BOARD OF REGENTS MINUTES OF THE MEETING December 11-12, 2024

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ADJOURN

BOARD OF REGENTS MINUTES OF THE MEETING December 11-12, 2024

The South Dakota Board of Regents met on December 11-12, 2024, at Black Hills State University in Spearfish, South Dakota at 9:00 a.m. Mountain 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 – ABSENT Tim Rave, President – PRESENT

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

WEDNESDAY, DECEMBER 11, 2024

Regent Rave declared a quorum present and called the meeting to order at 9:00 a.m. MST.

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

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

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

There were no declared conflicts.

1-D Approval of the Minutes - October 2-3, 2024, November 14, 2024

IT WAS MOVED by Regent Roberts, seconded by Regent Rasmussen, to approve the minutes of the Board of Regents meetings October 2-3, 2024, and November 14, 2024. Motion passed.

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

IT WAS MOVED by Regent Morrison, seconded by Regent Partridge, that the Board dissolve into Executive Session at 9:15 a.m. on Wednesday, December 11th, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business.

That it rise from Executive Session at 5:00 p.m., and reconvene in public session, to resume the regular order of business, and that the Board report its deliberations while in executive session and take any action it deems prudent as a result thereof in public session on Thursday, December 12th. Motion passed.

THURSDAY, DECEMBER 12, 2024

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

3-A Report and Actions of Executive Session

The Board Dissolved into Executive Session at 9:40 a.m. on Wednesday, December 11th, 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 Roberts, that the Board approve the recommended actions as set forth in the secretary's report and publish said reports and official actions in the formal minutes of this meeting. Motion passed.

3-B Welcome Presentation by BHSU President Steve Elliott

President Steve Elliott welcomed the Board of Regents to Black Hills State University Campus. He provided a brief presentation highlighting some activities that have been happening on campus this year, regional partnerships they have been fostering, civics initiative, strategic enrollment plan, and that they have launched year one of three of their new marketing campaign.

3-C(1) BHSU Student Organization Awards

Dr. Jane Klug, BHSU Dean of Students along with Dr. John Allred, BHSU VP of Enrollment Management, presented the BHSU student organization award winners for 2023. Lakota Omniciye accepted the award for academic excellence. The Future Teachers Association (FTA) accepted the award for community service. The Accounting Club (Kicking Assests) accepted the award for organizational leadership.

A copy of the BHSU Student Organization Awards can be found on pages $\underline{21}$ to $\underline{22}$ of the official minutes.

3-C(2) SDSMT Student Organization Awards

Dr. Joseph Dlugos, SDSMT, Associate for Student Development and Dean of Students, along with Samantha Harkin, SDSMT Assistant Director of Student Engagement, presented the SDSMT student organization award winners for 2023. Lambda Chi Alpha accepted the award for academic excellence. Beta Delta Mu accepted the award for community service. Lambda Chi Alpha also accepted the award for organizational leadership.

A copy of the SDSMT Student Organization Awards can be found on pages $\underline{23}$ to $\underline{24}$ of the official minutes.

3-D Reports from Individual Presidents and Superintendents

No reports.

3-E Reports on Individual Regent Activities

Regent Frederick noted that he and Regent Lochner took a tour of the swine unit and various other ag units at SDSU since the last meeting. He alo noted that a few weeks ago he, along with Regent Dittman and Regent Rave were present at NSU in Aberdeen for the accreditation review of their nursing program.

Regent Lochner noted that his main activity was his involvement in the SDSMT Presidential Search process recently. He felt that the process was excellent and far exceeded utilization of outside search funds and was surprised by the involvement of the various constituent groups throughout every stage. Regent Morrison noted that he wanted to congratulate the two flagship institutions and their football teams having finished in the top four in the country, which is phenomenal.

Regent Rasmussen was invited to an international student organization meeting at USD with students from Ghana. It was a very interesting experience for him learning about their country and culture.

Regent Dittman echoed Regent Frederick's mention that the trip to Aberdeen for the NSU Nursing Accreditation was great. She congratulated President Schnoor and his staff for the wonderful handling of that process. Regent Rave also noted that he was impressed with the program accreditation process at NSU as well and how it relates to his everyday job in healthcare.

<u>3-F Report of the Executive Director</u>

Nathan Lukkes, Executive Director and CEO, thanked SDSU for the warm hospitality from Spearfish and BHSU while hosting the BOR meeting this week. He noted that on Monday this week was the welcome reception for new SDSMT President Brian Tande. The event was very well attended, and he looks forward to when Dr. Tande begins his new role in early January.

Govern Noem issued a new executive order (EO) at the end of November on internal controls that affects our system as well as other government agencies to ensure that funds are being utilized properly. Nathan commended her leadership and really digging into that area. He noted that this EO goes hand in hand with work we are already doing with our Audit Committee. We are looking forward to taking some of that training she is bringing forward and finding ways to supplement, include, and enhance our processes to keep trying to do better and be good stewards of the state.

President Elliott briefly mentioned the new civics initiative during his welcome, and Nathan noted he had the privilege of attending the Civics speaker event here at BHSU with Jeffrey Rosenthal and was impressed. He looks forward to seeing what the Center for Civic Engagement at BHSU has in store in the future.

Nathan also attended the Governor's Budget Address in Pierre. He noted that the BOR will continue to work to put the best interest of the state and the system at the forefront of our efforts.

In closing, he wished all students that are currently working to finish finals this week luck in their studies.

<u>3-G Report from the Student Federation</u>

Ethan Gladue (President) and Madelyn Siekmann (Vice President) provided an update on activities within the Student Federation. Since the last BOR meeting they have been busy with a survey they had sent out regarding the tuition freeze. The survey was out between October 28 through November 8 which receive 2,189 responses across the Regental system. Ethan thanked the student federation members for their work on this survey; getting 2,000+ responses is no small task. The data collected with critical in getting a baseline understanding of how much the student population understood the tuition and fees process. Secondly, the Student Federation is also gearing up for the legislative session and the annual Students in Higher Education Day (SHED) at the Capitol on January 26th & 27th in Pierre.

3-H(1) Report from the BHSU Student Senate

Cassidy Vanden Hoek (President), Liza Stahl (Vice President) and Sage Wilson (Secretary) provided and update on recent activities in BHSU's Student Senate. Sage noted that they are currently working on investigating the usage of the General Activity Fee (GAF) and its potential impact on students. They have partnered with the Finance & Administration Department on campus to develop an educational campaign to inform students about GAF. The BHSU Student Senate is committed to ensuring that any decision is only made after the student body is well informed. They are working on compiling a comprehensive report that they hope to share with the Board once it is finished. Liza stated that noted that their student senate organized a car smash to help students elleivate stress in a fun way. The proceeds from that event will fund social events and team bonding exercises when they attend SHED in January. Liza also noted that they are pleased to announce that there are now seven new student organizations recognized on campus as of this fall, bringing their total number of active student organizations on campus to 43. Cassidy expressed her deep gratitude and appreciation for her fellow Student Association officers; she wouldn't have been able to get through the semester without them. She also noted that students have been putting in a lot of effort into the new Center for Civic Engagement by providing feedback through student focus groups and hosting various events and meetings with President Elliott. They have also been working on building relationships outside of campus and preparing for the legislative session. They invited local legislators to help assist them in learning how to conduct themselves with legislators, how to introduce themselves, etc.

Nathan Lukkes noted that he is a little envious of their car smash event and encouraged that if they would like to extend an invite to him for future events, he would love to attend.

3-H(2) Report from the SDSMT Student Association

Hagan Archer (President) and Clive Uy (Vice President) provided and update on the recent activities of the SDSMT Student Senate. They too are also preparing for the legislative session. Clive noted that they are exploring fundraising opportunities to be able to put together a fund to use to bring as many SDSMT student senate members to the capital for session as possible for them to be able to experience SHED. When they come back to campus on January 15 for the start of the new semester, they are planning a meeting with Regent Partridge as well as the mayor to prep for the upcoming legislative session and they are excited for that meeting.

<u>4 Public Comment Period</u>

Paula Jenson, used to teach at SDSMT for 2 years. She wanted to comment and advocate for the new undergraduate certificate for Gateway to Engineering that is on the agenda for discussion today. She firmly believes it will be of great benefit to students and help to grow the engineering industry in South Dakota.

CONSENT AGENDA

IT WAS MOVED by Regent Roberts, seconded by Regent Lochner, to approve consent agenda items 5-A through 5-N as presented. Motion passed.

Academic and Student Affairs – Consent

5-A Graduation Lists

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

A copy of the Graduation Lists can be found on pages $\underline{25}$ to $\underline{55}$ of the official minutes.

5-B(1) New Program Request – DSU – Minor in Cyber Leadership & Intelligence

Authorize DSU to offer a minor in Cyber Leadership and Intelligence, as presented.

A copy of the New Program Request – DSU – Minor in Cyber Leadership & Intelligence can be found on pages <u>56</u> to <u>62</u> of the official minutes.

5-B(2) New Program Request – DSU – Minor in Quantum Computing for Cyber Security

Authorize DSU to offer a minor in Quantum Computing for Cybersecurity, as presented.

A copy of the New Program Request -DSU - Minor in Quantum Computing for Cyber Security can be found on pages <u>63</u> to <u>80</u> of the official minutes.

5-B(3) New Program Request – SDSMT – Minor in Quantum Information Science

Authorize SDSMT to offer a minor in Quantum Information Science, as presented.

A copy of the New Program Request – SDSMT – Minor in Quantum Information Science can be found on pages <u>81</u> to <u>88</u> of the official minutes.

5-B(4) New Program Request – SDSU – Healthcare Systems Engineering (BS)

Authorize SDSU to offer a BS in Healthcare Systems Engineering, as presented.

A copy of the New Program Request – SDSU – Healthcare Systems Engineering (BS) can be found on pages <u>89</u> to <u>95</u> of the official minutes.

5-C(1) New Certificate Request – DSU – Cyber Operations (Graduate)

Authorize DSU to offer a graduate certificate in Cyber Operations, as presented.

A copy of the New Certificate Request – DSU – Cyber Operations (Graduate) can be found on pages <u>96</u> to <u>102</u> of the official minutes.

5-C(2) New Certificate Request – SDSU – Global Agricultural Leadership (Undergraduate)

Authorize SDSU to offer an undergraduate certificate in Global Agricultural Leadership, as presented.

A copy of the New Certificate Request – SDSU – Global Agricultural Leadership (Undergraduate)

can be found on pages $\underline{103}$ to $\underline{109}$ of the official minutes.

5-C(3) New Certificate Request – SDSU – Rural Health (Undergraduate)

Authorize SDSU to offer an undergraduate certificate in Rural Health, as presented.

A copy of the New Certificate Request – SDSU – Rural Health (Undergraduate) can be found on pages <u>110</u> to <u>117</u> of the official minutes.

<u>5-D(1) New Specialization Request – DSU – Health Informatics – Computer Information</u> <u>Systems (BS)</u>

Authorize DSU to offer a Health Informatics specialization within the BS in Computer Information Systems program, as presented.

A copy of the New Specialization Request - DSU - Health Informatics - Computer Information Systems (BS) can be found on pages <u>118</u> to <u>123</u> of the official minutes.

<u>5-D(2) New Specialization Request – SDSU – Health Promotion Specialization and Innovative</u> <u>Healthcare Leadership Specialization – Health Studies (BS)</u>

Authorize SDSU to offer a Health Promotion specialization and an Innovative Healthcare Leadership specialization within the BS in Health Studies program, as presented.

A copy of the New Specialization Request – SDSU – Health Promotion Specialization and Innovative Healthcare Leadership Specialization – Health Studies (BS) can be found on pages $\underline{124}$ to $\underline{134}$ of the official minutes.

5-E Inactive Status and Program Termination Requests – DSU, SDSU & USD

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

A copy of the Inactive Status and Program Termination Requests can be found on pages $\underline{135}$ to $\underline{170}$ of the official minutes.

5-F Substantive Program Modifications Requiring Board Approval – SDSU

Approve the substantive program modifications from SDSU, as presented.

A copy of the Substantive Program Modifications Requiring Board Approval can be found on pages 171 to 178 of the official minutes.

<u>5-G Revisions to Terminal Degree Table – SDSU</u>

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

A copy of the Revisions to Terminal Degree Table can be found on pages <u>179</u> to <u>188</u> of the official

minutes.

5-H Agreement on Academic Cooperation – SDSU

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

A copy of the Agreement on Academic Cooperation can be found on pages <u>189</u> to <u>193</u> of the official minutes.

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

Approve South Dakota School of Mines & Technology to finalize and execute articulation agreements with Casper College, Gillette College, and Northern State University in substantially similar form to that set forth in Attachment I.

A copy of the Articulation Agreements with SDSMT can be found on pages $\underline{194}$ to $\underline{260}$ of the official minutes.

5-I(2) Articulation Agreements – University of South Dakota

Approve the University of South Dakota to finalize and execute the articulation agreement between USD and Western Iowa Tech Community College in substantially similar form to that set forth in Attachment I.

A copy of the Articulation Agreements with USD can be found on pages 261 to 266 of the official minutes.

Budget and Finance – Consent

5-J SDLTAP Joint Powers Agreement – SDSU/SDDOT

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

A copy of the SDLTAP Joint Powers Agreement – SDSU/SDDOT can be found on pages 267 to 297 of the official minutes.

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

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

A copy of the Maintenance & Repair (M&R) Projects (Greater than \$250,000) can be found on page **298** of the official minutes.

5-L FY26 HEFF M&R Projects

Approve the FY26 HEFF M&R projects as presented in Attachment II.

A copy of the FY26 HEFF M&R Projects can be found on pages 299 to 303 of the official minutes.

5-M FY26 Auxiliary System M&R Projects

Approve the FY26 Auxiliary System M&R projects as presented in Attachment I.

A copy of the FY26 Auxiliary System M&R Projects can be found on pages <u>304</u> to <u>307</u> of the official minutes.

5-N FY26 AES M&R Projects

Approve the AES M&R projects for FY26 as requested.

A copy of the FY26 AES M&R Projects can be found on pages 308 to 309 of the official minutes.

Routine Informational Items – No Board Action Necessary

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

A copy of the Intent to Plan Requests can be found on pages $\underline{310}$ to $\underline{311}$ of the official minutes.

5-P Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages $\underline{312}$ to $\underline{314}$ of the official minutes.

5-Q Building Committee Report

A copy of the Building Committee Report can be found on page <u>315</u> of the official minutes.

5-R Capital Projects List

A copy of the Capital Projects List can be found on pages $\underline{316}$ to $\underline{320}$ of the official minutes.

<u>5-S Audit Committee Report</u>

A copy of the Audit Committee Report can be found on page <u>321</u> of the official minutes.

5-T SDSU Football Stadium FY24 Financials

A copy of the SDSU Football Stadium FY24 Financials can be found on pages $\underline{322}$ to $\underline{324}$ of the official minutes.

5-U Reduced Tuition Annual Report

A copy of the Reduced Tuition Annual Report can be found on pages $\underline{325}$ to $\underline{329}$ of the official minutes.

5-V Student Accounts Receivable Report

A copy of the Student Accounts Receivable Report can be found on pages $\underline{330}$ to $\underline{333}$ of the official minutes.

5-W Auxiliary System Agreed Upon Procedures Report

A copy of the Auxiliary System Agreed Upon Procedures Report can be found on pages $\underline{334}$ to $\underline{372}$ of the official minutes.

5-X 2022-23 System General Education Report

A copy of the 2022-23 System General Education Report can be found on pages 373 to 411 of the official minutes.

5-Y 2023-24 System General Education Report

A copy of the 2023-24 System General Education Report can be found on pages $\underline{412}$ to $\underline{448}$ of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

<u>6-A BOR Policy Revisions Regarding Midterm Grades: Revised BOR Policy 2.1.1 – System</u> <u>Academic Year/Academic Calendar, and Revised BOR Policy 2.8.1 – Grades and Use of</u> <u>Grade Point Averages (First Reading)</u>

Dr. Janice Minder, System VP for Academic Policy and Planning, stated that midterm grading is a process whereby faculty provide a DEF grade (deficiency grade) to document a student's progress in their courses typically at the half point in the semester. With renewal of the learning management solution1 (D2L Brightspace) this past cycle, the top D2L priority identified by stakeholders was to synchronize midterm and final grades with the student information system (Banner), allowing for grades to be automatically exported from one system to the other. If the adoption of the synchronization is supported and implemented, the DEF grade will no longer be supported due to the grading functionality. This request for grade synchronization prompted a full review of BOR Policy 2.1.1 and BOR Policy 2.8.1. The proposed revisions before the board for first review are a result of the recommended enhancements provided from the Academic Affairs Council following their review of the policies.

IT WAS MOVED by Regent Dittman, seconded by Regent Lochner, to approve the first reading of the proposed revisions to BOR Policy 2.1.1 (System Academic Year/Academic Calendar) and BOR Policy 2.8.1 (Grades and Grade Point Averages), as presented. Motion passed.

A copy of the BOR Policy Revisions Regarding Midterm Grades (First Reading) can be found on pages **<u>449</u>** to **<u>467</u>** of the official minutes.

6-B Revised BOR Policy 2.3.7 – Undergraduate General Education (First Reading)

Dr. Janice Minder, System VP for Academic Policy and Planning, and Dr. Pam Carriveau, System Associate VP for Academic Programming, stated During the 2024 legislative session1, the joint committee on appropriations submitted to Executive Director Lukkes a letter of intent regarding a Center for Civic Engagement. Within that letter, the Joint Committee on Appropriations outlined that the Regents should provide and make available courses that incorporate civics proficiency.

Dr. Carriveau, working with the universities and especially with Black Hills State University, has partnered to develop a goal and student learning outcomes (SLOs) to be integrated within the general education program as detailed within the agenda item.

