District Wide Assessment Procedures

**Participation in Assessments 34 C.F.R. §300.160; ARSD 24:05:14:14, ARSD 24:05:14:14.01**

- a. Students are required to participate in state assessments at certain grade levels. Some accommodations stated on their IEP may be needed for participation in the assessment.

The South Dakota School for the Blind and Visually Impaired ensures that all students with disabilities will be included in state assessments, with appropriate accommodations and alternate assessments when necessary. SDSBVI will proctor all state assessments for students attending SDSBVI full time and may proctor to those who attend less than full time if agreed

upon with the LEA. Parent/guardian will be informed of their child's participation during the course of the IEP meeting, including any necessary accommodations or any assessment that will be based on alternate or modified achievement standards. The LEA is responsible for any and all district wide assessment administration.

## Section X. Procedural Safeguards

**Availability of mediation 34 C.F.R. §300.506; ARSD 24:05:30:09**

**Filing of due process complaints 34 C.F.R. §300.507; 300.508, 300.509; ARSD 24:05:30:07.01**

**Resolution process 34 C.F.R. §300.510; ARSD 24:05:30:08.09-.12**

**Impartial due process hearing 34 C.F.R. §300.511; ARSD 24:05:30:09.04**

**Hearing rights 34 C.F.R. §300.514; ARSD 24:05:30:12**

**Hearing decisions 34 C.F.R. §300.513, 300.514, 300.515, 300.516, 300.517; ARSD 24:05:30:11**

**Status of child during due process proceedings 34 C.F.R. §300.518; ARSD 24:05:30:14**

### **PROCEDURAL SAFEGUARDS AND DUE PROCESS COMPLAINTS**

The Department of Education (DOE) and SDSBVI agree that DOE has the responsibility under the Individuals with Disabilities Education Act (IDEA) to monitor SDSBVI to ensure compliance with IDEA. As such, the DOE has the responsibility to oversee corrective actions because of compliance monitoring.

State and federal special education laws require that parents have access to due process procedures to resolve concerns about IEP plans or with the implementation of those plans. Cooperation between SDSBVI and LEAs will be essential to ensure parent/guardian's recourse to effective decision-makers who have the financial resources to provide services found to be necessary.

Each placement agreement should specify that SDSBVI and the LEA will encourage parents to address concerns about IEP plans or the implementation of those plans to the SDSBVI superintendent for informal resolution. Such procedures shall not preclude the parent/guardian from requesting mediation or initiating due process complaints as permitted under ARSD 24:05:30:08.01. Due process complaints should be directed to the LEA as they have the primary responsibility to provide a FAPE.

In the event that a parent/guardian initiates a due process complaint, SDSBVI shall cooperate fully with the LEA in resolution sessions, or any meetings with parent/guardian attempt to resolve the concern, in mediation sessions, if any, and in preparing for and participating in any formal hearings.

### **RESOLUTION OF DISPUTES BETWEEN SPECIAL SCHOOLS AND SCHOOL DISTRICTS**

From time to time, disputes may arise between SDSBVI and an LEA concerning the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child. When such disputes cannot be resolved through other procedures, such as those established pursuant to ARSD chapter 24:05:15 (Appeals) or 24:05:30 (Procedural Safeguards), the process described herein will be available to SDSBVI and to LEAs where IEP meetings, additional evaluations and other procedures have failed to resolve the disputes between them. As with interagency disputes, during the pendency of this dispute resolution process, the parties will ensure that services required to provide FAPE will continue. Disputed service(s) currently being provided will continue until the outcome of the dispute resolution process. The implementation of disputed service(s) not previously provided will be pursuant to a decision



reached through the following resolution process.

1. All attempts must be made to resolve disputes at the lowest possible level. Resolution attempts could include but are not limited to conferencing with the appropriate individuals involved or performing other fact-finding activities.
2. Mediation between SDSBVI and the LEA will be conducted at a mutually agreed-upon time and location. The cost of the mediator will be covered by the DOE. The cost of attending the mediation and representation by legal assistance is the responsibility of the affected institution or LEA.
3. When disputes cannot be resolved by mediation, a written explanation of the dispute will be sent to the Special Education Programs Director of DOE, the superintendent of SDSBVI, and the superintendent of the LEA. These individuals, in consultation with each other, shall review the issues and make a determination as to how the dispute should be resolved. The decision will be shared in writing with each level involved within twenty (20) calendar days of receipt of request for the determination and will include reasons for the decision.
4. If a resolution is not obtained the matter will be referred to the Secretary of the South Dakota DOE and the Executive Director of the BOR. These individuals will jointly make a final determination with 30 calendar days.

#### **INTERAGENCY DISPUTE RESOLUTION**

When disputes arise between the parties that cannot be resolved through other means, the resolution process described herein will be available. During the pendency of the dispute resolution process, the parties will ensure that services, including disputed services, required to provide FAPE will continue.

1. All attempts will be made to resolve disputes at the lowest possible level.
2. When disputes cannot be resolved by the designated department representatives, a written explanation of the dispute will be sent to the Special Education Programs Director of DOE and the superintendent of SDSBVI. These individuals, in consultation with each other, shall review the issues and make a determination as to how the dispute should be resolved. The decision will be shared in writing with each level involved within twenty (20) calendar days of receipt of request for the determination and will include reasons for the decision.
3. If a resolution is not obtained through this process, then the matter will be referred to the Secretary of the DOE and the Executive Director of the BOR. These individuals will jointly make a final determination with 30 calendar days.

#### **Section XI. File Maintenance**

**Confidentiality of Information 34 C.F.R. §300.123; ARSD 24:05:29, ARSD 24:05:21:05**

**Records regarding migratory children with disabilities 34 C.F.R. §300.213; ARSD 24:05:21:05**

**Destruction of information 34 C.F.R. §300.624; ARSD 24:05:29:15**

- A. District policies and procedures on confidentiality of information. The South Dakota School for the Blind and Visually Impaired ensures the compliance with all regulations regarding the confidentiality of personally identifiable information and all records according to 34 CFR 300.610 through 300.626

CONFIDENTIALITY POLICY

1. The complete privacy of school records of every enrolled student or former enrolled student from unwarranted inspection by or communication to any unauthorized individual or agency.
2. Upon request, the right of the parents or legal guardians of every student and the similar right of every eligible student to read or to have read, explained and interpreted to them each and every portion of the record in their primary language.
3. All parents, even those not having custody of their children, have access to each record kept on a child, unless barred by the court.
4. Parents have rights under the Family Education Rights and Privacy Act (FERPA) and also under the Individuals with Disabilities Education Act (IDEA) and will receive annual notification of those rights in the Student/Parent Handbook.
5. Copies of SDSBVI policies on confidentiality and retention and destruction of records are available in the main office during regular business hours.
6. The SDSBVI will not release records to any individual or agency without prior written consent of the parent/legal guardian or eligible student. Consent from either parent is sufficient, unless a court order specifies both parents must sign. Parents/legal guardians and adult students have the right to revoke consent in writing at any time.

EMPLOYEE ACCESS

Current confidentiality regulations limit access to student files to specific personnel, who have a legitimate educational interest in the individual child. If a student file is to be removed from the office area, a record consisting of the name of the person checking out the file, the student's name, the date access was given, and date returned must be entered on the form provided.

PARENT/STUDENT ACCESS

Parents, legal guardians, or eligible students have the right to inspect and review any educational records collected and maintained by the SDSBVI. The school shall comply with a written request without unnecessary delay and within forty-five (45) calendar days after a request is received. Parents, legal guardians or eligible students requesting records for use at an Individualized Educational Planning Committee meeting, a hearing, or a hearing appeal shall be given immediate access to the requested records.

- A. Items to be in the file at SDSBVI.
  - i. IEP (most current)
  - ii. Psychology Report (most current)
  - iii. Eligibility Document (most current)
  - iv. Notices (most current) Meeting Notice, Parental Prior Written Notice, Consent for Evaluation, etc.
- B. The SDSBVI Superintendent and/or designee are responsible for files of students enrolled for services on campus at SDSBVI. The most current copy of the above documents will be kept in hard copy. All documents are stored electronically in the statewide SIMS in each students' respective folders.

- C. The student files are confidential and need to be located in a locked cabinet.  
Student educational records are maintained and stored in the Staff Work Area in locked file cabinets. The Superintendent and designee are the individuals who have access to the locked file cabinets in the staff work area.
- D. Transfer of records. The SDSBVI will assist the LEA in transferring student records.
- E. Destruction of information. IEPs must be retained by the SDSBVI for five years. Only the most current special education process documents will be in hard copy format and the entire collection will be in electronic format stored in the statewide SIMS in each students' respective folders.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – B**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**SDSBVI School Accreditation and Improvement Plan**

**CONTROLLING STATUTE, RULE, OR POLICY**

[SDSBVI Strategic Plan](#)

**BACKGROUND / DISCUSSION**

The South Dakota School for the Blind and Visually Impaired (SDSBVI) is accredited through the South Dakota Department of Education. This is a key component of all planning that occurs strategically and annually for the SDSBVI. The SDSBVI approved their last Strategic Plan in June of 2019 and annually review the plan and strategies for improving the SDSBVI. At this BOR Meeting, SDSBVI is seeking approval for the new 2024-2027 Strategic Plan, presented as item 7-C. The evaluation of the strategic plan and the accreditation evaluation facilitate the next years' growth opportunity for school administration as they are planning for the academic year. Attachment I is the updated evaluation.

**IMPACT AND RECOMMENDATION**

Updating the improvement plan and evaluating the strategic plan on an annual basis will assist SDSBVI staff, administration, and their various stakeholders develop the school's mission and further support meeting the needs of the students attending or being serviced by SDSBVI. Each year SDSBVI will bring an updated evaluation for the Board of Regents.

This is an informational item for the Board as to the accreditation and strategic planning evaluation that was conducted.

**ATTACHMENTS**

Attachment I – SDSBVI Accreditation and Improvement Plan

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**INFORMATIONAL ITEM**



SD School for the Blind  
and Visually Impaired

# School Improvement Plan

(May 2024)

## **SDSBVI Mission Statement**

Preparing students to step forward with confidence and a vision of lifetime success.

## **SDSBVI Vision Statement**

All South Dakota children who are blind or visually impaired will have full access to educational resources that prepare them for life.

## **SDSBVI Beliefs**

- We foster each child is an individual, deserving of uniquely designed learning opportunities focused on helping them achieve their highest level of independence.
- We promote families, communities, and school districts as key partners in meeting the needs of each child.
- We support knowledgeable and caring professionals who provide experiences for each child in the least restrictive environment.
- We use innovative technological tools to meet the needs of the individual child.
- We provide safety and security in a positive healthy environment.
- We commit to the highest level of independent readiness as each child embraces adulthood with a sense of opportunity.