IT WAS MOVED by Regent Dittman, seconded by Regent Frederick, to approve first the incorporation of a civic proficiency requirement and approval of the goal and student learning outcomes as provided, and second, approve the first reading of the proposed revisions to BOR Policy 2.3.7 – Undergraduate General Education, as presented. Motion passed.

A copy of the Revised BOR Policy 2.3.7 -Undergraduate General Education (First Reading) can be found on pages <u>468</u> to <u>475</u> of the official minutes.

<u>6-C NSU & Southeast Tech Co-Admission and Co-Enrollment Partnership Memorandum of Understanding</u>

Dr. Pam Carriveau, System Associate VP for Academic Programming, and Dr. Mike Wanous, NSU Provost, noted Northern State University (NSU) seeks approval to enter into a Co-Admission and Co-Enrollment Partnership Memorandum of Understanding (MOU) with Southeast Technical College (STC). The agreement seeks to expand access and cooperation to allow students to concurrently enroll at both NSU and STC. NSU has been working on this partnership for the past three years to create another pathway for their students.

The agreement would create collaborative systems to promote smooth transfer for students between institutions to optimize student success. Students will apply to STC and choose the option to be co-admitted to NSU. Those applications will be submitted to NSU. Students who are admitted to STC would be admitted to NSU, but would not be guaranteed admission to NSU programs with secondary admission requirements. Additionally, students who earn an Associate of Science (AS), Associate of Arts (AA), or Associate of General Studies (AGS) from NSU will have the option to be admitted to Associate of Applied Science (AAS) programs at STC.

IT WAS MOVED by Regent Dittman, seconded by Regent Lochner, to approve the Co-Admission and Co-Enrollment Partnership Memorandum of Understanding between Northern State University and Southeast Technical College in substantially similar form to that set forth in Attachment I. Motion passed.

A copy of the NSU & Southeast Tech Co-Admission and Co-Enrollment Partnership Memorandum of Understanding can be found on pages <u>476</u> to <u>485</u> of the official minutes.

6-D(1) New Undergraduate Certificate Requests – Gateway to Agriculture

Dr. Pam Carriveau, System Associate VP for Academic Programming, stated that South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Gateway to Agriculture. The proposed certificate will provide a jumpstart for South Dakota high school students with a career interest in agriculture. Students will learn about different career paths in the agriculture, food and natural resources career cluster. The Agriculture, Food and Natural Resources (AFNR) cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

This certificate is part of a larger initiative to offer certificates to high school students through the High School Dual Credit (HSDC) program.

IT WAS MOVED by Regent Dittman, seconded by Regent Morrison, to authorize SDSU to offer an undergraduate certificate in Gateway to Agriculture, as presented. Motion passed.

A copy of the New Undergraduate Certificate Requests – Gateway to Agriculture can be found on pages $\underline{486}$ to $\underline{492}$ of the official minutes.

6-D(2) New Undergraduate Certificate Requests – Gateway to Engineering

Dr. Pam Carriveau, System Associate VP for Academic Programming, stated that South Dakota School of Mines & Technology (SDSMT) and South Dakota State University (SDSU) request authorization to offer an undergraduate certificate in Gateway to Engineering. The proposed certificate will provide an opportunity to engage South Dakota high school students about potential future careers in engineering. The certificate provides a foundation in general education courses relevant to the study of engineering while exploring the profession of engineering.

This certificate is part of a larger initiative to offer certificates to high school students through the High School Dual Credit (HSDC) program.

IT WAS MOVED by Regent Dittman, seconded by Regent Morrison, to authorize SDSMT and SDSU to offer an undergraduate certificate in Gateway to Engineering, as presented. Motion passed.

A copy of the New Undergraduate Certificate Requests – Gateway to Engineering can be found on pages $\underline{493}$ to $\underline{499}$ of the official minutes.

6-D(3) New Undergraduate Certificate Requests – Gateway to Business

Dr. Pam Carriveau, System Associate VP for Academic Programming, stated that 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 an undergraduate certificate in Gateway to Business. The proposed certificate will provide a jumpstart for students with a career interest in business and provides knowledge about business programs within South Dakota Regental Institutions. Students will learn about the basics of business and communications while gaining hands-on experience.

This certificate is part of a larger initiative to offer certificates to high school students participating in the High School Dual Credit (HSDC) program.

IT WAS MOVED by Regent Dittman, seconded by Regent Morrison, to authorize BHSU, DSU, NSU, SDSU, and USD to offer an undergraduate certificate in Gateway to Business, as presented. Motion passed.

A copy of the New Undergraduate Certificate Requests – Gateway to Business can be found on pages 500 to 508 of the official minutes.

6-E(1) New Program Request – NSU – BS in Agricultural Business

Dr. Pam Carriveau, System Associate VP for Academic Programming, introduced Dr. Erin Fouberg, NSU Associate VP for Academic Affairs, to present on this item. Northern State University (NSU) requests authorization to offer a BS in Agricultural Business. The proposed program will apply the fundamentals of business to agriculture and related industries. Students will study management of operations, financial analysis, data analytics, commodity markets, trade, and marketing through the program and apply and advance that knowledge in upper-level courses in agricultural business. The program includes a 3-credit internship in agricultural business where students apply what they learn with one of hundreds of agriculture business employers in the region. NSU will collaborate with South Dakota State University (SDSU), which will offer 12 credits of the program focused on agricultural economics.

Regent Lochner encouraged that faculty get intimately involved and understanding Ag business. It is critical to have a deep understanding of the real-life connections to businesses. Nathan Lukkes also echoed Regent Locher's sentiments and that he hopes to see more programs like this come forward in the future.

IT WAS MOVED by Regent Dittman, seconded by Regent Lochner, to authorize NSU to offer a BS in Agricultural Business, as presented. Motion passed.

A copy of the New Program Request – NSU – BS in Agricultural Business can be found on pages 509 to 518 of the official minutes.

6-E(2) New Program Request – USD – Executive Master of Business Administration (eMBA)

Dr. Pam Carriveau, System Associate VP for Academic Programming, and Dr. Kurt Hackemer, USD Provost and VP for Academic Affairs, stated that the University of South Dakota (USD) requests authorization to offer an Executive Master of Business Administration (eMBA). The program, which will be offered in cohorts, will develop leaders through immersive, intensive, and transformative experience. The intention of the program is to provide knowledge and training that will significantly contribute to the current position held by the learner, as well as to support career trajectory and promotion. It will also benefit the strategic planning priorities of the organization.

IT WAS MOVED by Regent Dittman, seconded by Regent Morrison, to authorize USD to offer an Executive Master of Business Administration (eMBA), as presented. Motion passed.

A copy of the New Program Request – USD – Executive Master of Business Administration (eMBA) can be found on pages 519 to 527 of the official minutes.

<u>6-F(1) Requests to Seek Accreditation – SDSU – Council for the Accreditation of Educator</u> <u>Preparation (CAEP)</u>

Dr. Pam Carriveau, System Associate VP for Academic Programming, state that South Dakota State University requests approval to seek accreditation from the Council for the Accreditation of Educator Preparation (CAEP) for their BS in Elementary Education and BS in Special Education programs.

IT WAS MOVED by Regent Dittman, seconded by Regent Morrison, to approve SDSU's request to seek accreditation from the Council for the Accreditation of Educator Preparation (CAEP) for their BS degrees in Elementary Education and Special Education. Motion passed.

A copy of the Requests to Seek Accreditation – SDSU – Council for the Accreditation of Educator Preparation (CAEP) can be found on pages 528 to 533 of the official minutes.

<u>6-F(2) Requests to Seek Accreditation – SDSU – United States Geospatial Intelligence</u> <u>Foundation (USGIF)</u>

Dr. Pam Carriveau, System Associate VP for Academic Programming, stated that South Dakota State University requests approval to seek accreditation from the United States Geospatial Intelligence Foundation (USGIF) for their Geospatial Intelligence (GEOINT) Graduate Certificate program.

IT WAS MOVED by Regent Dittman, seconded by Regent Morrison, to approve SDSU's request to seek accreditation from the United States Geospatial Intelligence Foundation (USGIF) for their graduate certificate in Geospatial Intelligence. Motion passed.

A copy of the Requests to Seek Accreditation – SDSU – United States Geospatial Intelligence Foundation (USGIF) can be found on pages $\underline{534}$ to $\underline{536}$ of the official minutes.

BUDGET AND FINANCE

7-A FY26 Legislative Session

Heather Forney, System VP for Finance and Administration, and Holly Farris, System General Counsel, summarized that the item mostly focuses on the Governor's budget which was presented on December 3, 2024. Attachment I shows that the Governor is proposing a cut to the Board of Regents in the area of \$10.4 million dollars, with the majority being made up of \$9.1 million dollars in a reduction to our maintenance and repair (M&R). The Board of Regents participates, as the rest of state government does, in the goal of investing 2% of the investment, or of the appraised valuation of our buildings in M&R annually. Last year we were at 1.75% of the replacement value, and what the Governor is recommending in her proposed budget is to take us down to 1.25%, as she is doing with the rest of the state. On a positive note, the Governor is recommending a \$300,000 in base funding to support the USD/SSOM Emergency Medicine Residency. It is a very small investment by the state ongoing which will be supported by the healthcare industry moving forward. It is very important to workforce development here in South Dakota. There is also a proposed \$2 million dollar cut to the system as a whole. As we move more through the legislative process this session, we will know more about what that might entail and

how it will impact campuses individually. There is also a proposed reduction in the Dakota Digital Network (DDN) of \$400,000. DDN is used very expansively in e-Learning at NSU. This money comes to the BOR system office to pay for DDN, so they are proposing a cut to the BOR office, but then they would add a position and FTE at NSU to help with the scheduling of that program and then another roughly \$24,000 to the system office to help pay for some licenses that would take the place of DDN.

In one-time general fund requests, there is a significant benefit to our system in that about \$15.5 million dollars is being proposed to pay off the Precision Agriculture Building at SDSU and that would save some ongoing general funds.

Regent Roberts just wanted to state her disappointment in the reduction in budget for M&R. Regent Lochner echoed her sentiments.

A copy of the FY26 Legislative Session can be found on pages <u>537</u> to <u>539</u> of the official minutes.

7-B South Dakota Building Authority Revenue Bonds, Series 2024

Heather Forney, System VP for Finance and Administration, stated this item is authorization of issuing building authority bonds for the completion of the West River Health Science Center (BHSU-RC Project in Rapid City). Because it is an academic building, to finish the project these bonds have to be authorized through South Dakota Building Authority. It is an issuance of a little over \$5.1 million dollars for that project. At this point in time, very early indications are that total cost of issuance will be about 4.39%. That is all-in including any of the rating agencies and bond counseling. There will be about \$385,000 annual debt service on a 20-year bond.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner to approve the Action Item 1 set forth in the body of this Board item.

ROLL CALL:

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

Motion passed.

IT WAS MOVED by Regent Frederick, seconded by Regent Roberts, to approve the Action Item 2 set forth in the body of this Board item.

ROLL CALL:

Brown – ABSENT

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

Motion passed.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner, to approve the Action Item 3 set forth in the body of this Board item.

ROLL CALL:

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

Motion passed.

IT WAS MOVED by Regent Frederick, seconded by Regent Roberts, to approve the Action Item 4 set forth in the body of this Board item.

ROLL CALL:

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

Motion passed.

A copy of the South Dakota Building Authority Revenue Bonds, Series 2024 can be found on pages <u>540</u> to <u>556</u> of the official minutes.

7-C DSU Indoor Practice Facility – Facility Program Plan (FPP)

Heather Forney, System VP for Finance and Administration, and Stacy Krusemark, DSU VP for Business and Administrative Services, stated that Dakota State University (DSU) requests approval of its Facility Program Plan (FPP) for an indoor practice facility, with an estimated project cost of \$12,500,000. The project will be wholly funded by private donations. DSU currently has 541 total student athletes participating in 13 different sports. This facility would enable DSU to expand the number of student athletes in various programs and provide an enhanced training and competition experience.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner, to approve DSU's Facility Program Plan for an indoor practice to be funded by private donations at a cost not to exceed \$12,500,000. Motion passed.

A copy of the DSU Indoor Practice Facility – Facility Program Plan (FPP) can be found on pages 557 to 562 of the official minutes.

7-D USD Churchill Haines Facility Program Plan (FPP)

Heather Forney, System VP for Finance and Administration, and Julie Kriech, USD VP of Finance and Administration, stated that the University of South Dakota (USD) seeks approval for its Facility Program Plan to renovate the Churchill-Haines Laboratory building, with an estimated budget of \$10,400,000. Significant updates are essential throughout the facility to meet modern standards and address necessary maintenance and repairs. This renovation will comprehensively revamp all previously unrenovated labs, classrooms, offices, corridors, conference rooms, restrooms, greenhouses, and the animal research area.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve USD's Facility Program Plan for the renovation of the Churchill-Haines Laboratory Building at a cost not to exceed \$10,400,000. Motion passed.

A copy of the USD Churchill Haines Facility Program Plan (FPP) can be found on pages <u>563</u> to <u>568</u> of the official minutes.

7-E SDSU Energy Performance Contract Preliminary Facility Statement (PFS)

Heather Forney, System VP for Finance and Administration, Mike Holbeck, SDSU VP of Finance and Budget, and Barry Mielke, SDSU Associate VP of Facilities & Services, stated that South Dakota State University (SDSU) requests approval of this Preliminary Facility Statement to engage an energy service company (ESCO) in an energy performance contract (EPC) to complete a systems audit, documentation of existing conditions, design, and bid for campus wide energy conservation improvements. SDSU also requests that a building committee be formed to select an energy service company. This project will combine a series of planned maintenance and repair projects to improve safety, reliability, and performance of facility systems and utility infrastructure across campus. The outcome will improve service performance, reliability, ease burdens on surrounding infrastructure and reduce emergency costs for the university and State of South Dakota.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve SDSU's Preliminary Facility Statement to engage in an energy performance contract funded by conservation

loans repaid with energy savings or financed by the ESCO. A building committee representative should be appointed to select the ESCO. Motion passed.

A copy of the SDSU Energy Performance Contract Preliminary Facility Statement (PFS) can be found on pages <u>569</u> to <u>573</u> of the official minutes.

7-F SDSU Swine Unit, Wean to Finish Barn Addition Facility Program Plan (FPP)

Heather Forney, System VP for Finance and Administration, and Mike Holbeck, SDSU VP of Finance and Budget, stated that South Dakota State University (SDSU) requests approval of this Facility Program Plan (FPP) and formation of a building committee. To support the growing needs and success of the swine unit, a new 600-head wean-to-finish barn will be constructed. The barn will consist of two rooms, each capable of holding 300 animals. In addition to the animal holding areas, the facility will include a locker room, laundry, bagged feed storage, and load-out areas to support the swine unit's operations.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the Facility Program Plan for SDSU's barn addition at an amount not to exceed \$1,600,000 to be funded with private donations. A building committee representative should be appointed to oversee this project. Motion passed.

A copy of the SDSU Swine Unit, Wean to Finish Barn Addition Facility Program Plan (FPP) can be found on pages <u>574</u> to <u>581</u> of the official minutes.

7-G SDSU Master Ground Lease Amendment

Holly Farris, System General counsel, stated that South Dakota State University (SDSU) requests that the Board authorize an amendment to the Master Ground Lease between the SDBOR and the South Dakota State College Development Association. The lease was executed in June 2010 for the purpose of the association developing a residential site for fraternities and sororities at South Dakota State University.

Holly noted that there was a clerical error on the cover page of the agenda item regarding the number of lots proposed to be removed. The number shown in the attachment however is correct.

IT WAS MOVED by Regent Frederick, seconded by Regent Morrison, to approve the Fifth Amendment to the Master Ground Lease between the Board and South Dakota State College Development Association, included as Attachment I; and to authorize the Executive Director to execute any additional documents or actions necessary to effectuate the foregoing. Motion passed.

A copy of the SDSU Master Ground Lease Amendment can be found on pages $\underline{582}$ to $\underline{584}$ of the official minutes.

7-H SDSU New Parking Lot Work Request

Heather Forney, System VP for Finance and Administration, and Mike Holbeck, SDSU VP of Finance and Budget, stated that South Dakota State University requests approval to add a 200 to 270 stall parking lot in the southeast residential district of the main campus in Brookings. Due to continued growth in first-time freshmen over the past four years, including a record-breaking first-year class in

Fall 2024, increasing parking capacity in this area is crucial for serving their students.

Heather Forney clarified that SDSU's parking is part of their auxiliary system, so there is already a plant to go out to bond for the Larson Commons project (also part of the auxiliary system) later this spring. With the Board's authorization, SDSU would add \$1 million dollars for this parking lot at that same point in time, get some economies of scale with one bond issue.

IT WAS MOVED by Regent Frederick, seconded by Regent Roberts, to approve SDSU's work request for a parking lot at an estimated cost of \$1,330,700 utilizing available auxiliary fund cash and future bonding. Motion passed.

A copy of the SDSU New Parking Lot Work Request can be found on pages <u>585</u> to <u>586</u> of the official minutes.

<u>7-I Revised BOR Policy 1.7.2 – Naming of Institutional Facilities, Programmatic Units, or</u> <u>Funded Academic Honors (First Reading)</u>

Holly Farris, System General Counsel, stated that as campus facilities grow and evolve, there are more available spaces for possible naming requests. The proposed revisions provide guidance for institutions to process naming requests associated with outdoor facilities and spaces, in addition to indoor facilities and complexes. The proposed revisions to BOR Policy 1.7.2 provide additional guidance to institutions on naming requests associated with outdoor campus areas, in addition to the processes currently in place for indoor areas. Additionally, outdated dollar amounts have been removed to provide appropriate flexibility to the Board in considering future naming requests.

IT WAS MOVED by Regent Frederick, seconded by Regent Roberts, to approve the first reading of the proposed revisions to BOR Policy 1.7.2, as presented in Attachment I. Motion passed.

A copy of the Revised BOR Policy 1.7.2 - Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors (First Reading) can be found on pages <u>587</u> to <u>591</u> of the official minutes.

ADJOURNMENT

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

The meeting adjourned at 11:10 a.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on <u>Wednesday</u>, <u>December 11th</u>, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session, on December 12th, 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-I. Approve the request to direct CARA to disburse sale proceeds from the president's residence for the purpose of funding construction of the Mineral Industries building and authorize the executive director to execute any documentation necessary to effectuate the same.
- 2-J. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.
- 2-K. Authorize the Executive Director to issue a determination on SDSU Grievance No. 2024-02 consistent with the Board's direction.
- 2-N(1). Approve the request from South Dakota State University to name the SDSU Jackrabbit softball field the "Jerald T. Moriarty Field".
- 2-N(2). Award one award three (3) years of prior service credit toward promotion for Jill *Trimble (SDSMT).*
- 2-N(3). Approve the request to appoint Dr. Gregory Brazeal (USD) to the rank of Professor.
- 2-N(5). Waive BOR Policy 4.3.1, Section 2.2. to allow for a 13-month contract for coaches who are currently on a contract term from December 21, 2023, through December 22, 2024.

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – C (1) DATE: December 11-12, 2024

SUBJECT

Student Organization Awards – BHSU

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. Black Hills State University (BHSU) Student Organization Awards would be presented at the December 2024 BOR meeting in Spearfish.

2023 BHSU Award for Academic Excellence: Lakota Omniciye

Lakota Omniciye has made a calm and safe place for students to study and overall make connections with everyone across campus. They have space provided in the Center for American Indian Studies which doubles as a study space and a relaxing area on campus for students to use. The organization has held many study nights or other activities that allowed students to receive help from peers or faculty at the Center while enjoying snacks and each other's company. Lakota Omniciye has held scholarship nights which provide students an opportunity and space to receive help and guidance to complete scholarship forms. This program gave us the chance to ask questions and understand financial aid, which especially is helpful for those who are first generation students.

2023 BHSU Award for Community Service: Future Teachers Association (FTA)

The Future Teachers Association is a student organization for undergraduate education majors. There Organization had partnered within many throughout the 2023 year, some included but not limited to the Rainbow Preschool in Spearfish in which they established BHSU reading buddies for the 2023 year, the E.Y. Berry Library Scavenger Hunt for green and gold days, and the Kiddie Carnival to incorporate various educational elements/ activities for the young children within the environment.

<u>2023 BHSU Award for Organizational Leadership:</u> Accounting Club (Kicking Assests) Kicking Assets (accounting club) was established in fall 2023. Kicking Assets strives to create a fun, yet professional organization for accounting and business students. The vision

(Continued)

INFORMATIONAL ITEM

BHSU Student Organization Awards December 11-12, 2024 Page 2 of 2

and purpose is to provide students with leadership and networking opportunities to facilitate better understanding of the accounting profession. All levels of students are encouraged to attend to connect with classmates and professors. Another goal is to provide a better understanding of accounting careers and the accounting profession.

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

AGENDA ITEM: 3 – C (2) DATE: December 11-12, 2024

SUBJECT

Student Organization Awards – SDSMT

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. South Dakota School of Mines and Technology (SDSMT) Student Organization Awards would be presented at the December 2024 BOR meeting in Spearfish.

2023 SDSMT Award for Academic Excellence: Lambda Chi Alpha

Lambda Chi Alpha at South Dakota Mines advanced significantly last year in organizational maturity and community involvement by preparing their members to be impactful leaders in their communities. Their chapter led the inaugural Watermelon Bash last spring. This charity event benefiting Feeding South Dakota brought together their chapter, the Rapid City community, and South Dakota Mines students. They also continued their efforts into taking apart in the Greek Council's Greek Retreat, the Ideal Man Program, Movember, and the High Alpha President Summit.

2023 SDSMT Award for Community Service: Beta Delta Mu

Three of Beta Delta Mu's values are compassion, connectivity, and integrity. They believe that these three values are best shown through connecting with and assisting the people in the Rapid City community in need. Since BDM is a women's STEM sorority, their focus is first on women-led organizations or organizations that benefit women directly. They believe that the best way to advance the world forward is helping women in all areas and ages of life. They are committed to showing that South Dakota Mines has a positive effect on the Rapid City community. Every small event can make a difference in somebody's life.

2023 SDSMT Award for Organizational Leadership: Lambda Chi Alpha

The Pi-Mu chapter of Lambda Chi Alpha at South Dakota Mines is committed to academic excellence. Over the past year, the organization has demonstrated significant improvement, reflected in their cumulative GPA rising from 2.975 in Fall 2022 to 3.267 in Fall 2023.

(Continued)

INFORMATIONAL ITEM

SDSMT Student Organization Awards December 11-12, 2024 Page 2 of 2

They achieved the highest GPA among all Greek organizations for the Fall 2023 term. This success is a result of our members' hard work, some of whom were selected as Student Tutors. Lambda Chi Alpha continues to enhance academic performance within the chapter and contribute positively to the broader student body.

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

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

AGENDA ITEM: 5 – A DATE: December 11-12, 2024

SUBJECT

Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

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

IMPACT AND RECOMMENDATION

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

Board office staff recommends approval.

ATTACHMENTS

Attachment I – Black Hills State University Attachment II – Dakota State University Attachment III – Northern State University Attachment IV – South Dakota School of Mines and Technology Attachment V – South Dakota State University Attachment VI – University of South Dakota

DRAFT MOTION 20241211_5-A:

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

DECEMBER 2024

ASSOCIATE OF ARTS

Crilly, Emily	Lynch, Madyson	Schild, Arianna
Dietrich, Trinity	McNeil, Cullen	Westbrook, Hailey
Gillespie, Zackary	Pingrey, Izabel	
Jensen, Sarah	Ryan, Liberty	

ASSOCIATE OF SCIENCE

Agbada, Raven	Flaschberger, Dominique	Orr, Lauren
Banning, Bailey	Kammert, James Jr	Severson, Bethany
Caspers, Tessa	Langbehn, Cassidy	Skur, Ainsley
Cross Dog, Tristine	LaPointe, Sadie	Smith Vulcan, Trinity
Di Pasquale Berndt,	Locati, Braedon	Snow, Brisa
Sevanna	McKenzie, Annabelle	Tippmann, Daisy
Farghali, Emilee	Nuhn, Kyle	Wright, Payton

BACHELOR OF FINE ARTS

Beguin, Ashley	Greene, Kit	Mayer, Jillian
Dias, Carmen	Koistinen, Kody	

BACHELOR OF GENERAL STUDIES

Harper, Jaden	Herreman, Alexis	Mills, Laura
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BACHELOR OF SCIENCE

Beets, Noah	Carman, Dexter	Hoellein, Brady
Blom, Allison	Cox, Zachariah	Hubert, Samantha
Bohnsack, Kelsey	Daigle, Connor	Johnson, Jadyn
Bordewyk, Hannah	DeBoer, Torrence	Kneebone, Macy
Bower, Trey	Douglas, Sara	Leafgreen, Karley
Boyd, Connor	Feehan, Sean	Link, Tyler
Boyd, Wyatt	Finsterwalder, Mason	Lonneman, Chloe
Brady, Trinity	France, Justyn	Lucas, Hannah
Brown, Wacey	Franke, Kaden	Lung, Hannah
Busklein, Camilla	Harris, Madison	Macko, Slater

DECEMBER 2024

Marquez, Jayden Mawawa, Grace Mawawa, Laeticia Morris, Mason Musonda, Ebony Nieuwsma, Alexis Pauling, Antigone Penfield, Madison Plummer, McKenzi Polak, Isaac Raysor, Danielle Saivong, Summer Schlinger, Eden Schoenberner, Abbie Siedschlaw, Bailey Silbernagel, Rachel Simon, Lovenski Smith, C'era Steveson, Lauren Teeslink, Cassidy Thurman, Chantel Toliver, Kerstin Tompkins, Sabra Tople, Slater Tuttle, Marissa Twedt, Deanna VanderPol, Kelsey Vince, Katelyn Volk, Mary Wagner, Alice Weavill, Brody Williams, Steven

BACHELOR OF SCIENCE IN EDUCATION

Bjork, Nicholas Brakefield, Elizabeth Brown, Wacey Buell, Tasha Case, Dylon Chaska, Adriana Coffield, Jayden Gisi, Megan Haag, Joshua Hawkins, Nakeisha Heath, Madison Jordan, Mackenzie Klein, Taylor Neiffer, Elle Odle-Slagle, Shelby Rowe, Isabella Santiago, Dominic Schrage, Ashley Seeds, Riley Sundsted, Zachary Varner, Macy Williams, Steven Willman, Megan

MASTER OF BUSINESS ADMINISTRATION

VanRosendale, Kiana

MASTER OF SCIENCE

Arnold, Nikolas

Clarkson, Tanner

Leishman, Rachelle

CERTIFICATES

Boyd, Connor Boyd, Wyatt Cook, Chante Crilly, Emily DeBoer, Torrence Harris, Madison Hubert, Samantha Koch, Gavin Lonneman, Chloe Lung, Hannah Plummer, McKenzi Ryan, Liberty Saivong, Summer Siedschlaw, Bailey Silbernagel, Rachel Toliver, Kerstin Tompkins, Sabra VanderPol, Kelsey

Fall Graduates, Class of 2024 Dakota State University

ASSOCIATE OF ARTS

Matthew Stanley Evans	Miah Kimberly Steinke
Seth Kevin Nilson	Carter Donald Sveeggen
ASSOCIATE OF SCIENCE	
Marcus D. Allen	Amelia Keo
Lance Dale Andree	Temila A. Mayomi
Brady Babb	Carter William Moerke
Anteneh Tsegaye Bayou	Abbas Mohammed
Cruz Vincent Thomas Busetti	Myrna Susana Morin
Steven Michael Byrne	Seth Kevin Nilson
Nolan Michael Coughlin	Deron Reid Parker
Takisha Luv Enya	Sara Nicole Ringheimer
Mathew Gust	Marlee Ann Van Steenwyk
Kiel Joseph Hesse	Keelan Bryce Williams
Anthony Craig Jacobs	Katey Ann Wormsbecher
BACHELOR OF BUSINESS ADMINISTRATION	

Christian Jacob Cooper	
·	Tanner N. Schmidt
Lars Ivan Arenas Dailey	
	Jay Thomas Skogerboe
Ephrata Yared Feyissa	
	Esperance Umutoni
Loren Michael Jacobson	

BACHELOR OF GENERAL STUDIES

Sunni Brooke Cowan

Bryston Lee Goehring

ATTACHMENT II 5

Senrinn Matthew Hall	Tyce Ervin Ortman
Chad Andrew Kruse	Elizabeth Schultze
BACHELOR OF SCIENCE	
Payton M. Anderson	Hudson Leonard Fuller
Martin Lawrence Bailey	Joseph Davis Gerhardt
Aleksandr Tristan Billey	Caleb Bryant Goglin
Jhet Kenneth Birchem	Matthew Douglas Goodwin
Adam Fletcher Bjelland	Brooklyn Ann Grage
Will L. Bommersbach	Asher Kendall Griess
Joseph Michael Browning	Leif John Hausken
Tyler Robert Brownson	Emma Rae Heinemann
Collin Lee Brueggeman	Archer Wayne Hoffpauir
Tucker James Carda	Ronald Holden
Michael Brandon Cochran	Brandon Christopher Jansen
Wael Tesfaye Delessa	Jason J. Kaiser
Morgan Taylor Dickerson	Kyle Martin Kirk
	Andrew Thomas Kirschenman
Sergey Dudkin	Carter Ryan Knuth
Ethan Mark Eide	Amanda Jo Koehn
Dohrion Ray Eisterhold	Braxton Dean Lacher
James Ryan Elliott	Etnan James Lein
Hannah Lee Evans	Carter Douglas Malone
Edward Bishop French	<u> </u>

ATTACHMENT II 6

Kalani Mikala Mangin	Razim Sejmenovi
Owen Daniel Martin	Logan C. Sill
James Brandon May	Angela Rose Slattery
Patrick John McTighe	Isaac Smith
Ethan Robert Mcsherry	Andrew Michael Sorensen
David John Medin	Brennan St. John
Rebekah Irene Mentele	Jenna Louise Stengel
Connor Terrence Murphy	Chase N. Steuerwald
Riley Joseph O'Brien	Danielle Brooke Stewart
Kelsey Marie O'Farrell	Jaden Brock Suess
Emmitt Mason Odney	Eric Joseph Thilges
Roger Oliete Tejedor	Hannah Marie Thorsen
Wyatt Duane Olson	Mose A. Timoteo
Taylor Marie Opitz	Isaac Daniel Toledo
Deron Reid Parker	Tyler Garcia Tran
Adam Harrison Peak	Isaiah J. Tschetter
Brady James Petterson	Connor James Vass
Daniel James Priola	Elizabeth Grace Voit
Timothy Wayne Pundt	Cade Michael Wenninger
Sawyer Danny Radisewitz	Carly Lynn Wiese
David Michael Reznikbell	Hunter Paul Allen Wilkie
Ashton Alvin Ruesch	Gavin Michael Wilkison
Joshua N. Saylor	Nash K. Williams
Nicholas Peter Schallenkamp	Colton Dean Willits
Sydney Grace Schell	Benjamin Wilson

Maximillian Seiya Woroniecki

Thomas Edward Allen Zeiszler

BACHELOR OF SCIENCE IN EDUCATION

Kristy Lynn Ackman	
Havlie Marie Baker	Alysha Ann Langstraat
	Isabelle Ashleigh Locke
Jaimie L. Bartmann	Ashton Leigh Molengraaf
Jade Danielle Botello	
Nicholas Carlson	Ashley N. Molisee
Alucha Davis	Sadie Lee Moran
	Cody Michael Newbrough
Shannon Devine Bradley	Ashlee Jean Odle
Kayle Joy Diefenderfer	
Johnathon D. Hart	Tucker Miller Pell
Prittany Maria Andorson	Stacia Marie Perry
	Amber Dawn Purcell
Morgan Rae Huber	Bailey Mae Schlotterbeck
Elizabeth Grayce Hybertson	Durley Wide Semiotter Deck
Danielle Johnston	Mackenzie Marie Sims
	Logan Wayne Van Winkle
Carissa Ann Kellar	Macy Marie Wetsch
Amy Michele Kennedy	Lindsay to Young
McKenna Rae Kryger	Linusay jo roung

DOCTOR OF PHILOSOPHY

Samuel Todd Aiello	
	Malik Atiba Gladden
Gavin Sager Black	
	Rachel Marie Glockenmeier
Akhilesh Chauhan	
	Badr Harfoush
Kalee Crandall	
	Corey Mathew Hartman
Steven Bradley Fowler	

ATTACHMENT II 8

Chinyere Kafi Marie Isaac-Heslop	
Carson Kendall Grandi Koball	Jason Mixon
Kulo Ronald Korman	Aravindh Sekar
Beulah McGee	Katherine Lee Shuck
MASTER OF SCIENCE	
	Rohith Kandikatla
Bibhor Acharya	Maci M. Kasuske
Srijana Acharya	Mahitha Sri Kurri
Taiye S. Adebayo	
Graham Aldridge	Haibin Liu
Vinav Reddy Barla	Yasaswi Venkat Lokam
	Bergen Marshall
Alex Barney	Jui Jagdish Matey
Kibreab H. Berhe	lames Momoh
Noah Brown	
William Jacob Campbell	Gopalakrishna Nallagopu
Telvina Tracy Cole	Sushma Nunna
	Wesley Forrest Robertson
Mohamed Duzan	Kasey Sager
Srinadha Reddy Emani	Sai Venkata Phani Mounica Sanagana
Oreta L. Franklyn	
Richard James Gillespie	Mason Henry Schmidgall
Nicholas Frik Gourley	Alexis Hiles
	Fareed Shaik
Christopher Michael Guilford	Firdaus Ashfaque Shaikh
Weston Clark Henschel	Mitsuki Shimonishi
Tiffany J. Hodgins	
Evanz Heinryk Dela Cruz Jagorin	Nicole Stoering
Calvin Michael Jones	Keerthi Vallabhaneni
	lan Patrick Vizina

ATTACHMENT II 9

Dean William Workman

MASTER OF SCIENCE IN EDUCATION

Catlyn Irene Falconer	
	Carli Nicole Menigoz
Madalyn Alice Groft	
	Savannah Estee Miller
Kayla May Haviland	
	Preston D. Nordling
Sylvia Kate Johnson	
	Abbie Jo Strasser
Alison Kay Logue	
Developed	Layne Holum
Damien J. Luna	
NORTHERN STATE UNIVERSITY APPLICANTS FOR DECEMBER GRADUATION December 18, 2024 Ceremony – December 14, 2024 Johnson Fine Arts Center Jewett Theatre

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Kasthuri Arachchilage Piumi Ishani Udeshika Kasthuri Arachchi

Joy Beth Hjelle

Alec Paquin

MASTER OF SCIENCE

Lincoln James Flakus	Erin Ro
Connor R. Knecht	Jeremy

se McNulty y Alexander Pasara Megan Noelle Pickering Aaron Shelley

MASTER OF SCIENCE IN EDUCATION

Marcelaine Augustin Courtney Baszler Cody James Brouwer Cheng Chen Carrie J. Cole Karley Elizabeth Colicheski Dustin Ray Dahl Amber Elaine Dallmann Laura Mae Drietz

Chantel Grace Duerre Diana Marie Fish Rysean Tobias Grant Logan James Grossinger Carrell Micheal Melvin Haines Samantha Jo Stethem Allison Jean King Kathryn Ann Konold Nicholas Daniel Mohr

Cassandra A. Mraz Kelsey Lynn Paurus Devin Joseph Pedersen Nathaniel Louis Robinson Amanda Lee Stulken Zachary Doyle Toben Trevor Mason Toczydlowski