## **Needs Assessment**

SDSBVI students that receive on campus educational services in grades 3, 4, 5, 6, 7, 8, and 11 are given the Smarter Balanced Assessment each year. The students may be eligible to take the alternate assessment depending on their individual needs or disability. Due to the low number of students (less than 10) in each class, SDSBVI cannot generate grade level data. SDSBVI does, however, maintain individual testing results which are used internally for individual student growth monitoring. The students' home school district also maintains this data. Student growth is also monitored using special education achievement and ability scores generated during

student evaluations. Individual scores for the students are distributed to parents/guardians and home school districts when results are received.

## **School Profile**

### **History**

The South Dakota School for the Blind was officially opened in Gary, South Dakota, on March 1, 1900, under the South Dakota Board of Charities and Corrections. In 1945, the School for the Blind was placed under the jurisdiction of the South Dakota Board of Regents where it remains today.

In 1957-58, the idea of relocating the school surfaced. The major contentions were the inadequacy of the facilities at Gary, the lack of opportunity for city travel experiences, and the proximity to a college. In 1959, the State Legislature passed a bill authorizing relocation of the school to Aberdeen. Classes began in the new facility in Aberdeen on September 18, 1961.

In 1970, the name South Dakota School for the Visually Handicapped was adopted. This change reflected the fact that students who are visually impaired as well as blind can receive services. In 1979, serving students who were deaf-blind was added to the responsibility of the South Dakota School for the Visually Handicapped.

On the recommendation of the South Dakota School for the Visually Handicapped Advisory Council and with the support of the South Dakota Board of Regents, the South Dakota Association of the Blind, and the National Federation of the Blind of South Dakota, the school requested a name change during the 1998 legislative session. On July 1, 1998, the South Dakota School for the Visually Handicapped became the South Dakota School for the Blind and Visually Impaired.

The South Dakota Board of Regents approved the construction of the current South Dakota School for the Blind and Visually Impaired (SDSBVI) building in October 2017. The SDSBVI building was financed in collaboration with Northern State University (NSU), the Northern State University Foundation, and Governors Dugaard and Noem's State's Future Fund. NSU and SDSBVI swapped land to meet the needs of both facilities. The approximate cost of the SDSBVI building and grounds was \$13.85 million.

From the start of the new building process, Northern State University and the South Dakota School for the Blind and Visually Impaired joined together to make the project fit both organization's needs. This collaboration developed into teaching, learning, and student opportunities that dually benefit the two organizations. On January 13, 2020, the South Dakota School for the Blind and Visually Impaired started classes at its new home on the former grounds of Jerde Hall located on the east side of the Northern State Campus.

The South Dakota School for the Blind and Visually Impaired building site and architecture was selected based on the needs of the students and staff that utilize the South Dakota School for

the Blind and Visually Impaired. Special consideration was given to ensure orientation and mobility opportunities for students.

### **Services**

The South Dakota School for the Blind and Visually Impaired has demonstrated a commitment of developing and using the best instructional practices and accommodations to educate students who are blind and visually impaired. SDSBVI offers tiered educational programming to meet student needs throughout the state of South Dakota.

Students with vision loss may receive comprehensive functional low vision, academic, cognitive, social/emotional, transition, and speech-language educational evaluations performed by expert staff at SDSBVI. After students have completed their evaluations, SDSBVI personnel can provide guidance with designing instructional materials and methods that support children who are blind or visually impaired on campus or via Outreach consultation.

SDSBVI offers a quality on campus teaching and learning environment. Classroom teachers have a South Dakota teaching certificate and a Teacher of the Visually Impaired (TVI) endorsement or master's degree. SDSBVI is recognized as an accredited K-12 school by the South Dakota Department of Education. Students who are provided services on SDSBVI's campus receive academic instruction which includes special education and the Expanded Core Curriculum (ECC). Students who attend their home schools during the academic year may attend SDSBVI during the summer to increase their utilization of the specialized skills of blindness from the school's ECC offerings.

Outreach vision consultants aid children, families, and educators throughout South Dakota. Services include staff training, technical assistance, educational material loans, and development of Individualized Family Service Plans (IFSP), Individualized Education Programs (IEP), or 504 Plans.

## **Selection Goals, Intervention Strategies, and Assessment**

- A. **Goal:** Increase local, state, and national understanding of SDSBVI's roles and responsibilities as a resource for children in need of specialized vision services.

**Intervention Strategy:** Develop online and face-to-face learning opportunities for classroom teachers, parents, and community providers.



**Intervention Strategy:** SDSBVI staff and administration will attend state and national conferences to inform the greater community about our services and distribute informational materials.

**Intervention Strategy:** SDSBVI will collaborate with teacher preparation programs and related services training programs throughout South Dakota to inform future teachers and service providers about our services and distribute informational materials.

**Intervention Strategy:** Structure, grow, and market SDSBVI's Learning to be Equipped for Adulthood Program (LEAP) to increase the awareness of customized transition services for students who are seeking work or post-secondary education after meeting graduation requirements or working towards a certificate of attendance.

- B. **Goal:** Expand and enhance outreach service support to assure equitable access to consultative services statewide.

**Intervention Strategy:** Increase collaboration with South Dakota Birth-3 Program via personal contacts and resources to increase number of infants and toddlers with vision loss being referred to SDSBVI resources.

**Intervention Strategy:** Create and distribute informational text and online media to inform parents and teachers of available services through SDSBVI.

**Intervention Strategy:** Develop, distribute, and analyze survey data from parents, teachers, and school administrators about outreach service effectiveness and needs.

- C. **Goal:** Establish a statewide center of excellence in vision loss resources for families and providers of children who are blind or visually impaired in South Dakota.

**Intervention Strategy:** Create a physical resource library on SDSBVI's campus of materials to be loaned out by families, teachers, and other providers.

**Intervention Strategy:** Market the resource library through presentation and online platforms.

- D. **Goal:** Review South Dakota Smarter Balanced Assessment results on an annual basis to identify longitudinal trends for individual student growth and proficiency in the areas of math, English language arts, and science.

**Intervention Strategy:** Identify students' individual academic areas of need.

**Intervention Strategy:** Generate action plans for improving the areas of academic needs through IEP goals, accommodations, and curriculum revision.

## **Staff Development**

SDSBVI has nine staff development sessions allotted in the 2024-2025 school calendar. SDSBVI administration will arrange professional development opportunities during these sessions for training and collaboration focusing on achieving the selection goals. The professional development committee will be consulted before staff development sessions are finalized.

## **Documentation**

### **IEP Goal Monitoring:**

Student Individualized Education Plan (IEP) goals are reviewed and addressed each year during the student's annual IEP meeting. The IEP team makes determinations on the goals to be included in the IEP based on the student's individual strengths and needs. The goal progress is reported to the parent/guardian and the Local Education Agency on a quarterly basis per the state of South Dakota and the Individuals with Disabilities Education Act.

## **Waivers of Administrative Rule**

Not Applicable

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – C**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**SDSBVI Strategic Plan 2024-2027**

**CONTROLLING STATUTE, RULE, OR POLICY**

None

**BACKGROUND / DISCUSSION**

The South Dakota School for the Blind and Visually Impaired (SDSBVI) has completed the strategic planning process.

**IMPACT AND RECOMMENDATION**

The Strategic Plan is presented for the Board of Regents' review and adoption.

Board staff recommend approval.

**ATTACHMENTS**

Attachment I – SDSBVI Strategic Plan 2024-2027

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**DRAFT MOTION 20240731\_7-C:**

I move to approve the strategic plans for the South Dakota School for the Blind and Visually Impaired, as presented.



SD School for the Blind  
and Visually Impaired

# **2024-2027 Strategic Plan**

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## **Mission**

Preparing students to step forward with confidence and a vision of lifetime success.

## **Vision**

All South Dakota children who are blind or visually impaired will have full access to educational resources that prepare them for life.

## **Core Values**

- We foster each child is an individual, deserving of uniquely designed learning opportunities focused on helping them achieve their highest level of independence.
- We promote families, communities, and school districts as key partners in meeting the needs of each child.
- We support knowledgeable and caring professionals who provide experiences for each child in the least restrictive environment.
- We use innovative technological tools to meet the needs of the individual child.
- We provide safety and security in a positive healthy environment.
- We commit to the highest level of independent readiness as each child embraces adulthood with a sense of opportunity.

## Strategic Priorities

### Strategic Priority #1

#### Goal

Increase local, state, and national understanding of SDSBVI's roles and responsibilities as a resource for children in need of specialized vision services.

#### Objective 1

Develop online and face-to-face learning opportunities for classroom teachers, parents, and community providers.

#### Objective 2

SDSBVI staff and administration will attend state and national conferences to inform the greater community about our services and distribute informational materials.

#### Objective 3

SDSBVI will collaborate with teacher preparation programs and related services training programs throughout South Dakota to inform future teachers and service providers about our services and distribute informational materials.

#### Objective 4

Structure, grow, and market SDSBVI's Learning to be Equipped for Adulthood Program (LEAP) to increase the awareness of customized transition services for students who are seeking work or post-secondary education after meeting graduation requirements or working towards a certificate of attendance.

## **Strategic Priority #2**

### **Goal**

Expand and enhance outreach service support to assure equitable access to consultative services statewide.

### **Objective 1**

Increase collaboration with South Dakota Birth-3 Program via personal contacts and resources to increase number of infants and toddlers with vision loss being referred to SDSBVI resources.

### **Objective 2**

Create and distribute informational text and online media to inform parents and teachers of available services through SDSBVI.

### **Objective 3**

Develop, distribute, and analyze survey data from parents, teachers, and school administrators about outreach service effectiveness and needs.

## **Strategic Priority #3**

### **Goal**

Establish a statewide center of excellence in vision loss resources for families and providers of children who are blind or visually impaired in South Dakota.

### **Objective 1**

Create a physical resource library on SDSBVI's campus of materials to be loaned out by families, teachers, and other providers.

### **Objective 2**

Market the resource library through presentation and online platforms.



## **Strategic Priority #4**

### **Goal**

Review South Dakota Smarter Balanced Assessment results on an annual basis to identify longitudinal trends for individual student growth and proficiency in the areas of math, English language arts, and science.

### **Objective 1**

Identify students' individual academic areas of need.

### **Objective 2**

Generate action plans for improving the areas of academic needs through IEP goals, accommodations, and curriculum revision.