CANDIDATES FOR GRADUTAE CERTIFICATE

Katherine Lynn Hansen

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS

Levi Daryl Cooper Suzi Fitterer Kristi Louise Gilbert Kasey Louise Hinman Kristin MaeJean Johnson Monta Leah Lopez Alvarez Kayla Diane Natoli Bridget Suzanne Shishnia Savannah Joy Shrake

1

BACHELOR OF GENERAL STUDIES

Jose Antonio Maynard Barba Manaja Unjinca Hill Thomas Ellard

a Hill S

Susan Kay Thares

BACHELOR OF MUSIC EDUCATION

Cameron Charles Gauger

Cole Anthony Holmes

BACHELOR OF SCIENCE

Hailey Jean Bierman Jayda Jo Boxley Sage Marie Bultje Treyton Ryan Cacek Levi Daryl Cooper Jaimen Joseph Richard Farrell Hannah Elizabeth Gruhn Justin D. Hernandez Chloe Mae Hiltwein Izaak Reimer Hunsley Trevor Brian Johnson Christopher Isaac Kappenman Kendall Ann Kelly Tarynn Jo Kleffman Charles Allan Larson Landon Douglas Leidholt Rachel Lola LeMair BriAnna MayBelle Renae Linn Hannah M. Malsom Hannah Renee Menzia Austin T. Moen James Bryson Muirhead Kierra Jessica Navurskis Ashlyn Rose Reimer Dawson Rempel Ava Elizabeth Riggs Jacob Dakota Romero Jessica Audrey Splichal Roniel Nethali Tejeda Castillo Coralyn Grace Wager Arin Savanha Wagner Alexis Rose Wald Brooke Lee Wilcox Benjamin Michael Wirth

BACHELOR OF SCIENCE IN EDUCATION

Ally Marie Cunningham Alexis Mary Hanten Abby Kathryn Hartman Kasey Louise Hinman Kennedy Kristine Johnson Hailee Like Brooke Renae Niederbaumer Bryce Aaron Peterson Alexa Jaiden Rossman Chloe Ann Rush Kade D. Russell Katelyn Grace Thares Emma Marie Thill Claire Elizabeth Zbylut Kayla Marie Zubke

CANDIDATES FOR THE ASSOCIATE DEGREES

ASSOCIATE OF ARTS

Samantha Faye Bambas

Baron Michael Schock

ASSOCIATE OF SCIENCE

Paige Marie Henningsen

Kelsee Lyn Nash

Jessica Audrey Splichal

CANDIDATES FOR UNDERGRADUTAE CERTIFICATE

Kayla Diane Natoli	Jessica Audrey Splichal	Arin Savanha Wagner
Northern State University	2	December 2024 Applicants

South Dakota Mines Fall 2024 Commencement Graduate List

	First Name	Middle Name	Last Name	Degree	Major	Honors	Graduation Date
1	Battsengel		Dashdorj	PhD	Atmospheric and Environmental Sciences		May 2024
2	Laura	Anna Elizabeth	Brunmaier	PhD	Biomedical Engineering		December 2024
3	lordan		Hoons	PhD	Chemical and Biological Engineering		December 2024
4	Priva	ЛСЛ	Savana	PhD	Chemical and Biological Engineering		December 2024
4	Filya		Varma		Chemical and Biological Engineering		December 2024
5	Sourav		Verma	PHD	Chemical and Biological Engineering		December 2024
6	Ramesh		Devadig	PhD	Civil and Environmental Engineering		August 2024
7	Abu Naser Rashid		Reza	PhD	Civil and Environmental Engineering		August 2024
8	Jetsun	Leonhardt Ty	Thinley	PhD	Civil and Environmental Engineering		August 2024
9	Brian	Christopher	Fehrman	PhD	Data Science and Engineering		December 2024
10	Venkata Anantha Sha	iyanam	Kandadai	PhD	Materials Engineering and Science		December 2024
11	Yoseph	Michealey	Loyd	PhD	Nanoscience and Nanoengineering		August 2024
12	Obiora	Godwin	Onvilagha	PhD	Nanoscience and Nanoengineering		August 2024
13	Jack	Garrett	Genovesi	PhD	Physics		August 2024
14	Bhuhnesh		Lama	PhD	Physics		December 2024
15	lason	David	Stock	PhD	Physics		December 2024
10	7aaban/	Thomas	Bondor	MC	Piemodical Engineering		December 2024
10	Zacilaly		Denuer	1º10	Biomedical Engineering		December 2024
1/	Caleb	Allen	Brouwer	MS	Biomedical Engineering		December 2024
18	Michael	Cullen	Hickey	MS	Chemical Engineering		December 2024
19	Trigg	Scott	Peasley	MS	Chemical Engineering		December 2024
20	Alexander	Floyd	Colgan	MS	Civil and Environmental Engineering		December 2024
21	Matthew	James	Dooley	MS	Civil and Environmental Engineering		December 2024
22	Md. Mahjib		Hossain	MS	Civil and Environmental Engineering		December 2024
23	Shane	Allen	Matt	MS	Civil and Environmental Engineering		December 2024
24	Blake	Robert	Messegee	MS	Civil and Environmental Engineering		December 2024
25	Buth	Mackenzie	Potter	MS	Civil and Environmental Engineering		December 2024
26	lill	Vi	Botherham	MS	Civil and Environmental Engineering		
20	Aritroo	Modak	Shrova	MC			December 2024
2/	France	Chielein	Silleyd Vetebautebare Dettand	MC			December 2024
28		Gnistain	Yatchoutcham Pettang	1º15			December 2024
29	Christian	Duane	Olson	MS	Computer Science and Engineering		December 2024
30	John Mikhail		de los Reyes	MS	Construction Engineering and Management		December 2024
31	Jamie	Paul	Higgins	MS	Construction Engineering and Management		August 2024
32	David	Jason	Musgrave	MS	Construction Engineering and Management		December 2024
33	Nour	Yasser	Safa	MS	Construction Engineering and Management		December 2024
34	Chaz	Lyle	Spellman	MS	Construction Engineering and Management		December 2024
35	Asif Mohammad		Mithu	MS	Electrical Engineering		December 2024
36	Brooks		Bowthorpe	MS	Engineering Management		December 2024
37	Rebecca	Licavan	Cvchosz	MS	Engineering Management		December 2024
38	Anna	lov	Havdock	MS	Engineering Management		December 2024
39	lorsamber	loshua	løhav	MS	Engineering Management		December 2023
40	Morgan	Flizabeth	Thompson	MS	Engineering Management		December 2020
40	Sroodharan		Vombadi	MC	Engineering Management		December 2024
41	Sieeullalall	Dehart	Weber	MC			December 2024
42			Nepel	MO	Engineering Management		December 2024
43	Avery	Inomas	Bend	MS	Materials Engineering and Science		December 2024
44	Irent	Alexander	Klocek	MS	Materials Engineering and Science		December 2024
45	Liam	Andrew	Stack	MS	Materials Engineering and Science		August 2024
46	Sathwik		Tirukandyur	MS	Materials Engineering and Science		August 2024
47	Kyden	Fraser	DeGross	MS	Mechanical Engineering		December 2024
48	Asher	Caleb	Eskam	MS	Mechanical Engineering		December 2024
49	Md Wahidul		Hasan	MS	Mechanical Engineering		December 2024
50	Hafizul		Islam	MS	Mechanical Engineering		December 2024
51	Austin	Ray	Kaul	MS	Mechanical Engineering		December 2024
52	Elijah	Lee	Meakins	MS	Mechanical Engineering		August 2024
53	Md Gulam		Smdani	MS	Mechanical Engineering		December 2024
54	Casev	Paul	Strong	MS	Mechanical Engineering		December 2024
55	Thomas	lohn	Trautman	MS	Mechanical Engineering		December 2024
56	Sharon	Flizabeth	Δrrieta Ruiz	MS	Mining Engineering and Management		
50	Change			MC	Mining Engineering and Management		August 2024
5/	Chance	Reynolds	Fuller	1º15	Mining Engineering and Management		August 2024
58	Jackson	Siewart	мау	MS	mining Engineering and Management		December 2024
59	таа	Ntobea	Usea				December 2024
60	Corrine	Roe	Cranor	MS	Paleontology		December 2024
61	Logan	Thomas	McCutcheon	MS	Paleontology		December 2024
62	Gabrielle	Nicolette	Olive	MS	Paleontology		December 2024
63	Khimananda		Acharya	MS	Physics		August 2024
64	Grant	Jonathan	Brewer	BS	Applied Biological Sciences		December 2024
65	Danniele	Brynn	Lueder	BS	Applied and Computational Mathematics	Cum Laude	December 2024
66	Olivia	Frances	Stelzer	BS	Applied and Computational Mathematics		December 2024
67	Isaac	Peter	Kolousek	BS	Atmospheric and Environmental Sciences		December 2024
68	Aisling	A	Hall	BS	Biology	Summa Cum Laude	December 2024
69	Madison	lo	lanzen	BS	Biology	Cum Laude	December 2024
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South Dakota Mines Fall 2024 Commencement Graduate List

	First Name	Middle Name	Last Name	Degree	Major	Honors	Graduation Date
70	Cameron	Joseph	Smejkal	BS	Biology	Cum Laude	December 2024
71	Kellen	Elizabeth	Thomas	BS	Biology	Magna Cum Laude	December 2024
72	Alexander	Tyrone	Hentschel	BS	Biomedical Engineering	Magna Cum Laude	December 2024
73	Delenn	Xin	Mobley	BS	Biomedical Engineering		December 2024
74	Isabel	Joleen	Nielson	BS	Biomedical Engineering		December 2024
75	Sydney	Lucinda	Sanders	BS	Biomedical Engineering		December 2024
76	Gavin	S	Tucker	BS	Biomedical Engineering	Magna Cum Laude	December 2024
77	Piper	Ann	Bauer	BS	Business Management in Technology		December 2024
78	Elrey		Brooks	BS	Business Management in Technology		December 2024
79	Kaleb		Tischler	BS	Business Management in Technology	Magna Cum Laude	December 2024
80	William	lan	Vertrees	BS	Business Management in Technology		December 2024
81	Trey	F	Aldrich	BS	Chemical Engineering		December 2024
82	Pearson	Michael	Brown	BS	Chemical Engineering		December 2024
83	Alexander	Mykal	Mika	BS	Chemical Engineering		December 2024
84	Sofia	Nicolle	Ponce Molina	BS	Chemical Engineering		December 2024
85	Trent	Michael	Ripley	BS	Chemical Engineering		December 2024
86	Ethan	Lloyd	Rogers	BS	Chemical Engineering	Cum Laude	December 2024
87	Julia	Diane	Sabetti	BS	Chemical Engineering		December 2024
88	Cory		Stone	BS	Chemical Engineering	Cum Laude	December 2024
89	Lan	Thi Thanh	Tong	BS	Chemical Engineering	Magna Cum Laude	December 2024
90	Pascal	Jean	Britton	BS	Chemistry		December 2024
91	Ethan	Lloyd	Rogers	BS	Chemistry	Cum Laude	December 2024
92	Carter	John	Amland	BS	Civil Engineering	Summa Cum Laude	December 2024
93	Grant	Jonathan	Brewer	BS	Civil Engineering		December 2024
94	Amanda	Brooke	Cooley	BS	Civil Engineering		December 2024
95	Aydon	L	Ellis	BS	Civil Engineering		December 2024
96	Gavin	Yates	Heiser	BS	Civil Engineering		December 2024
97	Max	Arthur	Hoatson	BS	Civil Engineering		December 2024
98	Justin	Christopher	Houlette	BS	Civil Engineering		December 2024
99	James	Ray	Lichtenberg	BS	Civil Engineering		December 2024
100	Joshua	James	Martens	BS	Civil Engineering		December 2024
101	Clay	Matthew	Olson	BS	Civil Engineering		December 2024
102	Ryan	Emerson	Paswaters	BS	Civil Engineering		December 2024
103	Claire	Mae	Peasley	BS	Civil Engineering		December 2024
104	Nolan	J	Rader	BS	Civil Engineering	Magna Cum Laude	December 2024
105	Evan	С	Spraker	BS	Civil Engineering		December 2024
106	Hayden	Rudy	Jaramillo	BS	Computer Science	Cum Laude	December 2024
107	Samantha	Brooke	Kaltved	BS	Computer Science	Magna Cum Laude	December 2024
108	Mary	Ann	Moore	BS	Computer Science		December 2024
109	Drew	Trygve	Norby	BS	Computer Science		December 2024
110	Oliver	М	Schwab	BS	Computer Science		December 2024
111	Ryan	Anthony	Sime	BS	Computer Science		December 2024
112	Hailey	Mackenzie	Sund	BS	Electrical Engineering		December 2024
113	Davis	George	Camp	BS	Industrial Engineering and Engineering Management		December 2024
114	Nicholas	Alexander	Davey	BS	Industrial Engineering and Engineering Management		December 2024
115	Isabel	Mary Vivian	Larsen	BS	Industrial Engineering and Engineering Management		December 2024
116	Andrew	Edward	Peterson	BS	Industrial Engineering and Engineering Management		December 2024
117	Bryce	Taylor	Sherrell	BS	Industrial Engineering and Engineering Management		December 2024
118	Holden	Wallace	Wagner	BS	Industrial Engineering and Engineering Management		December 2024
119	Orlando	Jovan	Westbrook	BS	Industrial Engineering and Engineering Management		December 2024
120	Jada	Orion	Bell	BS	Mathematics	Cum Laude	December 2024
121	Chloe	Ann	Toward	BS	Mathematics		December 2024
122	Tanner	Joseph	Ziwicki	BS	Mathematics		December 2024
123	Chase	M	Oien	BS	Mechanical Engineering		December 2024
124	Annaliese	Elizabeth	Wollman	BS	Mechanical Engineering	Magna Cum Laude	December 2024
125	Landon	Thomas	Zentz	BS	Mechanical Engineering	Cum Laude	December 2024
126	Mason	Alexander	Lane	BS	Metallurgical Engineering		December 2024
127	Thad	В	Saylor	BS	Metallurgical Engineering		December 2024
128	Finnian	Christopher	Rogers	BS	Physics	Summa Cum Laude	December 2024
129	Anna	Noelle	Fitzgerald	BS	Pre-Professional Health Sciences	Magna Cum Laude	December 2024
130	Dakota	Quinn	Crocker	BS	Science, Technology, and Society		December 2024
131	Kyle		Harris	BS	Science, Technology, and Society		December 2024
132	Margaret	Мау	O'Connor	BS	Science, Technology, and Society		December 2024
133	John	Gabriel	Herweh	AA	General Studies		December 2024

South Dakota State University Fall 2024 Candidates

DOCTOR OF PHILOSOPHY

Albert Armoo	Emily Fowler	Zer Moua
Mohamed Benjelloun	Anlly Fresno Rueda	Robiul Islam Rubel
Touimi	Md Saddam Hossain	Hoang Khuong Tran
Khadija Bilkis	Md Imtiazul Kabir	Pedro Valle De Carvalho E
Ahmed Charif	Jesus Loya	Oliveira
Larousse Dorissant	Mawuli Macdonald	Sainfort Vital
Juliana Fajardo Rueda	Lilia Ernestina Montanez	Zengyue Wang
Samantha Fischbach	Hernandez	Lei Wang
	DOCTOR OF NURSING PRACT	ICE
Jolyn Sackmann		
	MASTER OF ARCHITECTUR	RE
Lachhman Das Khatri		
Ariel Fay	MASTER OF ARTS	
	MASTER OF EDUCATION	
Gracie Barber	Tori Glanzer	Derek Sukstorf
Hattie Clapp	Noah Roerig	Amanda Williams
	MASTER OF ENGINEERING	3
Adam Bock	Konnor King	
Adam Jaros	Peter Thompson	
Ν	IASTER OF MASS COMMUNICA	ATION
Ripsime Avetisyan	Stefanie Fauth	
	MASTER OF PUBLIC HEALT	Ή

Adrianne Medina

MASTER OF SCIENCE

Ahmed Abdalla Sanidhya Adhikari Indu Acharya Hussein Ahmed Haaris Ali Mohammed Almhed Yashar Askarzadeh Ashir Atoo Chantalle Baer Christopher Baesler Mangesh Suryakant Bankhele Traci Bates Kaitlyn Bearden Angie Patricia Benavides Infante Julie Bergkamp Kelsey Beznoska Margaret Bishop Sierra Blachford Miranda Blom Sarah Brady Mayson Brauer Caitlin Broek Yifan Chen Mitchell Clark Kellen Clavmore Alexi Cushman Katie Dam Serena Daniels **Donald Eastman** Humaira Sabira Eva Ugochukwu Ezeakunne Kari Feller **Katelin Frerichs** Renae Gades

Maisey Gebhart **Benjamin** Goeman Hannah Groth Sierra Halbur Mosharraf Hossain Kirsten Houg Shelby Isensee Hayley Jackson Maxwell Jakubiak Sumit Jangra Abbas Jedariforoughi Sarah Jepsen Jessica Jesseph Shiv Jha Summer Johnson Kinlie Johnson Emma Kadede Monika Kafle Rojina Kafle Farzaneh Karimpour Ramandeep Kaur Eaman Kayali Haley Keizer Doreen Kendi Caitlin King Cade King Hailey Kristjanson Linsong Li Sarah Mayes Hasan Mirzakhaninafchi Shradha Mohapatra Chloe Murphy Monicah Mwangi Hannah Niemeyer Jocelyn Olson Lauren Olson

Blake Olson Ashma Pandey Jenna Parliament Linet Paul Blake Peterson Kayla Pinkert Sai Sandeep Pulakam Carlos Quevedo Garza Md Saidur Rahman Aaden Roy Anindita Roy Robby Schaefer Rachel Schultz Jaici Schultz Elise Schweer Roshan Shah Sahil Sharma Jessica Speiser Paul Strickler Sai Krishna Manoj Tekumalla Bryce Uebel Pramith Manosha Ukwattage Don Eunice Ndunge Wambua David Wambui Teresiah Wanjiru Wangari Jennifer Weir Brittany Whitam **Timothy Willis** Jennifer Winford Parker Witt Hayden Wolfe Donald Yackley Rachel Zook

BACHELOR OF SCIENCE IN NURSING

Ashley Adams Annabelle Amoabeng-Wellman Brysen Andres Bryanna Bach Kazlyn Bachelor Brenna Balken Leigh Barrosse Sydney Beasley Cooper Bexell Hailey Bixler Erica Brandt Abria Brooker **Taylor Brown** Taye Brown Sophia Butler Tenzin Choeyang **Glory Christianson** Heidi Clark RyLeigh Clarke Shayne Combs Lindsay Condon Luis De Jesus Brianna Dehler Lydia Driesen Catylynn Duff Whitney Elbers Anika Fast David Frankenfeld Daniela Garcia Edy Gomez Melody Goodman Kathleen Graham Brynn Graphenteen Payton Gross Lauren Haiwick Alyssa Hajek Hunter Hammerbeck Miah Hansen **Bailey Harris** Makayla Heard

Patsy Hernandez Alexa Herr Robert Herrmann Elahe Heydari Emilee Hilbrands Kimberlee Hindberg Peyton Hinn Kara Hisken Abigail Hoffmann Mackenzie Holewa Carly Holland Reagan Holling Samuel Hulscher Brooklyn Isaak Obinna Israel Okpala **Emmalena Jacobs** Sooyoung Jeong Lauren Johnson Emilee Johnson Cassidy Jorensen Mariah Jost Kara Kathol Ashlyn Kaul Robert Keefe Logan Keszler Michelle Kirkham Kendra Kleinschmit Ellisen Knudsen Kinley Knutson Ava Krush Zoe Kuegle Cameron LaBrie Abygail Lang **Regan Leicht** Malinda Lemburg Kayla Liewer Grace Lindstrom Parker Loban Aspen Mack Antonnie Matute Taylor McCoy

Lexy McElroy Storm McRae Cami Mettler Tinotenda Mhlanga Chloe Miller Jenna Mollenhoff Hailey Monson **Bailey Monson Carley Mullins** Alaina Murphy Maryanne Mwangi Kadell Nedvev Rvan Ng Isabella Onisoru Roba Osman Nathaniel Papka Carson Peery Kimberly Perry **Brinley Powell** Gabrielle Prochaska **Taylor Pulscher** Andrea Raasch Mark Rafferty Anje Ramirez Melissa Richardson **Travis Rittenhouse** Heather Rowe Mekedia Rowe Kaitlin Ruden Erin Schieltz Nicole Schroepfer Kristina Schuelke Karlee Seim Meara Sharisky Monique Sioux Bob McKenna Sirek Isabella Steffen Emma Stevenson Madelyn Thue Katelyn Tonderum Madisyn Trupe

Brittany Tuuk	Morgan Weber	Emma Wulff
Darah Vanbockern	Kierstin Webster	RobinYang
Jordyn VanVickle	Regan Weisbeck	Mason Zeman
Mollee Verba	Hayden White	Gabriel Ziadat
Kylie Vermeer	Isabella Wildeman	
Doreen Waldner	Lesley Wooden Knife	

BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING

Rose Eitemiller Myranda Hentges Ty Schneider Dalton VanderWal

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Tate Barnhart Cullen Belisle Rana Hegg William Sanders

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Derek Rufer

BACHELOR OF SCIENCE IN CONCRETE INDUSTRY MANAGEMENT

Josue Mendez

Emma Roth

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

Alexis Bliss Stephen Cardinal Jacob DeVries Cole Eller Cayden Jordan Brandon Kass Jackson Knight Aaron Kusler Tanner Reinhart

BACHELOR OF SCIENCE IN DATA SCIENCE

Yoonah An Elise Arps Brandon Frizzell Hasset Getachew Brayden Johnson Arun Sai Pendyala

BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY

Nicholas Curd Ivan Devries Alexander Thompson Bereket Tisore

BACHELOR OF SCIENCE IN MATHEMATICS

Brandon Frizzell

Brayden Johnson

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Dalton Anderson Elijah Anderson Jonah Coffel Adam Coners Alexandra Ercink Connor Gress Dawson Kenoyer Nathan Lawrence Connor Olson Ryan Olson James Tillman Tate Walerius

BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT

Nicholas Curd	Tyler Hanks	Samuel Yotter
Elliot Erdahl	Jacob Heimgartner	Jason Young

ASSOCIATE OF SCIENCE IN CONSTRUCTION TECHNOLOGY

Kaleb Osborn

Luke Schonborn

BACHELOR OF SCIENCE IN AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

Tessa Erdmann Baillee Anderson Calvin Erickson Jarett Armstrong Huntyr Atkins Hannah Flogstad Garrison Beckius Jose Flores **Brooklyn Beery** Jaycie Forbes Martin Boetel Carson Ford Kylie Boterman Hailey Frericks Jackson Boustead **Corbin Fuoss** Calvin Carter Caleb Garvis Caleb Christensen Braden Greibrok Hayden Christopherson Rachel Groth Callie Coble Samuel Hadacek Elizabeth DeBoer Hailey Handel Mara Decker Sarah Hayden Payton DeGroot Hayden Hegg Tucker Droogsma Madisen Henley Andrew Hesebeck Nathan Duis Jenson Dziemburski Jennifer Hoelscher Maxwell Ehrich Fayth Hoger Luke Hohwieler Sydney Emery

Ruthann Holmes Austin Hulsing Kennedy Jackels Andrew James Jaden Jenkins Connor Jensen Madison Katzenmeyer Trey Kelderman Elisabeth Kelm Erik Knudson Mason Kretsch Jake Larsen Kendall Larson Hunter Laverack Brayden Lindeman Tyler Luitjens Abby McCarvel Francis Minke Micah Minor Katherine Moening

Kalli Naber Miriam Pickard John Piroutek Zachary Polzin Benjamin Radke Kyle Rippentrop Mitchell Roiger Kellen Schmidt Hannah Schrader Damon Schutz Garrett Sindt Ty Skartvedt Dominik Smith Dugan Soost John Steffen Isabelle Steinbronn Caleb Stricherz John Sullivan Lauren Swan Isaac Tuschen Haley Van Nurden Jake Vollink Colton Vovos Bridget Weese Kristen Wieman John Willert Joshua Zimmerman Austin Zobel

ASSOCIATE OF SCIENCE IN AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

Mya Baumgart Brady Braniff Andrew Burns Noah Goeken Alexander Kellen Addison Lange Paul Morning Sidney Robinson Ella Ruba Jordan Simones

BACHELOR OF SCIENCE IN NATURAL SCIENCES

Austin Bonn Jaime Brann Makayla Courtney Trent Freeman Hayley Geyer Zoe Hillmer Ethan Howell Madeline Jacobson Natalie Jacobson Katherine Jones Jenna Jones Brady Kruse Bradyn Lachenmeier Nathaniel Lanthier Shannon Lasey Michelle Mannisto Kenadie Martinsen Jessica Masgai Erinn McSherry Edward Miller Cale Reeder Amanda Sager Amelia Thoennes Sarah Varma Brianna Veen Marissa Whitehead Sydney Windschitl

BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE

Daniel Baer Benjamin Fromelt Ruth Howard Myranda Nowell Falon Paluch Mollie Petersen Keely Podoll Leah Popowski Josalyn Soodsma Christina Virgin

ASSOCIATE OF SCIENCE IN EDUCATION AD HUMAN SCIENCES

Allison Eskins

BACHELOR OF SCIENCE IN EDUCATION AD HUMAN SCIENCES

Olivia Balfanz **Paisley Beach** Jadah Borth **Rylan Brown** Kennedy Bush Kyle Clement **Taylor** Cooper Harley Cormany Abigail Debes Jason Fisher Raegan Freeman Heather Geyer **Emily Gibson** Madeline Giese Joshua Gillespie Kylan Green **Emily Gaberling** Ryan Garland Lainey Hall Hannah Hank

Brody Hanson Janae Hassman Emma Haugrud Jack Hilt Sydney Holeton Carson Hunsley Andrew Jensen Karter Kenis Emily Krampitz **Thomas Kropp** Zander Larson Madilyn Latzke Kelsey Loterbauer Kaycee Manding Allyson McMacken Olivia McMahon-Skates Kyla Mercer McCormick Meyer Emma Morrison Skylor Ness

Jason Ohide Eli Reisner Sayda Rolfson **Bailey Roman Emily Rystrom** McKenzie Sandquist Summer Scepaniak Brianna Schumacher George Schwebach Payton Shafer Maria Sommer Damon Standing Soldier Ethan Swanson Brodee Teveldal Jamie Thomas Morgan Wente Kaylee Wilkins Ashley Wilkowski Emma Winter

BACHELOR OF ARTS IN ARTS, HUMANITIES & SOCIAL SCIENCES

Hannah Bates Alexandra Ercink Jenna Hallen Randy Keumogne Avery LeBlanc Alison Meyer Sienna Preszler Karac Richardson Kaden Sivertsen Erika Thompson Joseph Ulloa Danielle Winter

BACHELOR OF FINE ARTS

Katelyn Engel Jake Heunisch Spencer Jeppesen Abigail Nielsen Shane Waikel

BACHELOR OF GENERAL STUDIES

Rich-Ann Archer Devon Byers Isaiah Davis Adam Dawson Tanner Ellefson Hunter Foote Bradley King Heather McGuire Brynna McKinney Jake Melius Nadalyn Myer Amber Nelson Shayla Snowden

BACHELOR OF MUSIC EDUCATION

Joseph Daly

Auston Teas

BACHELOR OF SCIENCE IN ARTS, HUMANITIES & SOCIAL SCIENCES

Adam Fikri Abdul Rani	Ameri Garcia	Nathan Nekali
Clay Ambach	Sarah Gerdes	Benjamin Niemeyer
Adam Ankrum	Henon Getachew	Hadleigh Olson
Noah Arends	Travis Graham	Grace Parry
Sarah Bartell	Maxwell Habermann	Kaylin Peterson
Dalys Beanum	Marcus Harming	Zachary Peyton
Levi Bender	Makenzie Hemish	Morgan Pfarr
Kade Bialas	Paige Hermsen	Tanner Preheim
Dylan Bukaske	Sydney Hoier	Delaney Pruitt
Alexis Callstrom	Austin Huwe	Hunter Ringgenberg
McKenna Cass	Carter Iwen	Jenna Robbennolt
Dalton Cherry	Jaclyn Jensen	Kate Schnabel
Colby Christensen	Martin Kloster	Tatum Sheridan
Jesse Colson	Connor Knudson	Carson Shive
Hattie Dagel	Kasandra Knutson	Benjamin Skinner
Emma DeBoer	Lily Krogstad	Taylor Storbakken
Colbey Denson	Austin Kuchel	Skyler Swatek
Hunter Dustman	Cooper Leslie	Brodee Teveldal
Carolyn Dwire	Gina Lhotak	Cole Turner
Thomas Eining	Seth Lundeen	Brandon Van Horn
Jaxon Engstrom	James Lusk	Ava Wakeman
Taylor Fearing	Paige McAdaragh	Benjamin Wallraff
Katelyn Feldhaus	August Miller	Serena White
Madison Fodness	Lillian Moore	

ASSOCIATE OF ARTS IN GENERAL STUDIES

Marissa Cournoyer Tyson Elliott Kira Goldade Hayleigh Haar

Seth Gabbert

Sydne Johnson Regan Schroeder Layla Sterling Alyssa Swick

Aidan Moran

Thomas Tapp Karson Weber Emma Wiseman

The University of South Dakota Fall 2024 Candidates for Degree

Doctor of Philosophy

Kaitlin B. Halbert Venkatesh Kolluru Nurul Muttakin Osamakon B. Osemwenkhae Libby A. Sales Michael P. Speegle Susannah Steele Jonathan F. Vogl Jessica L. Zylla

Doctor of Education

Jerri L. Birger

Thomas L. Schneider

Doctor of Occupational Therapy

Seth J. Crocker

Juris Doctor

Kevin M. Aldrich Marilyn Elizabeth Allen Elise Louise Balin Kammi Sue Bartscher Joshua Scott Brower Dylan W. Davis Jacob M. Frier Cydney Lauren Langley Justin Lee Larson Lincoln Mark Cameron M. Morgan Meredith K. Powers Sarah Varney

Specialist in Education

Riley D. Donovan

Samantha M. Hettinger

Master of Accountancy

Mario A. Hernandez Joshua D. Kreutzfeldt Mattie K. Johnson Ryan J. Johnson Isaac W. McCormick

Master of Arts

Jenna M. Adams Sarah C. Barefoot Carter S. Bell Breanna A. Bickerstaff Ashlyn K. Bowker Collette J. Bowman Kathryn J. Buechler Angelia J. Butler Gabrielle R. Chance Alexandra L. DeGroot Jason Duncan Travis R. Elmore Blanche L. Froelich Benjamin M. Gellerman Drew M. Godfredson Hannah R. Heyd Abdullah Al Hossain Jeff J. Hyke Taya A. Jasa Diana L. Lawrence Sarah C. Lawrence Heather M. Lowe Rebecca J. Marshall Scott K. Marshaus

Lauren E. Martin Quinn E. Merriam Beth R. Meyer Ryan P. Moore Taylor A. Moser Savannah R. Murray Courtney J. Nash-Keller Rachel E. Olney Olivia L. Olson Shaina L. Osnes Cassandra M. Peterson Shanda M. Pittman Arena P. Porter Carlie A. Rieffenberger Brandon R. Sandoval Matthew J. Sass Benjamin D. Schmidt Haven B. Schultze Tatum A. Sonnenburg Olivia G. Thompson Christopher P. Voichahoske Zachary J. Wattier Alaina J. Wolff Amber E. Yardley

Master of Business Administration

Mark Abraham Phillip M. Adam Johnson O. Adegbite Manaal H. Ali Angela M. Allen Glen O. Bekoe Teena J. Coad Dylan W. Davis Emily Dunn Isaac L. Entinger Kennedy A. Fossum Josahan I. Jaime-Sambrano Casey E. Johnson Trent E. Jongetjes Shawn Keehan Aaron P. Kromann Joseph P. Kuehn

Daniel N. Larson Grace L. Martin Brandy N. Miesner Chinyere A. Nwaoko Iredia E. Okpaireh Leah M. Pitts Ashley L. Plueger Barrett J. Power Rory Ratzlaff Alan J. Richardson Hohn Nolan A. Sampson Brooklyn N. Schram Andreea-Constanta Stan Drew Stevenson Maria E. Swanson Christopher R. Veldhuisen

Master of Music

Gretchen M. Burbach

Monica L. Mitzel

Master of Professional Accountancy

Morgan M. Dalluge Rick J. Dobesh Christina Katz Alex R. Kolbeck Bashar Naji

Executive Master of Public Administration

Nick Broyles Shane McQuillan Kristen Vonasek

Master of Public Administration

Joshua M. Chase

Greg D. Simmons

Master of Public Health

Grace L. Biermann Falmata G. Gishe Heather R. Knight Beas Siromoni Jassalya A. Villafranca Mateya R. Walder

Master of Science

Pramod Acharya Sadia Afrin Imtiaj U. Ahamed Paschal C. Akubuiro Anushuya Baidya Peter W. Berger Shauna Casey Chien-I Chao Lakshmi Varaha Krishna Chittella Robyn N. Cook Cynthia H. Curtis Prayukti Dahal Maharshi Devarasetty Yovana Estrella Johnson Nicholas M. Fasanella Casondra J. Gerlach Harsha Vardhan Reddy Ginjala Saurav Gupta **Bisesh Heyojoo** Al-Amin Hossain Ardell J. Inlay Adrian John

Fatama Tuj Johora Bibash Karki Aravind Katta Sarah Knutson Raghu V. Kodali Tinku Rao Kotha Nisha Lamgade Sivani Maddepalli Shanmukh Sai Madhu Shelby M. Magedanz Sarada Satya Sai Kiran Malladi Aravind Marri Chenchaiah Mekalathuru Rashed Mia Shomoita J. Mitin Raunak N. More Mohammad Navid Nayyem Okechukwu C. Ndubuisi Binamra Neupane Deepika Nuthalapati Matthias A. Otoo Lekhraj Pandey

Rinish Reddy Pannala Jacob E. Parrish Saivamsi Pati Abdullah Al Rakin Peyton R. Rea Kaitlyn S. Reisdorff Ram Prasanna Kumar Samboju Manisha Senchuri Hussainamma Shaik Amit Sharma McRay A. Sogah Rahul Thanneeru Akshay Kumar Thumma Joseph Barnabas C. Ukwuani Venkata Sai Bhargav Veeramsetty Dalton J. Wagner Dwayne Williams Xiaotian Xing Nagireddy Yannam Sagar Yellaram

Master of Science in Nursing

Chizoba D. Obiozor

Master of Social Work

Jordan L. Drews Heather L. Mousel

Bachelor of Arts

Erin R. Barnhill Regan M. Bly Benedith N. Bopaka Anna M. Bottesini Kylie A. Brungardt Tori M. DeSalvo Finiasi M. Epapy Sydney J. Fundermann Kristina A. Glazier Ella M. Hanstein Celena M. Hettrick MacKenzie K. Island Kaysie A. Johnson Jazmyn R. Langrock Elijah D. Malsom Halle K. Meadors Abigail S. Miller Nicholas J. O'Connor Imogen R. Prellwitz-Aude Rylie E. Rasmussen Tiffany D. Rattling Leaf Jenna M. Roach Dawson J. Segrist Salma A. Sharif Michelle M. Soukup