The South Dakota School for the Blind and Visually Impaired Strategic Plan was completed in May 2024. The work-plan for the strategic plan is contained in a separate, internal document.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – D**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**New BOR Admission Policy Series (First Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2.2.1](#) – System Undergraduate Admissions

**BACKGROUND / DISCUSSION**

In August of 2022, the Academic Affairs Council (AAC) and the Student Affairs Council (SAC) considered an enhancement to the current admission policy for the Regental system. This policy was adopted in 1987 with substantial changes prior to 2020. Therefore, to better understand best practices for admission policies, several committees were developed to explore, research, and recommend changes to the current policy. The committees included the following:

Adult Learner and Graduate Studies

NSU – Erin Fouberg, Anna Schwan

SDSU – Victor Taylor

USD – Jennifer Thompson

Transfer and Prior Learning

NSU – Erin Fouberg, Anna Schwan

SDM – Cicily Strong Hughes

SDSU – Victor Taylor

USD – Jennifer Thompson

High School Student Enrollment

BHSU – John Allred

DSU – Amy Crissinger

NSU – Cooper Layton

SDSU – Joyce Kepford, Michelle Kuebler

USD – Mark Petty, Carla Behr

Traditional and Readmit

BHSU – Joe Rainboth

DSU – Amber Schmidt

SDM – Molly Moore

USD – Mark Petty

International

BHSU – John Allred

SDSU – Joyce Kepford, Michelle Kuebler

DSU – Amy Crissinger

NSU – Cooper Layton

USD – Carla Behr

(Continued)

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**DRAFT MOTION 20240731\_7-D:**

I move to approve the first reading of the new draft BOR Policy Admission Series 2.2.1.1 through 2.2.1.11, as presented.

The goal was to evaluate all portions of the current policy and differentiate a sub-policy for the student-applicable portions to streamline the readability of the policies. The teams were facilitated by system academic and student affairs stakeholders. Each team researched other universities, colleges, and systems as well as evaluated reports and research from organizations.

What is presented to the Board today is a culmination of work over the past two (2) years. Since these policies reflect a new and enhanced version all are new policies. Each has been embedded into the system policy template.

### **IMPACT AND RECOMMENDATION**

The Academic Affairs Council (AAC) and Student Affairs Council (SAC) have reviewed the policy revisions with several iterations (up to three review passes) to ensure adequate time and stakeholder discussion at the campuses.

Board academic staff supports the new and enhanced policies for Admissions.

The timeline associated with this policy revision will be as follows:

- First Reading – July/August 2024 BOR Meeting
- Second and Final Reading – October 2024 BOR Meeting

### **ATTACHMENTS**

Attachment I – Proposed New Draft of BOR Policy 2.2.1.1 – System General Admissions

Attachment II – Proposed New Draft of BOR Policy 2.2.1.2 – General Admission Immunization Requirements

Attachment III – Proposed New Draft of BOR Policy 2.2.1.3 – General Admission Standardized Exam

Attachment IV – Proposed New Draft of BOR Policy 2.2.1.4 – Undergraduate Traditional Admission

Attachment V – Proposed New Draft of BOR Policy 2.2.1.5 – Undergraduate Post-Traditional Admission

Attachment VI – Proposed New Draft of BOR Policy 2.2.1.6 – High School Dual Enrollment Admission

Attachment VII – Proposed New Draft of BOR Policy 2.2.1.7 – Undergraduate Transfer Admission

Attachment VIII – Proposed New Draft of BOR Policy 2.2.1.8 – International Student Admission

Attachment IX – Proposed New Draft of BOR Policy 2.2.1.9 – Non-Degree Seeking Admission

Attachment X – Proposed New Draft of BOR Policy 2.2.1.10 – Undergraduate Readmit

Attachment XI – Proposed New Draft of BOR Policy 2.2.1.11 – Graduate Admission

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** System General Admissions Policy

**NUMBER:** 2.2.1.1

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### **A. PURPOSE**

The Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. The purpose of this policy is to set admission standards for the system.

### **B. DEFINITIONS**

Note: These definitions may be used in the entirety of the policy sub-series 2.2.1 (2.2.1.1-2.2.1.11).

1. **ACT:** A national standardized exam that may be used for undergraduate admission and merit scholarships.
2. **Application:** An institutional application for prospective students to apply.
3. **Class Rank:** A measurement of a student's academic achievement compared to students within the same class during their secondary education.
4. **Degree Seeking:** A student enrolled in any courses for credit leading to a degree or other recognized postsecondary credential.
5. **Disenrolled Status:** A degree-seeking student status where no registration has occurred up to 12 months.
6. **English Placement:** An assessment of a student's aptitude to demonstrate proficiency in English.
7. **Enrolled Student:** A student that has been admitted, registered, matriculated, and is engaged in the course(s).
8. **FAFSA:** Free Application for Federal Student Aid, which is a form to apply for federal student aid. Information from the FAFSA may also be used to determine eligibility for other forms of merit-based and need-based aid, including scholarships.
9. **Federal Financial Aid:** A program that provides financial assistance to students in the form of grants, work-study funds, and student loans.
10. **General Education Development (GED):** A high school equivalency diploma comprised as a series of for exams that demonstrate proficiency in mathematics, language arts, social studies, and science.

11. **Grade Point Average (GPA):** An average of all the grades earned; this calculation is obtained by dividing the total number of grade points earned by the total number of credits attempted.
12. **High School Transcript:** A copy of the student's high school academic record.
13. **Inactive Status:** A degree-seeking student status when a student has not been actively enrolled for more than 12 months.
14. **Institution:** 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 University of South Dakota.
15. **Math Placement:** An assessment of a student's aptitude to demonstrate proficiency in mathematics.
16. **Non-Resident:** A person who has not continuously resided in South Dakota for at least twelve consecutive months immediately preceding the first scheduled day of classes of the semester or other session in which the individual enters the regental system". SDCL `3-53-26.
17. **Non-degree Seeking:** A student enrolled who is not seeking a postsecondary credential.
18. **Official Transcript:** A certified record of a student's complete academic history, compiled and issued by the institution.
19. **Post-Traditional Students:** Students entering a post-secondary educational institution with a break between secondary and post-secondary education.
20. **Program of Study:** A program declared by the student prior to a graduation application submission that includes a credential which requires a primary major as well as secondary majors, specializations, and minors that are packaged under the same degree level and outlined in the academic catalog and the student information system.
21. **Prospective Student:** Defined as one of the following:
  - Lead – an individual thought to be interested in enrolling in university coursework.
  - Applicant – an individual that has applied for admission.
  - Admitted – an individual that has been admitted to the university.
  - Deposited – an individual that has paid a deposit for institutional housing or has had said deposit waived (note: relevant to undergraduate level only).
22. **Provisional Admittance Status:** Students admitted on a temporary status for up to two semesters or until the student meets full admission eligibility.
23. **Public or private postsecondary educational institution:** Any entity permitted to offer postsecondary education credits or degrees in South Dakota under § 13-49-27.1.
24. **Regular Admittance Status:** Full admission to the institution and program of study.
25. **Resident:** A resident of South Dakota as defined by BOR Policy 3.1.1 and South Dakota Codified Law.
26. **Traditional Students:** Students graduating from high school and entering a post-secondary educational institution immediately following their graduation.

27. **SAT:** A national standardized exam that may be used undergraduate admission and merit scholarships.
28. **Standardized Exam:** Nationally standardized exams used as an additional placement tool providing information about the academic readiness of the applicant.
29. **Student Level:** Level refers to undergraduate and graduate.
30. **Student Status:** A student may be active, inactive, or disenrolled.
31. **Student Type:** A student descriptor assigned once enrolled as a student.
32. **Unofficial Transcript:** An unofficial record of a student's academic history.
33. **Validated Credit:** Credit earned for college-level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc.
34. **Visitor Program:** A program of limited courses designated by the institution that allows a student to participate in course activities for no credit.
35. **Visitor Student:** A non-degree seeking student participating in the Visitor Program for which no credit is earned.

### C. POLICY STATEMENTS

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53, and the SD constitution provides the authority to govern the university system.
2. Each university may adopt specific admission guidelines, consistent with law and the requirements set by the Board of Regents, as may be required for each institution, school, unit/division, or program to assure acceptable student preparation and enrollment levels. A copy of such admission requirements and any subsequent changes shall be filed with the Executive Director's office and shall be subject to review by the Board of Regents.
3. Institutions shall use a customer relationship management (CRM) solution that is approved by the system as the approved system vendor.
4. Institutions shall use the Regental approved and required undergraduate application questions for the integration process into the student information system.
5. The Board of Regents requires a non-weighted GPA where a high school transcript is required. If the transcript has only a weighted GPA, the system will unweight the GPA.
6. All prospective students whose native language is not English (regardless of citizenship) as provided on their application must provide proof of English proficiency.
7. Students must provide proof of compliance with South Dakota Immunization Requirements according to South Dakota Codified Law is required and BOR Policy 2.2.1.2.
8. Individuals can be admitted as a visitor student status when participating in a visitor program (see AAC Guideline 2.2.1.9(A)). These visitors shall not be required to apply and are not considered enrolled students.

**D. PROSPECTIVE STUDENT ADMISSION CONSIDERATIONS****1. Aid and Scholarships<sup>1</sup>**

- 1.1. Federal Financial Aid: Applicants and students should contact the Financial Aid Office at the institution of choice for information on federal financial aid.
- 1.2. State Legislative Merit Scholarships: The legislature has provided several opportunities for prospective students to receive state funded merit scholarships. For more information on state scholarships, see [BOR Policy 3.6.1](#).
- 1.3. Freedom Scholarship: The legislature approved, and private partners supported, the state's Freedom Scholarship. This is a needs-based scholarship managed by the SD Community Foundation. Prospective students should contact the Admissions Office at the institution of choice for information.
- 1.4. Other Institution and Local Needs-Based and Merit-Based Scholarships: Prospective students should contact the Admissions Office or Financial Aid Office at the institution of choice for information.

**2. Tuition and Fees<sup>2</sup>**

Each year the Regents set tuition and fees. A list of the tuition and fee schedule can be found at the [Board of Regents website](#).

**E. ADMISSION PROCESS****1. South Dakota Resident – Exceptions**

The Board of Regents will implement admissions campaigns that may be exempted from the process outlined in 3.2. Where that occurs, a memorandum of understanding must be completed with the participating agency and the Regental system.

**2. Admission Process**

- 2.1. Prospective students shall apply for admission through the institution's application process. Institution applications can be found from the [institution's website](#).
- 2.2. Proof of compliance with South Dakota Immunization Requirements according to South Dakota Codified Law is required and BOR Policy 2.2.1.2.
- 2.3. An official notification of acceptance issued by the Institution shall be processed prior to any prospective student enrolling in a course.
- 2.4. Prospective students shall submit all required institutional documents for accurate placement into a course. If the appropriate credentials and tests are not submitted students will either be registered in a course based on their placement criteria and or not allowed to register.

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<sup>1</sup> [SDBOR Policy 3.6.1 Scholarships, Grants, and Loans](#)

<sup>2</sup> BOR Policy 5.5 and its sub-policies govern tuition and fees.