Bachelor of Business Administration

Joseph M. Adams Travis P. Anderson Yesenia M. Angeles-Espinoza Eleni D. Behone Sawyer K. Bicknase Hannah L. Brooks Nathan A. Buenger Cassidy R. Carson Colin D. Carstens Klara Cejkova-Kolaci Lauren K. Christensen Max Dailey Tori L. Ebright Avery C. Feterl Mattea L. Fiegen Dana Fustos Andrew L. Gibson Ana P. Gorospe Nicholas K. Gregoire Matthew D. Gusso Jacob J. Habben Jacob M. Hafner Jack P. Hagy Isabel L. Hanisch Logan R. Heidinger **Bryce Henderson** Kendra J. Hofeman Alexandre F. Irwin Noah D. Johnson Dawson D. Johnson Brooke S. Kercher-Pratt Austin M. Kerr Katherine J. Kolb William I. Leyland

Mason D. Litz Shaylee H. Longe Mason H. Machmiller Analese S. Martinez Michael J. Merry Blan W. Meshessha Anna I. Mogensen Hannah M. Nelson Carter D. Norris Ella E. Opland Tristan O. Orvarsson Samuel H. Otten Conlan T. Petersen Saugat Pradhan Maguire L. Raske Colin J. Rentz Connor W. Rentz Austin J. Rosetta Danielle Rozeboom Jacob P. Salmen Joshua S. Schechter Brenna Schmidt Graysen Q. Schultze Justice K. Small Fredrick M. Stevens Sydney J. Stockwell Brenda Y. Torres Jack A. Van Camp Charles VandeVoort Rylan J. Watembach Tyler J. Westcott Janaina C. Zanin Caleb M. Zerr

Bachelor of Fine Arts

Jordyn A. Johnson Jenna R. Trampe Jolein W. Verpaalen

Bachelor of General Studies

Amos L. Allen Nikia R. Bradley Jesslyn J. Estes Jared A. Mettler Michael S. Reid Taylor L. Roberts Mason S. Rozell Melissa Slaba Griffin J. Smith Keyon Turner

Bachelor of Music

Marcus D. Klassen Anna P. McAuliffe Camden A. McKenney Elisabeth A. Peirce Emily G. Weisenburger

Bachelor of Musical Arts

Caroline R. Maloley

Bachelor of Science

Haley R. Albertson Christina Anderson Garret R. Anglin Monica L. Bakker Maddison A. Barnhart Joseph D. Benidt Mackenzie M. Benson Brooke R. Bishop-LaFrentz Rachel J. Borg Makenna J. Boyum Ashleigh B. Broman Isabelle A. Bugay Nolen A. Bursick Alexis R. Butterfield Grady S. Carlisle Salena E. Carr Salena E. Carr Mackenzie E. Christensen Emma N. Christensen Peyton M. Christenson Kylee S. Cramer Alysia F. DeVries Jillian M. DeWitte Brittany L. Dodds Grace T. Doty Lily V. DuBray Will A. Dunn Kaeley A. Einck Benjamyn M. Engebretson Cody A. Fayette Alissa L. Fendrick Ethan J. Fredrickson Alondra Gonzalez Molli J. Greenfield Ledger H. Hannan Mason H. Harlan Josephine K. Holland Trey J. ledema Adam M. Kaiser Ashley N. Laman-Jones Spencer R. Lord Meredith A. Lovell Jordan G. Lowe Zachary M. Lund Faith M. Maier Brennan L. Malone Lindsey McKague Teven L. McKelvey Ashley E. Menor Peyton L. Miller Cael M. Mockler LaTisha J. Mousseau Andreea E. Munteanu

Katelyn P. Nicholson Nathan R. Noll Sydney L. Norton Erica M. Oney Brooke A. Parker Britney M. Parnell Samuel T. Parrish Joseph W. Peterson Cheyenne O. Peterson Cole A. Pry Kristene Rancour Laura M. Red Cloud Madeline M. Rozmajzl Paige V. Schroedermeier Riley A. Schulz Owen M. Schweitzer Becca K. Schwichtenberg Austin M. Serreyn Andrew M. Stands and Looks Back Amber K. Story Mercedes Swanson Theresa T. Tran Johnny F. Tureaud Lucas Voorhees Maci D. Ward Caleb Wirtz Avery J. Wood Melissa K. Wyum

Bachelor of Science in Education

Brooke A. Bechtold Ella J. Bradshaw Sydney K. Chance Rachel C. Christensen Kylie M. Cwach Grace M. Danke Jori L. Ewart Alexander W. Flucas Chelsey R. Fundermann Sydnie E. Horst Kellie E. Jones Kennedy D. Kahler Harrison L. Kieffer Brooke E. Kiepke Rebecca L. Kronaizl Kaylee G. Munson Abbigail M. Nelson Haleigh D. Paz Makenna J. Pearson Paige A. Petry Sadie E. Reisdorfer Isaih S. Schott Kazlyn D. Schulz Carissa M. Stocklin Regan M. Stoick McKenzie N. VanGrootheest Kennedy A. Vold

Bachelor of Science in Nursing

Karsyn O. Altman Alexus R. Baker Leslie A. Benninghoff Cayley M. Bewley Lauren H. Bohner Jayla M. Brekke Ben J. Brekke Elizabeth A. Carda Eian C. Cazer Vernon J. Diaz Tristin A. Dirkes Taylor L. Evans Shawna M. Gerber Vanessa K. Herrig Haley J. Hoffman Kiahna M. Jenkins Kendra D. Jennings Morgan M. Kaufmann Elizabeth J. Kinneberg Kyshea M. Koehler Izabel F. Kreger Andrea B. Lawrence Callie A. Lensegrav Ashley D. Martin Connor W. McGill Emma K. McKay Tracy A. Mollman

Jamie L. Moos Samantha A. Moulton Taylor L. O'Neill Mallory M. Oye Rachel A. Phillips Paige A. Poulsen Jordan J. Ries Maria M. Risse Natalie S. Robinett Madysen G. Schmid Katelin E. Schutte Kolbi D. Solberg Malaya R. Spielman Orion J. Stadlman Erica J. Stockdale Mason J. Temme Alexandrea C. Thallas Gwen To Meghan E. Torres Nicholas R. Tschudy Myah L. Turner Makenna G. Ward Abbigail Warne Morgan L. White Sydney E. Wickersham Brooke M. Wohlers

Associate of Arts

Sewasew Aklilu Cole J. Christophersen Mattea E. Jupiter Michaeline B. Nathan Dixie Pacheco Thomas J. Schwebach

SOUTH DAKOTA BOARD OF REGENTS

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

AGENDA ITEM: 5 – B (1) DATE: December 11-12, 2024

SUBJECT

New Program Request – DSU – Minor in Cyber Leadership and Intelligence

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a minor in Cyber Leadership and Intelligence. The proposed minor would expose students to cyber-related topics as they are impacted by world affairs and human behavior. It will introduce students to the basic concepts of leadership, and will prepare them for careers in a wide variety of cyber fields.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in Cyber Leadership and Intelligence on campus and online. DSU does not request new state resources. No new courses will be required. DSU estimates 17 students enrolled and 7 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: DSU – Minor in Cyber Leadership and Intelligence

DRAFT MOTION 20241211 5-B(1):

I move to authorize DSU to offer a minor in Cyber Leadership and Intelligence, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	Cyber Leadership and Intelligence
DEGREE(S) IN WHICH MINOR MAY BE	Artificial Intelligence in
EARNED:	Organizations, Cyber Operations,
	Computer Science, Artificial
	Intelligence
EXISTING RELATED MAJORS OR MINORS:	Cyber Leadership and Intelligence
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	29.0202
UNIVERSITY DEPARTMENT:	Social Science
BANNER DEPARTMENT CODE:	DSOS
UNIVERSITY DIVISION:	College of Arts and Science
BANNER DIVISION CODE:	DAS

Please check this box to confirm that:

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

University Approval

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

ATTACHMENT I 3

Sebecca & Heey 10/8/2024 President of the University Date

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

- 1. Do you have a major in this field (*place an "X" in the appropriate box*)?
 - Yes No
- 2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

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

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

Dakota State University currently offers a BS in Cyber Leadership and Intelligence. This new minor aligns with the University's Strategic Plan to increase student success by providing graduates with the needs of higher skilled careers. This minor would ensure students' preparedness to enter the workforce.

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

This minor will expose students to cyber-related topics as they are impacted by world affairs and human behavior. It will introduce students to the basic concepts of leadership and will prepare them for careers in a wide variety of cyber fields.

4. How will the proposed minor benefit students?

This proposed minor will enable students to make an inquiry into Cyber Leadership and provide a broad introduction to the subject. It will provide crucial skills (writing, analytical thinking, etc.) to supplement some of our most popular majors (cyber security, network administration, etc.).

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The following are occupation statistics for South Dakota according to the Bureau of Labor Statistics:¹

Occupation	Annual Mean Wage
Computer and Information Systems Managers	\$156,550
Network and Computer Systems Administrators	\$73,220
Computer Occupations (all other)	\$87,330

The BS in Cyber Leadership and Intelligence has two specializations, Digital Forensics, and World Affairs/Human Behavior. Enrollment has had steady growth (Fall 22 = 56 students, Fall 23 = 58 students, and Fall 24 = 66 students).

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

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

*Do not include current fiscal year.

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

There are very few comparable programs around the country, and no national accreditation body. However, this has been a very popular major with excellent post-graduate placement rates. Furthermore, the intended curriculum will supplement, not duplicate, many of our most popular majors.

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

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

Cyber Leadership and Intelligence	Credit Hours	Percent
Requirements in minor	6	33.3%
Electives in minor	12	66.6%
Total	18	

A. Distribution of Credit Hours

¹ "Occupational Employment and Wage Statistics for South Dakota," US Bureau of Labor Statistics, May 2022. See <u>https://www.bls.gov/oes/current/oes_sd.htm#15-0000</u>.

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
CLI	101	Introduction to Cyber Leadership		3	No
CLI	420	Cyber Leadership		3	No
			Subtotal	6	

B. Required Courses in the Minor

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

Choose 2 of the following courses:

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
POLS	350	International Relations		3	No
CLI	410	National Security Law		3	No
CLI	430	Intelligence Failures		3	No
CLI	440	Cybercrime		3	No
			Subtotal	6	

Choose 2 of the following courses:

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
HIST	468	US Foreign Relations Since 1900		3	No
SOC	370	People and their Cultures		3	No
CLI	320	Religion, Beliefs, and Technology		3	No
CLI	470	Online Radicalization		3	No
			Subtotal	6	

There will be no course overlap between this minor and the majors that are most likely to pursue it.

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

Individual Student Outcome	CLI 101	POLS 350,	HIST 468,	CLI 420
(Same as in the text of the proposal)		CLI 410,	SOC 370,	
		CLI 430, and	CLI 320, and	
		CLI 440	CLI 470	
Explain social, cultural, political, and economic	Х	Х	Х	Х
frameworks at a national and international level.				
Apply reading, writing, critical thinking, and	Х	Х	Х	Х
analytical skills to leadership practices.				
Develop an information security plan or other	Х			Х
strategies to mitigate cybersecurity risks.				

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

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

All students will complete the university-wide computer science requirements.

11. Delivery Location

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

This will be both an online and a face-to-face major. All classes will be available in both formats.

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

	Yes/No	Intended Start Date			
On campus	Yes	Fall	2025		

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

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online Asynchronous	Fall 2025
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

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

No

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

None. All proposed classes are already being taught as part of the regular rotation for the major.

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

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

🛛 NO,

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

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

SOUTH DAKOTA BOARD OF REGENTS

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

AGENDA ITEM: 5 – B (2) DATE: December 11-12, 2024

SUBJECT

New Program Request – DSU – Minor in Quantum Computing for Cybersecurity

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a minor in Quantum Computing for Cybersecurity. The proposed minor is one of two quantum computing minors being proposed collaboratively by DSU and South Dakota School of Mines & Technology (SDMST). These programs leverage the complementary strengths of both universities, DSU's expertise in cybersecurity and cryptography and SDMST's focus on material sciences.

The proposed minor will focus on how quantum computing leverages the unique properties of quantum mechanics—such as superposition and entanglement—to solve complex problems far beyond the capability of classical computers, enabling advancements in encryption, data security, and cryptography critical for the evolving cyber landscape.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in Quantum Computing for Cybersecurity on campus, online and at SDSMT. DSU does not request new state resources. Three new courses will be required. DSU estimates 20 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: DSU – Minor in Quantum Computing for Cybersecurity

DRAFT MOTION 20241211_5-B(2):

I move to authorize DSU to offer a minor in Quantum Computing for Cybersecurity, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	Quantum Computing for
	Cybersecurity
DEGREE(S) IN WHICH MINOR MAY BE	Artificial Intelligence, Computer
EARNED:	Science, Cyber Ops, Mathematics
EXISTING RELATED MAJORS OR MINORS:	None
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	11.0701
UNIVERSITY DEPARTMENT:	Beacom College of Computer and
	Cyber Sciences
BANNER DEPARTMENT CODE:	DCOC
UNIVERSITY DIVISION:	Computer Science
BANNER DIVISION CODE:	DSCI

Please check this box to confirm that:

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

University Approval

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

specca & Heey 10/31/2024

President of the University

Date

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

- Do you have a major in this field (*place an "X" in the appropriate box*)? 1. \square \times
 - Yes No
- 2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

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

	<i>v</i> 1	
BHSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.1
DSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.2
NSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.3
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1.2.4
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1.2.5
USD:	<u>SDCL § 13-57</u>	BOR Policy 1.2.6
Board of Re	egents Strategic Plan	

The collaborative minors in Quantum Computing for Cybersecurity at Dakota State University (DSU) and Quantum Information Science at South Dakota Mines (SDM) exemplify a strategic partnership that drives innovation and supports both the South Dakota Board of Regents' (SDBOR) Strategic Plan and DSU's ADVANCE plan. These programs leverage the complementary strengths of both universities, DSU's expertise in cybersecurity and cryptography and SDM's focus on material sciences-addressing critical needs for workforce development, economic growth, and academic excellence in the state. This interdisciplinary collaboration ensures that students receive specialized, high-impact education aligned with the emerging quantum computing industry, which Governor Noem has identified as "the next big industry" for South Dakota.

The partnership directly aligns with the SDBOR Strategic Plan Goal 4, by creating academic programs that respond to the future demands of the workforce, ensuring South Dakota remains competitive in the knowledge economy. As quantum computing reshapes fields like cybersecurity and artificial intelligence, these minors prepare students to address complex technological challenges, contributing to regional workforce development and positioning the state at the forefront of technological innovation. The efficient use of faculty expertise and shared resources between the two institutions aligns with Goal 1, promoting responsible governance and minimizing program duplication across the university system.

These programs advance DSU's ADVANCE strategic plan by driving success in key focus areas. First, the minors support Pillar 1: Increase Student Success, providing students with cutting-edge education in quantum technologies, which enhances employability and aligns with DSU's goal of 100% job placement within six months of graduation. Additionally, the minors contribute to Pillar 3: Grow Scholarship, Research, Intellectual Property, & Economic Development by promoting student and faculty participation in research, increasing research funding, and creating new economic opportunities. This collaboration also supports Pillar 5: Increase Sustainability & Resilience, ensuring that DSU can increase enrollment and double the number of graduates in high-demand fields like cybersecurity, computer science, and AI.

Ultimately, the partnership between DSU and SDM ensures responsible stewardship of state resources while fostering academic innovation, aligning both with the SDBOR's objectives and DSU's mission to be a leader in cyber and quantum education. Together, these minors not only prepare students to thrive in the rapidly evolving quantum industry but also position South Dakota as a national hub for technological research and workforce development.

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

As the science behind quantum computing advances, DSU must include this field to achieve its mission to prepare cyber-savvy graduates. Quantum computing is the advancement of the special focus of DSU as a technologically focused university. Quantum computing leverages the unique properties of quantum mechanics—such as superposition and entanglement—to solve complex problems far beyond the capability of classical computers, enabling advancements in encryption, data security, and cryptography critical for the evolving cyber landscape.

4. How will the proposed minor benefit students?

The minor in Quantum Computing for Cybersecurity will provide Bachelor of Science level students in AI, Computer Science, Cyber Operations, and Math with basic knowledge of quantum computing, leveraging their degrees to prepare them for careers in a burgeoning quantum industry.

Desired student outcomes for the Minor in Quantum Computing for Cybersecurity:

- 1. Explain Quantum Computing Fundamentals: Students will be able to explain core concepts such as superposition, entanglement, and quantum gates, and how they differ from classical computing models.
- 2. Apply Quantum Algorithms to Cybersecurity Problems: Students will apply quantum algorithms to solve cybersecurity problems, such as encryption and secure communication, demonstrating the ability to evaluate and implement quantum-based solutions to current and future security challenges.
- 3. Implement Post-Quantum Cryptography Techniques: Students will evaluate postquantum cryptography methods then implement them in practical settings to secure systems against quantum computing threats, understanding their role in future cybersecurity solutions.
- 4. Create Solutions for Cybersecurity Challenges Using Quantum Computing: Students will create interdisciplinary solutions to complex cybersecurity problems by integrating knowledge from AI, computer science, mathematics, and quantum computing.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The workforce demand for graduates with expertise in quantum computing and cybersecurity is rapidly growing both nationally and within South Dakota. This demand is driven by the increasing need for secure computing solutions in light of the significant impact of quantum computing on encryption methods, and the overall rise in cyber threats.

The market for quantum computing is <u>predicted to grow 20-fold by 2030</u>. DSU will provide qualified students to work in this burgeoning industry. These activities present new opportunities



for DSU students to enter an NSF defined "Industry of the Future."

Thousands of universities, research organizations, and enterprises are already learning and experimenting with quantum computing. Given the amount of quantum computing investment, advancements, and activity, the industry is set for a dynamic change, similar to that caused by AI – increased performance, functionality, and intelligence. Quantum computing is where AI was in 2015, fascinating but not widely

utilized. Fast forward just five years and AI is being integrated into almost every platform and application. In just five years, quantum computing could take computing and humanity to a new level of knowledge and understanding.

At the national level, the U.S. Bureau of Labor Statistics (BLS) projects that employment of information security analysts—a field closely related to cybersecurity—<u>will grow 35% from 2021 to 2031, much faster than the average for all occupations</u>. This growth is attributed to the rising frequency of cyberattacks and the increasing need to implement strong security protocols across industries. While the BLS does not yet have specific data for quantum computing roles, the field is expected to grow alongside broader trends in cybersecurity and advanced computing. Industries such as defense, finance, healthcare, and technology are seeking experts in quantum computing to develop next-generation encryption methods and protect sensitive data against future quantum threats.

Companies like IBM, Google, and Rigetti Computing are investing heavily in quantum computing research, creating new jobs in quantum software development, quantum algorithm design, and post-quantum cryptography. According to a report by Burning Glass Technologies, job postings for quantum computing roles in the U.S. have increased by over 100% in recent years, highlighting the emerging need for a skilled workforce in this area.

In South Dakota, demand for cybersecurity professionals is also on the rise. The South Dakota Department of Labor and Regulation projects a 31.7% increase in cybersecurity-related jobs

between 2020 and 2030, with roles like information security analysts, computer scientists, and systems engineers being in high demand. <u>Companies and institutions across the state, including East River Electric, Avera Health, and Daktronics, have recognized the need to strengthen their cybersecurity measures to protect sensitive data from evolving threats.</u>

Overall, both nationally and within South Dakota, there is a strong and growing demand for graduates with expertise in quantum computing and cybersecurity. As industries recognize the critical need for post-quantum cryptography and other quantum-based technologies, graduates with this specialized knowledge will be well-positioned to meet workforce needs and lead in protecting critical systems from emerging threats.

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

	Fiscal Years*				
	1 st 2 nd 3 rd 4 th				
Estimates	FY 26	FY 27	FY 28	FY 29	
Students enrolled in the minor (fall)	5	10	15	20	
Completions by graduates	0 0 5 10				

*Do not include current fiscal year.

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

The rationale for the curriculum of the Minor in Quantum Computing for Cybersecurity is in the growing importance of quantum computing in cybersecurity, as well as the need for professionals who can apply quantum technologies to secure information systems. The curriculum is designed to provide students with a foundational understanding of quantum computing principles, practical applications in cybersecurity, and critical skills in post-quantum cryptography, aligning with current national standards and industry demands.

The curriculum takes an interdisciplinary approach by combining core elements of quantum computing, mathematics, and cybersecurity, reflecting the interdisciplinary nature recommended by national organizations such as the National Security Agency's (NSA) Center of Academic Excellence (CAE) guidelines. The CAE standards emphasize the integration of emerging technologies, like quantum computing, into cybersecurity education to address future threats, which is achieved by offering courses like "Quantum Computing Applications" and "Post-Quantum Cryptography."

The inclusion of a course specifically focused on Post-Quantum Cryptography ensures that students are prepared for the shift in encryption methods required by advancements in quantum computing, which aligns with the National Institute of Standards and Technology (NIST) roadmap for post-quantum cryptographic algorithms. NIST has prioritized the development of quantum-resistant cryptography standards to secure digital communications in the era of quantum computing. The curriculum directly supports this by educating students on the latest cryptographic protocols.

Practical, Hands-On Experience: Courses such as "Quantum Computing Applications" are in line with DSU's approach and will emphasize real-world applications of quantum algorithms and their impact on cybersecurity. This practical focus is consistent with the Computing Curricula 2020 (CC2020) standards developed by the Association for Computing Machinery (ACM) and IEEE Computer Society, which stress the importance of hands-on learning experiences that connect theory with practice, particularly in emerging fields like quantum computing.

The required courses, including "Introduction to Quantum Computing" and "Discrete Mathematics," align with foundational knowledge areas outlined by the Cybersecurity Education Framework from the National Initiative for Cybersecurity Education (NICE). These courses ensure that students gain a strong theoretical understanding that is necessary for advanced studies and practical application in cybersecurity roles.

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

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

This minor is designed for students who have prerequisites to these courses in their major. The required courses for this minor overlap with fewer than 6 credits required for any major, including prerequisites.

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	15	83%
Electives in minor	3	17%
Total	18	

A. Distribution of Credit Hours

B. Required Courses in the Minor

Prefix	Number	Course Title 2 of 3 required	Prerequisites for Course	Credit Hours	New (yes, no)
CSC	250*	Computer Science II	CSC 150	3	No
CSC	275	Introduction to Quantum Computing	CSC 250	3	Yes
MATH	201	Introduction to Discrete Mathematics	MATH 114 or MATH 115	3	No
MATH	437	Post-Quantum Cryptography	CSC 250 and MATH 201	3	No
CSC	483	Quantum Computing Applications	CSC 275 and MATH 201	3	Yes
			Subtotal	15	
*CSC 250 is a required course for students majoring in AI, Computer Science, and Cyber Operations. These students will select one more course from the elective options.

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

Prefix	Number	Course Title	Prerequisites	Credit	New	Prereqs
		(add or delete rows as	for Course	Hours	(yes,	Covered
		needed)	Include credits for	Choose	no)	in Core
		,	prerequisites in	11 -12		
			subtotal below.	Cr. Hr.		
CSC	247	Introduction to Artificial	CSC 150 and	3	No	Yes, all
		Intelligence	MATH 201			
MATH	321	Differential Equations	MATH 125	3	No	Only
		-				Math
PHYS	331	Introduction to Modern	PHYS 113 or	3	No	None
		Physics	PHYS 213			
CSC	386	Applications of Deep	CSC 250	3	No	Yes, all
		Learning				
NANO	404	Nanophotonics		3	No	N/A
NANO	405	Quantum Photonics and	NANO 404	4	No	None
		Communications				
MATH	436	Number Theory and	MATH 201 and	3	No	Yes, all
		Cryptography	CSC 250			
PHYS	471	Quantum Mechanics	MATH 225 or	3	No	None
			MATH 321 and			
			PHYS 331			
PHYS	492	ST: Advanced Quantum	CSC 275,	3	Yes	None for
		Simulations in Physical	MATH 201,			PHYS
		Sciences and Chemistry	PHYS 331, and			331 and
			PHYS 471			471
L	1	1	· -	3		-

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

Individual Student Outcome	CSC	MATH	MATH	CSC
(Same as in the text of the proposal)	275	201	437	483
Explain Quantum Computing Fundamentals	Х	Х		
Apply Quantum Algorithms to Cybersecurity		Х		Х
Problems				
Implement Post-Quantum Cryptography			Х	Х
Techniques				

Г

Create Solutions for Cybersecurity		Х	Х
Challenges Using Quantum Computing			

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

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

The courses are primarily a combination of face—to-face and online lectures.

11. Delivery Location

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

Dakota State University

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

_	Yes/No	Intended Start Date		
On campus	Yes	Fall	2025	

	Yes/No	If Yes, list location(s)	Intended Start L	Date
Off campus	Yes	SDM	Fall	2025

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in AAC Guideline <u>2.4.3.B</u> .	Intended Start Date
Distance Delivery	Yes	X15 – Online Asynchronous	Fall 2025
(online/other distance			
delivery methods)			
Does another BOR	No	If yes, identify institutions:	
institution already			
have authorization to			
offer the program			
online?			

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

Yes/No	If Yes, identify delivery methods	Intended Start Date

Distance Delivery	Yes	X15 – Online Asynchronous	Fall	2025
(online/other distance				
delivery methods)				

- **12.** Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."* None.
- 13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.

The proposed *Quantum Computing for Cybersecurity* minor will require the development of two new courses, representing a one-time investment of approximately 40 hours for course creation. DSU already has the necessary faculty expertise to design and deliver these courses, ensuring no additional staffing costs.

Students can use local or cloud-based simulators for most of their practice and exercises. However, running actual jobs on quantum computing platforms like AWS Braket or IBM Cloud can be costly, depending on the platform. For instance, IBM charges approximately \$50 to \$100 per minute for running quantum jobs. On AWS Braket, the cost is around \$0.01 to \$0.03 per shot, and a single job usually requires at least a few hundred to a thousand shots to achieve reasonable accuracy, leading to higher overall costs. This expense may be offset for selected students at DSU and SDSMT by the \$3 million Senate Bill 45 (2024) appropriation for a Center for Quantum Information Sciences & Technology through 2029.

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

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

□ NO,

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

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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

DSU	Beacom College of Computer and Cyber Sciences			
Institution	Division/Department			
Abecca.	d Hery	10/28/2024		
 Institutional Annrova	al Signature	10/20/2024		
Institutional Approva	al Signature	Date		

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
CSC 275	Introduction to Quantum Computing	3

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

Course Description

This course provides students with a fundamental understanding of key concepts, principles, and techniques in quantum computing. It is available to high school students through the dual enrollment program.

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

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
CSC 250	Computer Science II	Pre-Req

Registration Restrictions

Section 2. Review of Course

2.1. Will this be a unique or common course (place an "X" in the appropriate box)?

☑ Unique Course

If the request is for a unique course, institutions <u>must</u> review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. <u>Courses requested without an attempt to find</u> <u>comparable courses will not be reviewed.</u>

Prefix & No.	Course Title	Credits
NANO 571	Quantum Mechanics (SDM)	4
PHYS 471	Quantum Mechanics (USD and SDSU)	4
CHEM 345	Quantum Mechanics of Chemical Systems (SDSU)	2

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

The proposed course is a lower-level undergraduate course specifically designed to appeal to a broader range of students. Quantum mechanics is different than quantum computing. Quantum mechanics is a branch of physics that describes the behavior of particles at the atomic and subatomic levels, introducing concepts like wave-particle duality, superposition, and entanglement. It serves as the theoretical foundation for technologies such as semiconductors and lasers. Quantum computing, on the other hand, applies these principles to computation, using qubits—quantum bits that can represent 0, 1, or both simultaneously through superposition. By leveraging phenomena like entanglement and quantum interference, quantum computers can solve certain complex problems, such as large-number factorization and optimization, more efficiently than classical computers. In essence, quantum mechanics explains the science behind quantum behavior, while quantum computing harnesses that behavior to revolutionize computing.

Common Course Indicate universities that are proposing this common course:

 \Box BHSU \Box DSU \Box NSU \Box SDSMT \Box SDSU \Box USD

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

□ No. Replacement of

(course prefix, course number, name of course, credits) *Attach course deletion form

Effective date of deletion: Click here to enter a date.

 No. Schedule Management, explain below: The course will be added to the rotation schedule with existing faculty members. \Box Yes. Specify below:

3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.):

This is designed to support the addition of Quantum Computing for Cybersecurity Minor. Elective in other majors.

- **3.3.** Proposed instructional method by university (as defined by <u>AAC Guideline 2.4.3.A</u>): Please provide a brief description of how the course is appropriate for the instructional method, as defined in AAC Guidelines.
- R Lecture. Because this is an introductory course, the learning environment will be highly structured with course content largely rooted in facts, principles, ideas, and theory.
- 3.4. Proposed delivery method by university (as defined by <u>AAC Guideline 2.4.3.B</u> and <u>2.4.3.B(A-1)</u>):
- X01 (F2F) and X15 (Online Asynchronous)
- 3.5. Term change will be effective: Fall 2025
- **3.6.** Can students repeat the course for additional credit? □ Yes, total credit limit: ⊠ No
- 3.7. Will grade for this course be limited to S/U (pass/fail)?
 □ Yes ⊠ No
- **3.8. Will section enrollment be capped?** \square Yes, max per section: 20 \square No
- **3.9.** Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
 - □ Yes

🛛 No

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.10. Is this prefix approved for your university?

🛛 Yes

□ No

If no, provide a brief justification below:

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

4.1.	University Department:	Computer Science
4.2.	Banner Department Code:	DCSC
4.3.	Proposed <u>CIP Code</u> : <u>11.0101</u>	
	Is this a new CIP code	e for the university? \Box Yes \boxtimes No



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

DSU	Beacom College of Computer and Cyber Sciences			
Institution	Division/Department			
Schecca .	d. Heey	10/28/2024		
	0	10/28/2024		
Institutional Approval	Signature	Date		

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
CSC 483	Quantum Computing Applications	3

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

Course Description

This course provides students with an application-based foundation in cybersecurity focused applications. Some topics and applications in quantum chemistry, physics and mathematics will be covered as well as a broad area of quantum computing and quantum information science applications.

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

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
CSC 275	Introduction to Quantum Computing	Pre-Req
MATH 201	Introduction to Discrete Mathematics	Pre-Req

Registration Restrictions

USD

Section 2. Review of Course

2.2. Will this be a unique or common course (place an "X" in the appropriate box)?

☑ Unique Course

If the request is for a unique course, institutions <u>must</u> review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. <u>Courses requested without an attempt to find</u> <u>comparable courses will not be reviewed.</u>

Prefix & No.	Course Title	Credits
NANO 571	Quantum Mechanics (SDM)	4
PHYS 471	Quantum Mechanics (USD and SDSU)	4
CHEM 345	Quantum Mechanics of Chemical Systems (SDSU)	2

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

CSC 483 Quantum Computing Applications bridges quantum theory with computational practices, with a focus on real-world applications in cybersecurity and computing, whereas the other courses emphasize the theoretical underpinnings of quantum mechanics within specific scientific contexts.

The proposed course primarily focuses on application-based quantum computing, particularly for cybersecurity, quantum information science, and computational problem-solving. It covers how quantum principles are applied to practical computing tasks, such as encryption and optimization. It also includes applications beyond just physics or chemistry, integrating content from mathematics, quantum information science, and cybersecurity. It also introduces how quantum computing can solve real-world challenges in various industries.

Common Course *Indicate universities that are proposing this common course:*

\square	BHSU	DSU	NSU	SDSMT	SDSU	
	DIIOO		1,00		2220	

Section 3. Other Course Information

3.11. Are there instructional staffing impacts?

 \Box No. Replacement of

(course prefix, course number, name of course, credits) *Attach course deletion form

Effective date of deletion: Click here to enter a date.

No. Schedule Management, explain below:

The course will be added to the rotation schedule with existing faculty members.

 \Box Yes. Specify below:

3.12. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.):

This is designed to support the addition of Quantum Computing for Cybersecurity Minor.

3.13. Proposed instructional method by university (as defined by <u>AAC Guideline 2.4.3.A</u>): Please provide a brief description of how the course is appropriate for the instructional method, as defined in AAC Guidelines.

R – Lecture. The learning environment will be highly structured with course content largely rooted in facts, principles, ideas, and theory.

- **3.14.** Proposed delivery method by university (as defined by <u>AAC Guideline 2.4.3.B</u> and <u>2.4.3.B(A-1)</u>): X01 (F2F) and X15 (Online Asynchronous)
- 3.15. Term change will be effective: Fall 2025
- **3.16. Can students repeat the course for additional credit?** □ Yes, total credit limit: ⊠ No
- 3.17. Will grade for this course be limited to S/U (pass/fail)? □ Yes ⊠ No
- **3.18. Will section enrollment be capped?** ⊠ Yes, max per section: 20 □ No
- **3.19.** Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?
 - □ Yes

🛛 No

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.20. Is this prefix approved for your university?

🛛 Yes

🗆 No

If no, provide a brief justification below:

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

4.4. University Department: Computer Sciences

4.5.	Banner Department Code:	DCSC				
4.6.	Proposed <u>CIP Code</u> : <u>11.0101</u>					
	Is this a new CIP code	for the university?	Yes	\boxtimes	No	

SOUTH DAKOTA BOARD OF REGENTS

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

AGENDA ITEM: 5 – B (3) DATE: December 11-12, 2024

SUBJECT

New Program Request – SDSMT – Minor in Quantum Information Science

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Quantum Information Science. The proposed minor is one of two quantum computing minors being proposed collaboratively by SDSMT and Dakota State University (DSU). These programs leverage the complementary strengths of both universities, SDSMT's focus on engineering and sciences of quantum materials and DSU's focus on expertise in cybersecurity and cryptography.

The proposed minor will provide foundational knowledge in quantum computing, quantum communications, quantum sensing and their applications. This knowledge will allow traditionally trained scientists and engineers to more readily integrate with quantum technology industry and apply their engineering and science training.

IMPACT AND RECOMMENDATION

SDSMT plans to offer the minor in Quantum Information Science on campus and at DSU. SDSMT does not request new state resources. No new courses will be required. SDSMT estimates 20 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSMT – Minor in Quantum Information Science

DRAFT MOTION 20241211_5-B(3):

I move to authorize SDSMT to offer a minor in Quantum Information Science, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

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

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED MINOR:	Quantum Information Science
DEGREE(S) IN WHICH MINOR MAY BE	BS Engineering and Science Majors
EARNED:	
EXISTING RELATED MAJORS OR MINORS:	None
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	15.1601
UNIVERSITY DEPARTMENT:	Nanoscience & Biomedical
	Engineering
BANNER DEPARTMENT CODE:	MNNS
UNIVERSITY DIVISION:	Science & Letters
BANNER DIVISION CODE:	4L

Please check this box to confirm that:

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

University Approval

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

Click here to enter a

President of the University

date.