3. **Accurate Data**

Prospective students shall certify that the admissions information provided in the application is accurate. Applicants or current students who submit false information or documentation for the admissions process will be subject to [BOR Policy 3.4.1 Student Code of Conduct](#).

4. **Admission Status**

Prospective students who are admitted by an institution must be admitted in one of two categories: regular admittance status or provisional admittance status. Provisional status occurs when the applicant does not meet all the admission requirements.

5. **Appeal Process**

Prospective students who are not accepted for admission may appeal for special consideration through a process defined by the institution.

**F. PROSPECTIVE AND ENROLLED STUDENT RECORDS**

Proper recordkeeping shall be required of the institutions.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR October 2024



# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** General Admission Immunization Requirements

**NUMBER:** 2.2.1.2

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### A. PURPOSE

The purpose of this policy is to comply with [South Dakota Codified Law \(13-53-46-13-53-48\)](#) and to ensure student health and safety.

### B. DEFINITIONS

See BOR Policy 2.2.1.1, System General Admission Policy.

1. **Student:** For the purposes of this policy, per [SDCL § 13-53-46](#), a student is defined as, “any person born after 1956 who is registering for more than one class during an academic term, such as a quarter or a semester. The term includes any person who meets face-to-face at least once per week to receive instruction. The term does not include any person who receives non-credit-bearing or on-the-job training services.

### C. SOUTH DAKOTA CODIFIED LAW IMMUNIZATION REQUIREMENTS

#### 1. Immunization for Measles, Rubella, and Mumps

- 1.1 Required doctor’s certificate of immunization must be provided to the institution.
- 1.2 As an alternative to the requirement for a physician's certification, the student may present:
  - 1.2.1 Certification from a licensed physician stating the physical condition of the student would be such that immunization would endanger the student's life or health;
  - 1.2.2 Certification from a licensed physician stating the student has experienced the natural disease against which the immunization protects;
  - 1.2.3 Confirmation from a laboratory of the presence of adequate immunity; or
  - 1.2.4 A written statement signed by the student that the student is an adherent to a religious doctrine whose teachings are opposed to such immunizations. If the student is under the age of eighteen, the written statement shall be signed by one parent or guardian.

#### 2. Timeline

- 1.1 The institution shall require that the documentation from the student be submitted within forty-five (45) days after the start of classes.

1.2 A student may register and be enrolled during the first semester period up to forty-five (45) days, however, for clinical programs these requirements must be met before matriculation to certain clinical sites.

1.3 Every attempt should be made to collect this information at the time of admission.

1.4 Students who are unable to ascertain their immunization status may obtain, at their own expense, the necessary tests and vaccination from the Student Health Service of their university.

#### **D. STATE EPIDEMIC - MEASLES, MUMPS, OR RUBELLA**

In the event the South Dakota State Department of Health declares an epidemic of measles, mumps or rubella, the institution involved shall provide to the State Department of Health a list of students who have not submitted immunization documentation.

1.1. Subsequent campus actions shall consider the advice and authority of the South Dakota State Department of Health.

1.2. Students who have no vaccination or immunity against the required preventable infectious diseases may be dismissed from the institution for the safety of that student or students.

#### **E. MISCELLANEOUS VACCINATIONS**

For the protection of the health of the students and because of the risks of exposure to infectious diseases, certain tests and immunizations are required. In part, these additional immunizations are part of the institution's on-going affiliation agreements with third party sites. This is not an exhaustive list as each institution may vary in mission and programming that partner with external agencies or organizations. Some of the more common immunizations required for internships or clinical placements include:

- Hepatitis B
- MMR (Measles, Mumps, Rubella)
- Tetanus, Diphtheria, Pertussis
- Varicella
- Covid
- Annual Influenza

Each institution will compile information about current program-related vaccination requirements and make this information available to students along with other curricular and registration materials. If the immunization is a requirement for program enrollment, then this must be met prior to any registration. It will be the responsibility of the department of the specific health profession program to ensure that the vaccination requirement has been met.

Additional vaccinations may be highly recommended for campus residential living.

**F. FAILURE TO PROVIDE VACCINATION RECORD**

A student who fails to provide satisfactory documentation of his or her immune status shall not be permitted to continue classes except with proper approval for accommodation exempting them from any required vaccinations.

- 1.1 The student will be removed from the current class(es) after the forty-fifth (45th) day.
- 1.2 In the case of classes delivered in less than forty-five (45) days, students will not be able to register for or to attend classes beginning in a subsequent term.
- 1.3 Nothing in this policy shall prohibit a program from removing a student from a clinical placement or internship course prior to the timelines outlined above if vaccination is required by the facility hosting the internship or clinical placement.

**FORMS/APPENDICES:**

None

**SOURCE:**

BOR October 2024.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** General Admission Standardized Exam Policy

**NUMBER:** 2.2.1.3

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### **A. PURPOSE**

The Board of Regents supports an admissions strategy where prospective students are evaluated by the entirety of their record and their experiences. The purpose of this policy shall be to define the use of standardized exams for admission.

### **B. DEFINITIONS**

See BOR Policy 2.2.1.1 System General Admission Policy.

### **C. TEST-FLEXIBLE ADMISSIONS**

#### **1. Admission:**

Admission consideration for prospective students who apply for general admission into the institution shall be based on a review of the prospective student per BOR Policy 2.2.1.1 as well as any institutional requirement with respect to standardized exams.

##### 1.1 Mission

The mission statements for the institutions may be found in BOR Policy section 1.2. The mission of the institution shall reinforce requirements on the use of standardized exams. The two Regental classifications authorized to require standardized exams shall include Special Focus and Research due to mission as outlined in BOR Policy.

##### 1.2 Program of Study Secondary Admission Requirements

Program accreditation may require secondary admission standards. Those accreditation standards authorize required standardized exam scores as well as any other specific GPAs or other exemplars of academic preparedness for admission. Prospective students who intend to pursue a program with secondary admission standards must review and submit their records as required by the institution.

#### **2. Merit and Need-Based Scholarships:**

Each institution has merit-based and need-based scholarships. Prospective students applying for scholarships must review and submit their records (including any required standardized exam scores) as required by the institution to be considered for the scholarships. When scholarships require a standardized exam score, prospective students shall submit ACT or SAT with their admission records.

**3. Placement (General Education/Undergraduate):**

The Board of Regents manages the undergraduate general education requirements for course placement. Standardized exam scores, GPA Math Index or other tests shall provide entrance into the course that best fits the prospective student's academic and skill level.

**4. Placement (Graduate):**

BOR Policy 2.2.1.11 outlines the general admission requirements. The institutions shall manage the requirements set forth for graduate school.

**D. STANDARDIZED EXAM SCORE SUBMISSION**

1. Prospective students who wish to submit standardized exam scores will have their test data entered into the student information system.
2. When submitting ACT or SAT scores, only scores dated within the last five (5) years shall be recognized. SAT scores will be converted to ACT equivalences according to a concordance table approved by the Board of Regents and included in AAC Guidelines.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR October 2024.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Undergraduate Traditional Admission Policy

**NUMBER:** 2.2.1.4

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### **A. PURPOSE**

The undergraduate admissions policy for those students that apply right from high school to attend a post-secondary institution without a gap. This policy is guided by the Regent's commitment to serve the people of South Dakota and the needs of the state. This policy sets forth the entrance requirements for undergraduate traditional admission policies.

### **B. DEFINITIONS**

See BOR Policy 2.2.1.

### **C. POLICIES AND PROCEDURES**

#### **1. Comprehensive Review**

Institutions shall institute a comprehensive review process by which prospective students applying to the Institution are evaluated for admission using multiple measures of achievement. Institutions may have differing criteria based on their mission and their array of programs and degrees. Criteria considerations may include the following:

- 1.1. University Mission: The mission of the institutions provides specific academic programming that aligns with their Regental mission. The mission statements are found in Section 1.2 of the Board of Regents Policy.
- 1.2. Academic Achievement: Institutions may use available academic indicators such as grade point average, course preparation, graduation ranking, corequisite learning, community service, employment, references, and may additional standardized exams in admission criteria.
- 1.3. Program of Study: Institutions should evaluate the prospective student to best equip the success of the student. If secondary requirements exist due to programming accreditation, those must be met.

#### **2. Required Records**

- 2.1. University Application: Prospective students as outlined in BOR Policy 2.2.1.1 are required to complete an application for admission.
- 2.2. High School Transcript: When a prospective student has graduated a high school transcript must be submitted to the institution. Transcripts may be submitted by the official agency via electronically or may be submitted by the prospective student.
- 2.3. Residency: Students must provide residency per [BOR Policy 3.1.1](#) and BOR Policy 2.2.1.1.

- 2.4. Immunization Records: Student must comply with South Dakota Codified Law as outlined in BOR Policy 2.2.1.2.

### **3. Placement Review**

- 3.1. Prospective students must meet appropriate Math and English placement criteria for course registration. AAC Guideline 2.2.1.1.A and 2.2.1.1.B shall document requirements for course placement.
- 3.2. BOR Policy for validated credit shall be applied as provided in BOR Policy 2.2.1.1 and 2.2.2.5.

### **4. Enrollment/Residential Life Requirements**

- 4.1. Prospective students under age 18: Institutions may admit prospective students as full-time, first-time students as early as age 16. The Board may also admit students below age 16 on case-by-case determinations. Such determinations will be made by the institutional vice president of student affairs or enrollment management, or designee based on a student's academic history and proof of completion of high school graduation requirements. Students admitted pursuant to this provision must provide documentation with parent or guardian consent.
- 4.2. Prospective students under age 16: Students aged 16-17 may be permitted to reside in residential life if they obtain university authorization, otherwise, meet the criteria for residential life placement, and submit parent or guardian consent. Students under the age of 16 may not reside in residential life.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR October 2024.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Undergraduate Post-Traditional Admission Policy

**NUMBER:** 2.2.1.5

---

### **A. PURPOSE**

The undergraduate admissions policy governs admission for students who experienced a break between their secondary and post-secondary education. This policy sets forth the entrance requirements for undergraduate post-traditional students.

### **B. DEFINITIONS**

See BOR Policy 2.2.1.1.

### **C. POLICIES AND PROCEDURES**

#### **1. Comprehensive Review**

Institutions shall institute a comprehensive review process by which prospective students applying to the Institution are evaluated for admission using multiple measures of achievement. Institutions may have differing criteria based on their mission and the array of programs and degrees. Criteria considerations may include the following::

- 1.1 University Mission: The mission of each institution guides academic program offerings. The mission statements are found in Section 1.2 of the Board of Regents Policy.
- 1.2 Academic Achievement: Institutions may use available academic indicators such as grade point average, course preparation, graduation ranking, corequisite learning, community service, employment, references, and any additional standardized exams in admissions criteria.
- 1.3 Program of Study: Institutions should evaluate the preparedness of each prospective student for success. If secondary requirements exist due to programming accreditation, those must be met.
- 1.4 Military experience, employment, and any other opportunity or experience the prospective student shares may be used in the admissions evaluation.

#### **2. Required Records**

- 2.1 University Application: Prospective applicants will be required to complete an application for admission (per BOR Policy 2.2.1.1).
- 2.2 High School Transcript or General Education Development (GED): When a prospective student has graduated or obtained their GED in less than five years of the application date, they must submit high school transcripts or GED transcripts to the institution. Transcripts must be submitted by the official agency or may be submitted by the prospective student if an original can be found.



2.2.1 If a prospective student has graduated from high school or obtained their GED five years or more from their application date, they may submit an affidavit of successful completion. The institution's Office of Admissions will accept the affidavit as evidence of high school graduation.

2.3 Residency: Students must provide per [BOR Policy 3.1.1](#) and [BOR Policy 2.2.1.1](#).

2.4 Immunization Records: Student must comply with South Dakota Codified Law as outlined in BOR Policy 2.2.1.2.

### **3. Placement Review**

3.1. Prospective students must meet appropriate math and English placement criteria for course registration. AAC Guideline 2.2.1.1.A and 2.2.1.1.B shall document requirements for course placement.

3.2. BOR Policy for prior learning credit and validated credit shall be applied for prospective students who qualify under BOR Policy 2.2.2.5 and AAC Guidelines section 2.2.2.5.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR October 2024.

## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** High School Dual Enrollment Admission Policy

**NUMBER:** 2.2.1.6

---

#### **A. PURPOSE**

The high school dual enrollment admission policy is for those students who are currently enrolled in high school and wish to complete college coursework as both high school and college credit. This policy is guided by the Regent's commitment to serve the people of South Dakota and the needs of the state. This policy sets forth the entrance requirements designed for high school students.

#### **B. DEFINITIONS**

See BOR Policy 2.2.1.1 for Admission Definitions.

1. **Concurrent Enrollment/Rising Scholar Program:** College credit earned by a high school student who enrolls in a course that is offered through the school district and taught by a qualified individual approved by the school district and the institution.
2. **High School Dual Credit Program (HSDC):** Refers to a state-supported dual credit program managed by the South Dakota Department of Education. HSDC courses are offered at a reduced tuition rate set by the Board of Regents.
3. **High School Full Tuition Rate Program:** Students enrolling at the full tuition rate.

#### **C. HIGH SCHOOL ENROLLMENT OPPORTUNITIES**

To offer concurrent enrollment, the school district must sign the appropriate paperwork with the institution and approved by the Board of Regents. To offer HSDC, the school must submit the appropriate paperwork to the South Dakota Department of Education. In both, the school must agree to record coursework on the student's transcript and use it to calculate academic credit. Requirements are outlined in [SDCL 13-28-37](#).

##### **1. Concurrent Enrollment/Rising Scholar Program**

- 1.1. **Program Overview:** Concurrent enrollment/Rising Scholar courses provide high school students the opportunity to take college-credit bearing courses at the high school, taught by a qualified individual approved by the school district.

Institutions partner with local school districts to deliver college level coursework at the high school. The expectation is that these courses shall cover the same material and content at the same level required for the same course offered at the institution, and instructors and students are held to the same college-level standards.

- 1.2. Faculty Qualifications: Faculty must be approved by the institution and must comply with section E of [BOR Policy 2.4.5](#) and [AAC Guideline 2.4.5.A](#).
- 1.3. Tuition and Fees: The tuition rate for concurrent enrollment courses is the externally supported tuition rate, which is outlined in [BOR Policy 5.5.3 – Tuition and Fees: Special Course Types](#). This rate may be supported by the school district or directly supported by the student.
- 1.4. Student Eligibility: Students must meet the concurrent program eligibility requirements and any other course placement or prerequisites as outlined in AAC Guideline 2.2.1.6 – High School Enrollment Guidelines – Concurrent/Rising Scholar Program.

## **2. High School Dual Credit Program (HSDC)**

- 2.1. Program Overview: High school dual credit courses provide high school students the opportunity to register for existing university courses taught by university faculty. Courses may be delivered on campus, online, or at the school district.
- 2.2. Faculty Qualifications: HSDC courses are taught by highly qualified faculty employed by the institution.
- 2.3. Tuition and Fees: The reduced tuition rate for the HSDC program is set by BOR and established by South Dakota Codified Law<sup>1</sup>. Students pay one-third of this reduced rate, and the State—through the Department of Education—pays the remaining two-thirds. This policy will not supersede SDCL; if the law changes, the law shall prevail. Students shall not pay any student fees (e.g., lab fee, program fee, discipline fee, laptop fee, delivery fee, etc.).
- 2.4. Student Eligibility: Students must meet the HSDC program eligibility requirements and any other placement or prerequisites as outlined in AAC Guideline 2.2.1.6 – High School Enrollment Guidelines – High School Dual Credit Program.

## **3. High School Full Tuition Rate Program**

- 3.1. Overview: High school students who do not meet the requirements for the High School Dual Credit or Concurrent Enrollment/Rising Scholar programs, or who wish to take courses that are not offered as part of either program, may enroll in the BOR System through this program.
- 3.2. Faculty Qualifications: Courses are taught by highly qualified faculty employed by the institution.
- 3.3. Tuition and Fees: High school students who are enrolled will be charged the full tuition rate and must pay all associated student fees.
- 3.4. Student Eligibility: Students must meet the requirements as outlined in [SDCL § 13-28-37](#).

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<sup>1</sup> [SDCL 13-28-37.1](#)

**D. FEDERAL FINANCIAL AID**

High school students are not eligible for federal financial aid.

**E. REQUIRED RECORDS**

1. High School Dual Enrollment Application: A SD Regental common application is required for admission. The parent or guardian and the school administrator are required to approve the application prior to the official enrollment.
2. High School Transcript: The student's partial high school transcript must be submitted by the high school or other official agency to the Regental system through the application process.
3. Standardized Exams and Previous College Course Information: Students must submit any standardized exam (i.e., ACT) or previous college-level course information to the institution to qualify for any placement.
4. Immunization Records: Student must comply with South Dakota Codified Law as outlined in BOR Policy 2.2.1.2.

**F. PLACEMENT REVIEW**

1. High school students must meet one of the criteria for placement into the appropriate Math and English courses prior to course registration. AAC Guideline 2.2.1.1.A and 2.2.1.1.B shall be used for proper course placement.
2. BOR Policy for validated credit shall be applied as provided in BOR Policy 2.2.1.1 and 2.2.2.5.

**FORMS / APPENDICES:**

- [SDCL § 13-28-37](#)
- [SDCL § 13-28-37.1](#)

**SOURCE:**

[SDCL § 13-28-37](#); [SDCL § 13-28-37.1](#); BOR October 2024.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Undergraduate Transfer Admissions Policy

**NUMBER:** 2.2.1.7

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### **A. PURPOSE**

The transfer admissions policy of the Regental system is guided by the Regent's commitment to serve the people of South Dakota and the needs of the state. This policy sets forth the entrance requirements for prospective transfer students.

### **B. DEFINITIONS**

See BOR Policy section 2.2.1 Admissions Policy series.

See BOR Policy section 2.2.2 Seamless Transfer Policy series.

### **C. POLICIES AND PROCEDURES**

#### **1. Comprehensive Review**

Institutions shall establish a comprehensive review process by which students applying to the Institution are evaluated for admission using multiple measures of achievement. Institutions will have differing criteria based on their mission and their array of programming options. Specific criteria include:

- 1.1 University Mission: The mission of the institutions provides specific academic programming that aligns with their Regental mission. The mission statements are found in Section 1.2 of the Board of Regents Policy.
- 1.2 Academic Achievement: Institutions may use available academic indicators such as grade point average, course preparation, graduation ranking, corequisite learning, community service, employment, references, and nay additional standardized exams in admission criteria.
- 1.3 Program of Study: Institutions should evaluate the prospective student to best equip the success of the student. If secondary requirements exist due to programming accreditation, those must be met.
- 1.4 Military experience, employment, and any other opportunity or experience the prospective student shares may be used in the admissions evaluation.
- 1.5 Classification of the undergraduate student shall be based on the credit hours applied toward the program of study.
  - 1.1.1 Credit hours at 30 or less shall be freshman classification.
  - 1.1.2 Credit hours at 60 or less shall be sophomore classification.
  - 1.1.3 Credit hours at 90 or less shall be junior classification.

1.1.4 Credit hours above 90 shall be senior classification.

1.6 Transfer Credit: The Regental system transfers credit for a program of study and utilizes courses transferred per BOR Policy section 2.2.2. This policy series provides information on approved types of transfer.

1.7 Transfer Grade Point Average (TGPA): Transfer courses shall be included in the calculation of the Transfer Grade Point Average which will also be applied to the system cumulative grade point average (CGPA). BOR Policy 2.8.1 defines the grade point averages for the Regental system.

## **2. Program of Study Articulation Agreements**

Prospective students may utilize an articulation agreement between the sending and receiving institutions.

## **3. Required Records**

3.1 University Application: Prospective students will be required to complete an application for admission.

3.2 College Transcript: Upon request from the student, the sending institution must submit college transcripts to the receiving institution.

3.3 Residency: Students must document residency per [BOR Policy 3.1.1](#).

3.4 Immunization Records: Student must comply with South Dakota Codified Law as outlined in BOR Policy 2.2.1.2.

## **4. Placement Review**

4.1 Prospective students must meet appropriate Math and English courses for course registration. AAC Guideline 2.2.1.1.A and 2.2.1.1.B shall document requirements for course placement.

4.2 Seamless Transfer Policies that apply to the prospective student shall be found in Board Policy section 2.2.2.

4.3 Credit for Prior Learning (including validated credit) shall be applied for prospective students that qualify under BOR Policy 2.2.2.5 and AAC Guidelines section 2.2.2.5.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR October 2024.

## SOUTH DAKOTA BOARD OF REGENTS

### Policy Manual

**SUBJECT:** International Student Admission Policy

**NUMBER:** 2.2.1.8

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#### **A. PURPOSE**

The international student admissions policy sets forth the entrance requirements for international students and sets standards in the collection of transcripts and test scores.

#### **B. DEFINITIONS**

See BOR Policy section 2.2.1 Admissions.

See BOR Policy section 2.2.2 Seamless Transfer.

#### **C. POLICY STATEMENTS**

1. Applicable Prospective Students: An international student is categorized as a foreign-born person who has an international F-1 or J-1 visa.
2. Residency/Citizenship Applicants: Applicants who have applied for residency or citizenship must provide all application materials necessary to be considered for international admission until residency or citizenship has been granted.
3. Transfer Students: Students must have the appropriate SEVIS process for transfer to apply and transfer. BOR Policy 2.2.2.4 provides additional transfer information.

#### **D. COMPREHENSIVE REVIEW**

Institutions shall institute a comprehensive review process by which prospective students applying to the Institution are evaluated for admission using multiple measures of achievement. Institutions may have differing criteria based on their mission and the array of programs and degrees. Criteria considerations may include the following:

1. University Mission: The mission of the institutions provides specific academic programming that aligns with their Regental mission. The mission statements are found in Section 1.2 of the Board of Regents Policy.
2. Academic Achievement: Institutions may evaluate the prospective international students based on their application, any additional institutional requirement, and the required test scores.
3. Program of Study: Institutions should evaluate the prospective student to best equip the success of the student. If secondary requirements exist due to programming accreditation, those must be met.

**E. REQUIRED RECORDS**

1. Prospective students shall complete an application for admission into undergraduate and graduate programs.
2. All prospective students are required to complete the necessary international visa status documentation and this may satisfy the requirements set forth in [BOR Policy 3.1.1](#).
3. Immunization Records: Student must comply with South Dakota Codified Law as outlined in BOR Policy 2.2.1.2.
4. Undergraduate Records:
  - 4.1. Evidence of successful high school completion or standardized exam(s), or
  - 4.2. Evidence of a minimum of 24 credit hours of satisfactory college work from an accredited accepted institution.
5. Graduate Records:
  - 5.1. BOR Policy 2.2.1.11 governs the graduate admission process. The institutions may have additional graduate school requirements.

**F. PLACEMENT REVIEW**

1. Prospective students must meet appropriate Math and English placement criteria for course registration. AAC Guideline 2.2.1.1.A and 2.2.1.1.B shall document requirements for course placement.
2. BOR Policy for validated credit shall be applied as provided in BOR Policy 2.2.1.1 and 2.2.2.5.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR October 2024.



**SOUTH DAKOTA BOARD OF REGENTS****Policy Manual**

**SUBJECT:** Non-Degree Seeking Admission Policy

**NUMBER:** 2.2.1.9

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**A. PURPOSE**

The purpose of this policy is for prospective students desiring to take courses without selecting a program of study. This policy sets forth the entrance requirements for non-degree seeking students.

**B. DEFINITIONS**

See BOR Policy 2.2.1.1 Admission Policy.

**C. ADMISSION FOR COURSEWORK**

**1. Undergraduate Level**

Institutions may offer admission to undergraduate level coursework in a non-degree seeking status.

**2. Graduate Level**

Institutions may offer admission to graduate level coursework in a non-degree seeking status.

**D. FINANCIAL AID**

This student is not eligible for federal financial aid.

**E. REQUIRED RECORDS**

1. University Application: Prospective students shall complete an application for admission.
2. Residency: Students must provide residency per BOR Policy 3.1.1 and BOR Policy 2.2.1.1.
3. Immunization Records: Students must comply with South Dakota Codified Law as outlined in BOR Policy 2.2.1.2.
4. Transcript: Students in this classification do not need to submit a transcript. However, if a student determines to later move to a degree-seeking program, a transcript or other educational record will be required.

**F. PLACEMENT REVIEW**

Prospective students must meet appropriate Math and English placement criteria for course registration. AAC Guideline 2.2.1.1.A and 2.2.1.1.B shall document requirements for course placement.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR October 2024.

**SOUTH DAKOTA BOARD OF REGENTS****Policy Manual****SUBJECT:** Undergraduate Readmit Policy**NUMBER:** 2.2.1.10

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**A. PURPOSE**

The undergraduate readmit policy is designed for previously degree-seeking matriculated and enrolled students that have stopped out for a period not exceeding 12 months. This policy sets forth the requirements for readmit students.

**B. DEFINITIONS**

See BOR Policy section 2.2.1 Admission Policy

See BOR Policy section 2.2.2 Seamless Transfer Policy

**C. POLICIES AND PROCEDURES****1. Disenrolled Status**

- 1.1. Former Regental degree-seeking students that have not been registered and enrolled for up to 12 months may complete a Readmit Change Form to register for courses. No fee shall be applied to this form.
- 1.2. Students must complete the institution Readmit Change Form to validate current major program of study, and any personal information that may have changed (i.e., address, cell phone, etc.). This notifies the institution and advisor of return.
- 1.3. Students shall meet with their advisor prior to registering.
- 1.4. All previous application required records shall be utilized from the initial matriculation of that student's application process.
- 1.5. Depending on the previous academic history, BOR Policy 2.8.1 shall govern the academic standing of the returning student. If a student was not in good standing, the student may not be admitted without additional processing and advising.

**2. Inactivated Status**

- 2.1. If a student is past the 12-month window, that student shall become inactivated.
- 2.2. Students will be required to reapply based on BOR Policy 2.2.1.4 and BOR Policy 2.2.1.5.
- 2.3. Application fees may be waived.

**D. PLACEMENT REVIEW**

Readmit students must meet appropriate Math and English placement criteria for course registration. AAC Guideline 2.2.1.1.A and 2.2.1.1.B shall document requirements for course placement.

**FORMS / APPENDICES:**

None

**SOURCE:** BOR October 2024.

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Graduate Admission Policy

**NUMBER:** 2.2.1.11

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### **A. PURPOSE**

The Board of Regents is committed to providing various options for graduate programs. This policy sets forth the entrance requirements for graduate admission.

### **B. DEFINITIONS**

See BOR Policy 2.2.1.1 Admissions.

See BOR Policy 2.2.2.1 Seamless Transfer.

### **C. POLICIES AND PROCEDURES**

#### **1. Comprehensive Review**

Institutions shall institute a process by which prospective graduate students applying to the university are evaluated for admission using measures of achievement and promise while considering the context in which each student has demonstrated academic accomplishment.

- 1.1. University Mission: The mission of the institutions provides specific academic programming that aligns with their Regental mission. The mission statements are found in Section 1.2 of the Board of Regents Policy.
- 1.2. Undergraduate Academic Achievement: Institutions may evaluate the prospective student based on their undergraduate academic accomplishment.
- 1.3. Program of Study: Institutions may evaluate the prospective student to best equip the success of the student for the program of study.

#### **2. General Graduate Admission Eligibility**

General admission eligibility shall include:

- 2.1. An earned baccalaureate or master's degree from an institution of higher education accredited by a Council for Higher Education Accreditation (CHEA) recognized national or regional accrediting agency, US Department of Education recognized institutional accrediting agency, or a comparable degree from a recognized college or university in another country.
  - 2.1.1. Students may be admitted and may matriculate in a graduate program while concurrently completing their baccalaureate work where there is a program agreement and with the program's permission.
- 2.2. A satisfactory academic record as defined by each program.

**3. Student Admission Status**

- 3.1. Regular Admittance: If a student meets all required elements of the institution, college, and academic unit and program, they shall matriculate with full admission to the institution.
- 3.2. Provisional Admittance: An institution may offer provisional admission.
  - 3.2.1 Students must meet general graduate admission eligibility requirements.
  - 3.2.2 Each institution will establish a time limit on provisional status.
  - 3.2.3 Once the student has satisfied the provisions specified in the offer of admission and submitted all documentation required by the institution or academic program, the provisional qualifier will be removed from the student's record.

**4. Graduate Non-Degree Seeking Admission**

Universities may offer admission for graduate-level professional development to applicants who wish to enroll in graduate-level courses but who may not wish to complete a graduate degree. See BOR Policy 2.2.1.9.

**5. Required Records**

- 5.1 University Application: Prospective students must apply to the institution through its application process.
- 5.2 Post-Secondary Transcript: Transcripts must be submitted by the sending institutions (prior undergraduate and graduate) to the receiving institution.
- 5.3 Residency: Students must provide residency documentation per BOR Policy 3.1.1
- 5.4 Immunization Records: Students must comply with South Dakota Codified Law as outlined in BOR Policy 2.2.1.2.

**6. Transfer**

See BOR Policy 2.2.2 Transfer and AAC Guidelines 2.2.2. Graduate programs may require additional transfer processes and policies. Prospective students should contact the institutional graduate office for more information.

**FORMS / APPENDICES:**

None

**SOURCE:**

BOR October 2024.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – E**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**New BOR Policy 2.7.3.1 – Learning Management System (First Reading)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2.7.3](#) – Syllabi and the Learning Management System

[AAC Guideline 2.7.3.B](#) – Learning Management System Administration Guideline

**BACKGROUND / DISCUSSION**

The Board of Regents manages a systemwide learning management solution. This solution is Desire2Learn (D2L). The Academic Affairs Council (AAC) initially developed a guideline to manage the procedural content for the system. However, AAC determined at their December 2023 AAC meeting to move that guideline to a policy. The system requires that each course has an active shell in D2L. Therefore, with the onset of the syllabi policy, this new policy will complement the system solution and the requirements for course content.

The content for this policy will be migrated from the guideline to a new policy.

Sections:

1. Purpose
2. Definitions
3. Policy Statements
4. LMS Compliance
5. System Administration
6. Third-Party Tools and Functionality Policy
7. User Accounts
8. User Roles and Course Access Requests
9. LMS Designated Use
10. Course Purging

This policy ensures compliance with federal and state rules and regulations, especially confidentiality. The Technology Affairs Council (TAC) and AAC have evaluated this draft policy. This policy, in summary, clarifies the role of the system administrator, campus administrator, roles for the students and faculty as well as retention of course content.

(Continued)

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**DRAFT MOTION 20240731\_7-E:**

I move to approve the first reading of the new draft policy BOR Policy 2.7.3.1 – Learning Management System, 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 movement from guideline to policy for the new proposed draft of BOR Policy 2.7.3.1 – Learning Management System.

The timeline associated with this policy revision will be as follows:

- First Reading – July/August 2024 BOR Meeting
- Second and Final Reading – October 2024 BOR Meeting

### **ATTACHMENTS**

Attachment I – Proposed New BOR Policy 2.7.3.1 – Learning Management System

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Learning Management System

**NUMBER:** 2.7.3.1

---

### **A. PURPOSE**

This policy outlines the governance and administration of the Learning Management System (LMS), which serves a vital role in the delivery of course content and instruction to students across all modalities.

### **B. DEFINITIONS**

1. **Board of Regents (“BOR”):** The constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. BOR 1.1.1, 1.1.2 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
2. **Institution(s):** One of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
3. **Instructor of Record (“Instructor”):** The individual assigned by the institution with overall responsibility for the development and implementation of the course syllabus, delivery of the course, and issuing grades for a given course.
4. **Learning Management System (LMS)<sup>1</sup>:** A comprehensive, integrated software-based system that supports the development, delivery, assessment, and administration of courses in traditional face-to-face, blended, or online learning environments.
5. **Course Catalog:** The student information system catalog for student registration to include the course title, course subject and number, credit hours, instructor of record (if/when assigned), academic term and year, course meeting schedule, building location, delivery method, and campus.
6. **Student Information System (SIS):** The system that manages all student information managed through the Regents Information Systems department of the Board of Regents.

### **C. POLICY STATEMENTS**

1. The BOR utilizes a centralized LMS for all institutions to serve as the primary platform for

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<sup>1</sup> 2014, EDUCAUSE. Retrieved from <https://er.educause.edu/articles/2014/4/selecting-a-learning-management-system-advice-from-an-academic-perspective>



the delivery of course content tools used to enhance the teaching and learning environment.

2. Institutions shall provide training for students, faculty, and staff training on the system's LMS. Instructors teaching online courses through the LMS are subject to the training requirements stipulated in [AAC Guideline 2.3.8.B](#).
3. Courses within the LMS shall be made available per [BOR Policy 2.7.3](#).
4. Instructors may not require students to participate in any assessments or activities before the course's start date in the Course Catalog.
5. Students shall have access to their course(s) up to thirty (30) days after the course's end date in the Course Catalog.
6. Institutions shall have their own branding to uniquely identify their courses; however, institutions must all use the same core navigation and layout as established by the committee. This ensures similar student experiences across the Regental system.

#### **D. LMS COMPLIANCE**

1. System and institutional policies pertaining to copyright of intellectual property, software and instructional materials govern ownership of course content on the LMS. All copyright regulations will be observed. See also [BOR Policy 4.9.1](#).
2. Family Educational Rights and Privacy Act (FERPA) shall be adhered to in accordance with BOR Policy ([BOR Policy 3.3.1](#), [BOR Policy 3.3.2](#), [BOR Policy 7.7](#)).
3. The LMS shall adhere to the policies on acceptable use [BOR Policy 7.1](#).
4. Integration into the LMS shall adhere to [BOR Policy 7.4](#) as well as internal procedures and practices.
5. Federal laws on assistive technology shall be followed.

#### **E. SYSTEM ADMINISTRATION**

The Board of Regents developed a system LMS management committee. Representatives include each institution's LMS administrator and functional staff.

1. The committee reports to the system Academic Affairs Council and the Technology Affairs Council. Therefore, the committee will be co-chaired by one appointee from the Academic Affairs Council (AAC) and one appointee from the Technology Affairs Council (TAC).
2. This committee shall oversee operational decisions and may make policy recommendations to the appropriate council.
3. Each BOR institution may have one academic representative and one technical representative. Each institution shall have only one vote. Additional institutional personnel may participate in an advisory role on the committee.
4. Committee Responsibilities
  - Ongoing management and maintenance of the LMS.

- Developing recommendations as to the proper academic and technical management of the system.
  - Reviewing, recommending, and maintaining the integration of third-party tools.
    - Third-party tools are subject to student privacy, data use and protection, and compliance with applicable BOR policies and guidelines (i.e., [BOR Policy 3.3.1](#), [BOR Policy 3.3.2](#), [BOR Policy 7:6](#), etc.).
    - If there is a cost involved with the add-on or third-party tool, institutions making the request will be expected to secure funding for any one-time and on-going cost.
    - Such integrations may require additional approval from one or more of the BOR standing councils (AAC, BAC, SAC, or TAC).
  - Establishing and managing an archiving/purging process for course and student content within the context of BOR policy for document retention and requirements by system, institutional, departmental, and program accreditors.
  - Periodically reviewing the marketplace to ensure the selected LMS and its integrations continue to meet the future needs of the BOR and its institutions.
5. In addition to management and maintenance, the LMS management committee will develop, maintain, and enforce a consistent interface and experience for all users.
  6. The committee shall review, recommend, implement, and manage digital accessibility tools to ensure that content within the LMS is accessible, per rules and regulations, policies and guidelines.

#### **F. THIRD-PARTY TOOLS AND FUNCTIONALITY POLICY**

Many vendors produce tools that can be integrated into the LMS. This allows them the capability to link their services and/or materials into the LMS and can provide both faculty and students with supplemental information or functionality to complete coursework.

Requests for integration will go through a process of approval and implementation prior to being available, and if there is a cost associated with a tool, that cost must be justified, and a funding source identified. The LMS Management Committee reserves the right to reject any request for a third-party tool that does not comply with the system standards.

#### **G. USER ACCOUNTS**

User accounts shall be considered any account created and listed in the learning management system (LMS), making the account available for course, institution, or system use as governed by roles assigned to the account. All members of the Regental community that need access to the LMS will utilize their institutional email and password assigned.

#### **H. USER ROLES AND COURSE ACCESS REQUESTS**

The LMS Management Committee (see AAC Guideline 2.7.3.B) manages the LMS and user roles to ensure users have the appropriate level of access. If an individual needs access to a course and is not the instructor of record, they must request access as outlined in the guideline.

## **I. LMS DESIGNATED USE**

1. The LMS shall be used for the following purposes:
  - a. Instructors teaching credit or non-credit bearing courses that lead to degrees offered by one of the Regental institutions,
  - b. Master Teachers instructing high school courses for the NSU Center for Statewide E-learning,
  - c. Enrolled students,
  - d. Extension services and other outreach offered through Regental institutions,
  - e. Students auditing the course and non-students are eligible to take courses using the LMS through the Class Visitor Program.
2. [BOR Policy 2.7.3](#) requires institutional courses to have a course shell regardless of modality. Exceptions to this shall be outlined in BOR Policy 2.7.3.
3. Courses in the LMS shall be used to provide the syllabus and is highly recommended to distribute course content, send course notifications, and to manage grades.
4. Grade synchronization with the SIS will be automatically integrated for those faculty who utilize grading in the LMS.
5. Cross-listed courses shall automatically be merged into one (1) course shell. It shall be at the discretion of the instructor of record to use the merged or the individual shells.

## **J. COURSE PURGING**

SIS courses will be purged from the LMS seven (7) years after the end of the course's assignment term, though exceptions will be provided as detailed in the procedural guidelines.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR October 2024.

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – F**

**DATE: July 31 – August 1, 2024**

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**SUBJECT**

**New Undergraduate Certificate Request – BHSU, DSU NSU, SDSU & USD – Gateway to Teacher Education**

**CONTROLLING STATUTE, RULE, OR POLICY**

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

**BACKGROUND / DISCUSSION**

Black Hills State University (BHSU), Dakota State University (DSU), Northern State University (NSU), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer a Gateway to Teacher Education. The proposed certificate will provide a jumpstart for South Dakota high school students with a career interest in PK-12 teacher education and provide knowledge about teacher education degree programs within the SDBOR institutions. Students will learn about teacher and the teaching profession while gaining hands-on experience.

**IMPACT AND RECOMMENDATION**

The certificate will be offered both on campus, online, and as In-District HSDC delivery in approved school districts. The certificate does not require new state resources. No new courses will be required.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Certificate Request Form: BHSU, DSU, NSU, SDSU & USD – Gateway to Teacher Education

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**DRAFT MOTION 20240731\_7-F:**

I move to authorize BHSU, DSU, NSU, SDSU, and USD to offer a Gateway to Teacher Education undergraduate certificate, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Certificate

<b>UNIVERSITY:</b>	<b>University of South Dakota</b>
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Gateway to Teacher Education</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>August 2024</b>
<b>PROPOSED CIP CODE:</b>	<b>13.0101</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>USD-Teacher Residency and Education</b> <b>NSU-Elementary/Secondary Education</b> <b>DSU-Education</b> <b>BHSU- School of Education</b> <b>SDSU-School of Education, Counseling &amp; Human Development</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>UCIN</b> <b>NESE</b> <b>DEDUC</b> <b>BSCE</b> <b>SECH</b>
<b>UNIVERSITY DIVISION:</b>	<b>USD-School of Education</b> <b>NSU-Millicent Atkins School of Education</b> <b>DSU-College of Education and Human Performance</b> <b>BHSU-College of Education</b> <b>SDSU-College of Education &amp; Human Sciences</b>
<b>BANNER DIVISION CODE:</b>	<b>2E</b> <b>5E</b> <b>8E</b> <b>6D</b> <b>3H</b>

<b><u>X</u></b>	<p><b><u>Please check this box to confirm that</u> (place an “X” in the left box):</b></p> <ul style="list-style-type: none"> <li>The individual preparing this request has read <a href="#">AAC Guideline 2.3.2.2.C</a>, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.</li> <li>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.</li> </ul>
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**University Approval**

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

<u>Elizabeth M. Freeburg</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<b>USD</b>	<u>5/29/2024</u> Date
<u>Jon Kilpinen</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<b>BHSU</b>	<u>Pending Approval</u> Date
<u>Rebecca S. Hoey</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<b>DSU</b>	<u>06/04/2024</u> Date
<u>Dr. Erin Fouberg</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<b>NSU</b>	<u>6/4/2024</u> Date
<u>Teresa Seefeldt</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<b>SDSU</b>	<u>6/5/2024</u> 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” before the graduate type)**

<input checked="" type="checkbox"/>	Undergraduate Certificate	<input type="checkbox"/>	Graduate Certificate
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- 2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.**

This certificate provides a jumpstart for South Dakota high school students with a career interest in PK-12 teacher education and provides knowledge about teacher education degree programs within South Dakota Regental Institutions. Students will learn about teaching and the teaching profession while gaining hands-on experience.

- 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:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1.2.1</a>
DSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1.2.2</a>
NSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1.2.3</a>
SDSMT:	<a href="#">SDCL § 13-60</a>	<a href="#">BOR Policy 1.2.4</a>
SDSU:	<a href="#">SDCL § 13-58</a>	<a href="#">BOR Policy 1.2.5</a>
USD:	<a href="#">SDCL § 13-57</a>	<a href="#">BOR Policy 1.2.6</a>
	<a href="#">Board of Regents Strategic Plan</a>	

Certificate is stackable with teacher education majors or could be used as stackable general education electives for other major programs.

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

The need for teachers in South Dakota is estimated to increase by 7% by 2030<sup>1</sup>. As of January 2024, South Dakota saw approximately 300 vacant teaching positions<sup>2</sup>. The South Dakota Secretary of Education, Joseph Graves, commented to SDPB, that ““When I began in my superintendency over 30 years ago, we would have file cabinets full of elementary applicants. When those (positions) began to be in a shortage, we knew we were in a real definite teacher shortage. And in fact, I think the teacher shortage right now is historically unprecedented.” School districts need teachers at all levels of preK-12. As a rural state, South Dakota races additional struggles to recruit teachers. The Mankato Free Press called the teacher shortage in rural areas a “crisis”<sup>3</sup>. Also, The Duluth News Tribune called it a “struggle” to get rural teachers<sup>4</sup>. Finally, The U.S. Department of Education<sup>5</sup> published a listing of teacher shortage areas which highlighted rural areas that are not able to recruit or retain highly qualified professional workforces.

The good news is that teachers, more than any other profession, are likely to return home to work. Homegrown teachers were noted to be most likely to teach in their rural school setting<sup>6</sup>. Research conducted at USD<sup>7</sup> supports the notion of homegrown teachers. This notion suggests that when communities “grow their own” professions, then the professionals are more likely to remain in that setting. Students from rural high schools were five and a half times more likely to consider teaching in rural areas than those from urban areas. Introducing high school students to the profession is good practice and may encourage students to consider teaching and return home to address the teaching shortage in their home communities.

**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 intended audience is high school students considering pursuing majors or degree programs in Elementary, Secondary, and Special education. The certificate does not lead to licensure or certification.

**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)?**

No

<sup>1</sup> South Dakota Occupational Employment Projections 2020-2030, Labor Market Information Center, South Dakota Department of Labor and Regulation, July 2022.

<sup>2</sup> Hendry, J. (Feb. 2024). South Dakota’s teacher shortage a matter of pay and pipeline. *South Dakota Public Broadcasting*. <https://listen.sdpb.org/education/2024-02-21/south-dakotas-teacher-shortage-a-matter-of-pay-and-pipeline>. Accessed April 24, 2024.

<sup>3</sup> Goodrich, K. (March 26, 2016). Teacher shortage 'a potential crisis,' especially for rural area districts. *Mankato Free Press*. [https://www.mankato.freepress.com/news/local\\_news/teachershortage-a-potential-crisis-especially-for-ruralarea-districts/article\\_8d1e5a8c-f1e4-11e5-9073-9fc3c3fcc574.html](https://www.mankato.freepress.com/news/local_news/teachershortage-a-potential-crisis-especially-for-ruralarea-districts/article_8d1e5a8c-f1e4-11e5-9073-9fc3c3fcc574.html)

<sup>4</sup> McMullen, M. (Feb. 10, 2017). Rural Minnesota schools struggle with teacher shortage. *Duluth News Tribune*. <https://www.duluthnewtribune.com/news/4215896-rural-minnesota-schoolsstruggle-teacher-shortage>

<sup>5</sup> U. S. Department of Education (2016). Teacher shortage areas nationwide listing 1990-1991 through 2016-2017. <https://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>

<sup>6</sup> Huysman, J. (2008). Rural teacher satisfaction: An analysis of beliefs and attitudes of rural teachers' job satisfaction. *Rural Educator*, 29(2), 31-38. <https://eric.ed.gov/?id=EJ869291>

<sup>7</sup> Oyen, K., & Schweinle, A. (2021). Addressing Teacher Shortages in Rural America: What Factors Help New Teachers Apply to Teach in Rural Settings? *The Rural Educator*, 41(3), 12-25



**B. Is the certificate a value-added credential that supplements a student's major field of study?**

No

**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.**

The certificate is stackable with Elementary, Secondary, and Special Education programs or could be used as stackable general education electives for other major programs.

**7. List the courses required for completion of the certificate in the table below.**

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
EDFN	102	Introduction to Education		3	No
SPED	100	Introduction to Persons with Exceptionalities (C)		3	No
<b>Take one of the following</b>					
HIST	151	United States History I (C)		3	No
HIST	152	United States History II (C)			No
INED/ AIS	211	South Dakota American Indian Culture and Education (C)			No
<b>Take one of the following</b>					
CMST	101	Foundations of Communication (C)		3	No
ENGL	101	Composition I (C)			No
<b>Subtotal</b>				<b>12</b>	

**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.**

- 1. Earn experience observing, leading and facilitating instruction in elementary education classrooms**
- 2. (Education) Analyze the basic issues that impact public education (e.g., legal/ethical, financial, organizational, technological, political).**
- 3. (Communication) Communicate clearly in a variety of situations (written, verbal, non-verbal) to achieve a defined purpose.**
- 4. (History) Analyze the impact of diverse perspectives in contemporary of historical contexts (individual, cultural, political).**



- 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	Program Courses that Address the Outcomes						
	EDFN 102*	SPED 100*	CMST 101	ENGL 101	INED 211	HIST 151	HIST 152
Earn experience observing, leading and facilitating instruction in elementary education classrooms	X						
(Education) Analyze the basic issues that impact public education (e.g., legal/ethical, financial, organizational, technological, political).	X	X					
(Communication) Communicate clearly in a variety of situations (written, verbal, non-verbal) to achieve a defined purpose.			X	X			
(History) Analyze the impact of diverse perspectives in contemporary of historical contexts (individual, cultural, political).					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. 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 Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
On campus	Yes	August 2024

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	In-district where approved	August 2024

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	X15, X18	August 2024
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

**10. Additional Information:**

The certificate program was discussed and voted upon at the Education Discipline Council. On behalf of the group, USD placed the program on the SDBOR pending proposal listing on 5/8/24.

## NEW CERTIFICATE REQUEST

### Supporting Justification for On-Campus Review

<b>Amy Schweinle</b>		
<b>Request Originator</b>	<b>Signature</b>	<b>Date</b>
Dan Mourlam		
<b>Department Chair</b>	<b>Signature</b>	<b>Date</b>
<b>Amy Schweinle</b>		
<b>School/College Dean</b>	<b>Signature</b>	<b>Date</b>

1. Is the certificate program being offered solely at a location(s) approved by the Higher Learning Commission?  

X    Yes
No
2. Is the certificate program Title IV (*financial aid*) eligible?  

Yes
X    No
3. Are the courses in the certificate program credit bearing?  

X    Yes
No
4. Does the certificate program consist of 50% or more of new courses developed specifically for the requested program (i.e. the certificate is NOT a subset of courses from an existing degree program)? [*See item 5 on certificate document*]  

Yes
X    No
5. Does the certificate program have appropriate and completed approval from internal sources (i.e. department, curriculum committees, etc.) and external sources (i.e. the state coordinating board, etc.)?  

X    Yes
No
6. Add any additional comments that will aid in the evaluation of this request.

The certificate program was discussed and voted upon at Education Discipline Council

## **SOUTH DAKOTA BOARD OF REGENTS**

### **Academic and Student Affairs**

**AGENDA ITEM: 7 – G**

**DATE: July 31 – August 1, 2024**

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#### **SUBJECT**

**Request to Seek Accreditation – NSU (CCNE)**

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

[BOR Policy 2.3.5](#) – Accreditation

[AAC Guideline 2.3.5.B](#) – Request to Seek Program Accreditation

#### **BACKGROUND / DISCUSSION**

AAC Guideline 2.3.5.B specifies that universities must seek and receive Board approval before applying for initial accreditation for academic programs. Northern State University requests approval to seek accreditation from the following accrediting agency:

Accrediting Agency: The Commission on Collegiate Nursing Education (CCNE)

Program: Nursing (NS)

Advantages: CCNE is the accrediting body for undergraduate, graduate, and post-graduate programs in nursing. They ensure that these programs engage in effective educational practices and provide a reputable quality program. Accreditation from CCNE is mandatory for Northern State University to offer a nursing program, and it ensures that we possess and maintain the required standards for practice along with a relevant and critically current curriculum.

#### **IMPACT AND RECOMMENDATION**

NSU anticipates a one-time application fee of \$2,500 for initial accreditation, and an annual fee of \$2,833 (FY24) to be covered through department funds. NSU plans to attach a student fee to courses with the NURS prefix. This revenue would be able to maintain the annual fees associated with accreditation. Other costs would include roughly \$5,250 for travel expenses for the evaluation & site visit.

Board staff recommends approval.

#### **ATTACHMENTS**

Attachment I – NSU Request to Seek Accreditation Form: Commission on College Nursing Education (CCNE)

\*\*\*\*\*

#### **DRAFT MOTION 20240731\_7-G:**

I move to approve NSU's request to seek accreditation from the Commission on Collegiate Nursing Education (CCNE) for their BS in Nursing.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### Request to Seek Accreditation

Use this form to request permission to seek accreditation of an approved program. Board of Regents (BOR) action is required to seek program accreditation.

<b>UNIVERSITY:</b>	NSU
<b>PROGRAM:</b>	BS in Nursing
<b>CIP CODE:</b>	51.3801
<b>UNIVERSITY DEPARTMENT:</b>	College of Arts and Sciences
<b>UNIVERSITY DIVISION:</b>	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. Level of program seeking accreditation (place an "X" in the appropriate box):

- |                                      |                                    |  |
|--------------------------------------|------------------------------------|--|
| <input type="checkbox"/> Certificate | <input type="checkbox"/> Associate | <input checked="" type="checkbox"/> Bachelor's |
| <input type="checkbox"/> Doctoral    | <input type="checkbox"/> Master's  |  |

#### 2. Accrediting Agency:

Commission on Collegiate Nursing Education (CCNE)

#### 3. What are the advantages of accreditation?

CCNE is the accrediting body for undergraduate, graduate, and post-graduate programs in nursing. They ensure that these programs engage in effective educational practices and provide a reputable quality program. Accreditation from CCNE is mandatory for Northern State University to offer a nursing program, and it ensures that we possess and maintain the required standards for practice along with a relevant and critically current curriculum.

#### 4. What are the anticipated costs involved in accreditation, including:

##### A. Costs involved in undergoing self-study and preparing the application for accreditation:

Application Fee — \$2500

**B. Out-of-pocket costs related to dues or site visits:**

Evaluation/site visit fee — \$5250 (three team members at \$1750 per team member)  
 Annual fee — \$2833 (FY 2024)

**C. Base budget implications including incremental costs and minimum base resources required (dollars and FTE):****Base Costs —**

Application: \$2500  
 Site visit: \$5250

**Annual Fees —**

Annual fee: \$2833 (FY 2024); \$2890 (FY 2025)

**5. What is the source of the revenue needed?**

The Department of Nursing will increase revenue by attaching student fees to the NURS prefix courses, just as we do with courses in the Department of Science and Mathematics. A portion of the amount generated from these fees will cover the annual fees associated with CCNE accreditation.

**6. What is the estimated date for submission of accreditation application?**

**FY 2024-2025** — spring 2025 apply for CCNE accreditation  
**FY 2026-2027** — fall 2026 site visit  
**Spring 2027** — CCNE Accreditation Approval

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 7 – H**

**DATE: July 31 – August 1, 2024**

\*\*\*\*\*

**SUBJECT**

**Revised BOR Policies 1.4.1 and 3.4.1 (Placeholder)**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 1.4.1](#) – Sexual Harassment

[BOR Policy 3.4.1](#) – Student Code of Conduct

**BACKGROUND / DISCUSSION**

This item shall serve as a placeholder in the event Board discussion and/or action is necessary to respond to changes to the federal landscape related to BOR Policy 1.4.1 and correlating internal policy manual references.

**IMPACT AND RECOMMENDATION**

To be determined.

**ATTACHMENTS**

None

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**DRAFT MOTION 20240731\_7-H:**

Will be provided at a later date.