Date

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

- **1.** Do you have a major in this field (*place an "X" in the appropriate box*)? \Box \forall *Yes No*
- 2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

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

BHSU: SDCL § 13-59 BOR Policy 1.2.1 DSU: SDCL § 13-59 BOR Policy 1.2.2 NSU: SDCL § 13-59 BOR Policy 1.2.3 SDSMT: SDCL § 13-60 BOR Policy 1.2.4 SDSU: SDCL § 13-58 BOR Policy 1.2.5 USD: SDCL § 13-57 BOR Policy 1.2.6 Board of Regents Strategic Plan BOR Policy 1.2.6		<i>v</i> 1	
DSU: SDCL § 13-59 BOR Policy 1.2.2 NSU: SDCL § 13-59 BOR Policy 1.2.3 SDSMT: SDCL § 13-60 BOR Policy 1.2.4 SDSU: SDCL § 13-58 BOR Policy 1.2.5 USD: SDCL § 13-57 BOR Policy 1.2.6 Board of Regents Strategic Plan Strategic Plan	BHSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.1
NSU: SDCL § 13-59 BOR Policy 1.2.3 SDSMT: SDCL § 13-60 BOR Policy 1.2.4 SDSU: SDCL § 13-58 BOR Policy 1.2.5 USD: SDCL § 13-57 BOR Policy 1.2.6 Board of Regents Strategic Plan BOR Policy 1.2.6	DSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.2
SDSMT:SDCL § 13-60BOR Policy 1.2.4SDSU:SDCL § 13-58BOR Policy 1.2.5USD:SDCL § 13-57BOR Policy 1.2.6Board of Regents Strategic PlanStrategic Plan	NSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.3
SDSU:SDCL § 13-58BOR Policy 1.2.5USD:SDCL § 13-57BOR Policy 1.2.6Board of Regents Strategic PlanStrategic Plan	SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1.2.4
USD: <u>SDCL § 13-57</u> <u>BOR Policy 1.2.6</u> <u>Board of Regents Strategic Plan</u>	SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1.2.5
Board of Regents Strategic Plan	USD:	<u>SDCL § 13-57</u>	BOR Policy 1.2.6
	<u>Board of Re</u>	gents Strategic Plan	

South Dakota Mines does not currently have a major in quantum information science (QIS) as this is an emerging area of engineering and science. This minor is responsive to Pillar 1 of South Dakota Mines' mission, as South Dakota Mines has developed relationships with the quantum communications company Qubitekk and quantum computing leader Intel Corporation and these industry leaders are seeking engineers with QIS training. Pillar 1 of South Dakota Mines' strategic plan states: "Academic and co-curricular excellence, objective 1.1: Offer distinctive academic programs that are responsive to industry needs and prepare graduates to solve global challenges ...", thus the proposed minor in QIS is responsive to South Dakota Mines' strategic plan. Similarly, the minor is responsive to the Board of Regents Strategic Plan goals 3 and 4, "Academic Excellence, Student Success and Educational Attainment", and "Workforce and Economic Development" by offering state-of-the-art education responsive to industry and by providing these needed workforce skills.

The collaborative minors in Quantum Computing for Cybersecurity at Dakota State University (DSU) and Quantum Information Science at South Dakota Mines (SDM) exemplify a strategic partnership that drives innovation and supports both the South Dakota Board of Regents' (SDBOR) and South Dakota School of Mines and Technology's strategic plans. These programs leverage complementary strengths of both universities: SDM's focus on engineering and science of quantum materials and DSU's expertise in cybersecurity and cryptography, addressing critical needs for workforce development, economic growth, and academic excellence in the state. The partnership directly aligns with the SDBOR Strategic Plan Goal 4, by creating academic programs that respond to the future demands of the workforce, ensuring South Dakota remains competitive in the knowledge economy. As quantum computing reshapes fields like cybersecurity and artificial intelligence, these minors prepare students to address complex technological challenges, contributing to regional workforce development and positioning the state at the forefront of technological innovation. The efficient use of faculty expertise and shared resources between the two institutions aligns with Goal 1, promoting responsible governance and minimizing program duplication across the university system.

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

The minor provides foundational knowledge in quantum computing, quantum communications, quantum sensing and their applications. This knowledge will allow traditionally trained scientists and engineers to more readily integrate with quantum technology industry and apply their engineering and science training.

4. How will the proposed minor benefit students?

The minor in QIS will provide engineering and science students at the BS level with basic knowledge of quantum information science, leveraging their traditional engineering and science degrees to prepare them for careers in a burgeoning quantum information industry.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The market for quantum computing is predicted to grow 20-fold by 2030¹. We will provide qualified students to work in this burgeoning industry. The National Quantum initiative supports workforce



development through multiple programs including NSF's Q-AMASE-i program which funds the MonArk Quantum Foundry and the newly funded Quantum Materials Institute in which Nanoscience and Nanoengineering faculty are partners² and the progenitors³, and the Regional Innovation Engine "Northern Plains Applied Quantum CORE" which has been funding⁴. recommended for These activities present new opportunities for our students to enter an NSF defined "Industry of the Future".

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

		Fiscal Years*				
	1 st 2 nd 3 rd					
Estimates	FY 26	FY 27	FY 28	FY 29		
Students enrolled in the minor (fall)	5	10	15	20		

¹ Qubitekk quantum cryptography industry leader, <u>https://qubitekk.com</u>

² <u>https://www.monarkfoundry.org</u>

³ <u>https://www.sdsmt.edu/news/releases/quantummaterialsinstitute.html</u>

⁴ <u>https://beta.nsf.gov/funding/initiatives/regional-innovation-engines</u>

Completions by graduates	0	0	5	10
*Do not include current fiscal year				

Do not include current fiscal year.

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

The rationale for the curriculum is to leverage traditional engineering and science degrees by providing a route for specialized training in quantum computing, quantum communications and quantum sensing (collectively QIS) industries, so our graduates can participate in QIS research and development now emerging in industry. Our curriculum can be compared to the Quantum Engineering minor offered by Colorado School of Mines, which is nationally recognized.

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

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

A. Distribution of Credit Hours

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	8	44%
Electives in minor	10	56%
Total	18	

B. Required Courses in the Minor

Prefix	Number	Course Title 2 of 3 required	Prerequisites for Course	Credit Hours	New (yes, no)
NANO	406/406L	Introduction to Quantum Computing and Applications	CSC170/170L ⁵	4	No
NANO	405/405L	Quantum Photonics and Communications		4	No
			Subtotal	8	

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

⁵ CSC 170/170L is applicable to almost all bachelor degrees at SDM, so the overwhelming majority of students will have this pre-requisite completed.

ATTACHMENT I 6

Prefix	Number	Course Title	Prerequisites	Credit	New
		(add or delete rows as needed)	for Course	Hours	(yes,
			Include credits for	Choose	no)
			prerequisites in	11 -12	,
			subtotal below.	Cr. Hr.	
MATH/CSC	251	Finite Structures		3	No
CENG	244/244L	Digital Signal Processing		3	No
MATH	315	Linear Algebra		3	No
NANO	402	Quantum Materials	EE 362 (3)	6	No
NANO	404	Nanophotonics		3	No
MATH	436	Number Theory and	(DSU)	3	No
	(437)	(Quantum) ⁶ Cryptography			
EE	453/453L	Feedback Controls		4	No
CSC	448	Machine Learning		3	No
PHY	449	Computational Physics	PHYS 331 (3)	7	No
PHY	471	Quantum Mechanics		4	No
EE	362	Electronic, Magnetic, &		3	No
		Optical Properties of Materials			
PHYS	331	Modern Physics		3	No
				10	

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

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

	Program Courses that Address the Outcomes					nes
Individual Student Outcome		NANO	NANO	NANO	PHYS	PHYS
(Same as in the text of the proposal)	402	404	405*	406*	471	449
Demonstrate knowledge of QIS principles			Х	Х		
Demonstrate knowledge of optics and photonics		Х	Х			
Demonstrate knowledge of quantum communications			Х	Х		
Demonstrate knowledge of quantum phenomena	Х		Х	Х	Х	
Demonstrate knowledge of computational physics				Х		X

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

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

⁶ MA 437 is the proposed number for the updated MA 436 (inserting "Quantum" in the title).

The courses are primarily face-to-face lectures and hands-on labs, some lectures may also be offered over DDN.

11. Delivery Location

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

On campus: South Dakota School of Mines and Technology, Distance: Dakota State University.

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

	Yes/No	Intended Start Date			
On campus	Yes	Fall	2025		

	Yes/No	If Yes, list location(s)	Intended Start 1	Date
Off campus	Yes	DSU	Fall	2025

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in AAC Guideline <u>2.4.3.B</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	DDN	Fall 2025
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

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

None.

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

All courses are currently offered and there would be no additional costs.

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

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

🛛 NO,

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – B (4) DATE: December 11-12, 2024

SUBJECT

New Program Request – SDSU – BS in Healthcare Systems Engineering

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a BS in Healthcare Systems Engineering. Healthcare Systems Engineering is a multidisciplinary field that encompasses a wide range of technologies to enhance human health and well-being. Healthcare Systems Engineering integrates engineering, computer science, data science, and health sciences. The B.S. in Healthcare Systems Engineering program will prepare students for rapidly emerging technologies in artificial intelligence (AI) and machine learning (ML), big data and cybersecurity, health informatics, pharmaceutical development, genetic and tissue engineering, computational physiological modeling, imaging science, as well as healthcare infrastructure, environmental health and safety, rural health, e-health and telemedicine. This program will provide students with a mastery of incorporating engineering principles and mathematical methods and using cutting-edge tools and techniques to bridge knowledge gaps between healthcare professionals and engineers.

The intent to plan has been approved by the Executive Director and was presented to the Board as an informational item at the April 2024 Board meeting.

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – New Program Request Summary: SDSU – BS in Healthcare Systems Engineering

DRAFT MOTION 20241211_5-B(4):

I move to authorize SDSU to offer a BS in Healthcare Systems Engineering, as presented.

Full Proposal – BS Healthcare Systems Engineering South Dakota State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred initial STEM degrees in South Dakota while supporting existing industrial sectors with a particular focus on rural healthcare systems.

Program Description:

Healthcare Systems Engineering is a multidisciplinary field that encompasses a wide range of technologies to enhance human health and well-being. Healthcare Systems Engineering integrates engineering, computer science, data science, and health sciences. The B.S. in Healthcare Systems Engineering program will prepare students for rapidly emerging technologies in artificial intelligence (AI) and machine learning (ML), big data and cybersecurity, health informatics, pharmaceutical development, genetic and tissue engineering, computational physiological modeling, imaging science, as well as healthcare infrastructure, environmental health and safety, rural health, e-health, and telemedicine. This program will provide students with a mastery of incorporating engineering principles and mathematical methods and using cutting-edge tools and techniques to bridge knowledge gaps between healthcare professionals and engineers.

Strategic Impact -

SDSU Strategic Impact: The proposed program aligns well with SDSU's mission and strategic plan, Pathway to Premier 2030. More specifically, it is a perfect fit for the strategic goal "Achieve Excellence Through Transformative Education" which calls for (a) investments in innovative undergraduate and graduate academic programs and (b) adapting pedagogical approaches by engaging learners in new and innovative ways to enhance student success and inspire current and future students. Technological breakthroughs like generative AI and computational modeling in high-resolution anatomic domains will revolutionize the healthcare industry. This is an opportune time to invest in developing and offering this program to equip students with the skills to address future challenges using innovative science, engineering, and computational methods. Such a program does not exist in the institution's current program array or the region.

The Jerome J. Lohr College of Engineering offers programs in statistics, data science, computer science, mechanical engineering, and electrical engineering that can be easily leveraged to offer the proposed engineering program. In addition, SDSU offers health-related programs from the College of Nursing, College of Natural Sciences, College of Pharmacy and Allied Health Professions, College of Education and Human Sciences, and College of Agriculture, Food & Environmental Sciences. Many of SDSU's professors are already engaged in healthcare-related research and projects. This existing strength aligns seamlessly with the proposed program, making it a logical and strategic addition to our offerings. This program will also strengthen a collaboration with Dakota State University.

BOR Strategic Impact: The proposed B.S. in Healthcare Systems Engineering aligns with the SDBOR Strategic Plan Goal 4: Workforce and Economic Development which expects South Dakota public universities to create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030 and ensure engagement designed to enhance the state's long-term economy. South Dakota and the US are the leaders and will continue to lead advancements in human and animal healthcare. As healthcare is becoming increasingly complex under technological, economic, social, and regulatory impacts[1],

there is a pressing need for a holistic approach to addressing these challenges through convergent research and education and train future professionals who are ready to serve the healthcare industry. Healthcare systems engineering is a future-focused program to equip students with the skills that will not only be needed to ensure the quality of healthcare to the public but will be critical for the continued growth of the healthcare industry in South Dakota and the US.

[1] Chyu, M-C, et. al (2015). "Healthcare Engineering Defined: A White Paper," Journal of Healthcare Engineering, Vol. 6, No. 4

Program Summary:

The classification of this program will be 14.2701 [Systems Engineering]. This program is proposed to be offered on-campus. SDSU will seek accreditation for this program from the Accreditation Board for Engineering and Technology (ABET).

Exemption Request: SDSU requests an exemption to the 120-credit hour maximum for a baccalaureate degree program as described in BOR Policy 2.6.1. Policy 2.6.1 notes that exceptions may be granted by the Executive Director in consultation with the Board of Regent's president for programs that must "comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons." SDSU requests an exemption for the program to require 130 credit hours in order to meet the Accreditation Board for Engineering and Technology (ABET) accreditation criteria.

Duplication and Competition:

No other South Dakota university currently offers a BS in Healthcare Systems Engineering. USD and SDM offer a BS in Biomedical Engineering and SDSU offers a minor in Biomedical Engineering, but the proposed program differs from BME. Healthcare systems engineering is a field that focuses on optimizing and improving healthcare delivery systems while biomedical engineering tends to focus on the development of prosthetics, medical devices, and instrumentation for the medical industry.

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of 22 undergraduate completers in related fields.

Regental Universities¹:

University	Bachelor's Degrees Conferred in Biomedical Engineering	Total Number of Bachelor's Degrees Conferred at Each Institution		
SDM – Biomedical Engineering	21	381		
University of South Dakota –	1	1166		
Biomedical Engineering				

The number of conferred bachelor's degrees in related fields, specifically Biomedical Engineering, as reported by IPEDs was 22 for all of South Dakota. As you will see below, the opportunities for students with undergraduate degrees in these fields exceed the current number of degrees awarded.

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

Competitor University Peers²:

Unlike the table above, this table reports undergraduate degree completions in Healthcare Systems Engineering (not Biomedical Engineering) at universities similar to SDSU in mission and size.

University	Bachelor's Degrees Conferred in Healthcare Systems Engineering	Total Number of Bachelor's Degrees Conferred at Each Institution
Oregon State University; BS Industrial Engineering – Healthcare	43	5829
Systems Engineering		
University of Wisconsin – Madison; BS Healthcare Systems Engineering	95	8121
Northern Illinois University; BS Industrial and Systems Engineering – Health Systems Engineering Emphasis	11	2582

Workforce Outlook/State Need:

Healthcare systems engineering is an emerging field that does not have a specific occupation code. The broad field of systems engineering is in high demand within the state of South Dakota. The annual openings in the occupations related to systems engineering are 18 (11-9041 Architects and Engineering Managers), 59 (17-2112 Industrial Engineers), and 5 (17-2199 Engineering) for a total of 82 annual openings. Each of these areas is also listed as rapidly growing in demand.[2] GlassDoor.com estimates the average salary for a Healthcare Systems Engineer is \$125,277 per year in the United States.[3] As a systems engineer, Industrial Engineers' average salary in South Dakota is \$87,210 and nationally \$99,380.[4]

Many career fields fall under the umbrella of healthcare systems engineers.[1] After completion of a program, jobs a candidate could apply for include the following positions below:

- Applied biomedical engineer
- Continuous improvement specialist
- Healthcare analyst
- Healthcare management engineer
- Healthcare manager
- Health systems engineer
- Hospital process engineer
- Industrial healthcare engineer
- Medical Imaging Engineer
- Public health engineer
- Healthcare engineering faculty
- Systems engineer

The healthcare industry is the fastest-growing industry in the world. The B.S. in Healthcare Systems Engineering program will prepare students for rapidly emerging technologies in artificial intelligence (AI) and machine learning (ML), big data and cybersecurity, health informatics,

² IPEDS, 2022-2023

pharmaceutical development, genetic and tissue engineering, computational physiological modeling, imaging science, healthcare infrastructure, environmental health and safety, rural health, e-health, and telemedicine. This program will provide students with a mastery of incorporating engineering principles and mathematical methods and using cutting-edge tools and techniques to bridge knowledge gaps between healthcare professionals and engineers. Just the AI segment of the healthcare industry alone is projected to grow to nearly \$200B by 2030.[5] The Fourth Industrial Revolution is poised to unlock new business opportunities, shape innovations, and boost economic productivity.

An estimate of employment opportunities for graduates within the state of South Dakota was determined using the CIP code for systems engineering 14.2701 and its translation to SOC (Standard Occupational Classification) codes: 11-9041 Architects and Engineering Managers, 17-2112 Industrial Engineers, and 17-2199 Engineering, all others. The South Dakota current employment numbers and projected growth for these occupations are (in order) 247 (8.9%), 744 (19.1%), and 96 (2.1%). The weighted projected increase in these occupations is 15.3% or a change from 1087 current jobs to 1253 projected jobs in 2030. [6][7]

[1] Healthcare Degree, Healthcare Systems Engineer, https://www.healthcaredegree.com/administration/healthcare-systems-engineer (visited September 10, 2024)

[2] Dept of Labor & Regulations Occupational Employment Projections - Long Term, 2022-2032 data,

https://dlr.sd.gov/lmic/menu projections occupation statewide.aspx (visited September 4, 2024

[3] GlassDoor.com

[4] O*NET OnLine, National Center for O*NET Development, www.onetonline.org/. Accessed 16 August 2024. South Dakota source: Projections Central 2020-2030 long-term projections external site.

https://projectionscentral.org/Projections/LongTerm; United States source: Bureau of Labor Statistics 2022- 2032 employment projections https://www.bls.gov/emp/

[5] Stewart, C. (2024). AI in healthcare -statistics & facts., https://www.statista.com/topics/10011/ai-in-healthcare/#topicOverview (visited September 5, 2024)

[6] CIP SOC Crosswalk from National Center for Education Statistics https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56

[7] SD Dept of Labor & Regulations Occupational Employment Projections – Long Term, 2022-2032, https://dlr.sd.gov/lmic/menu projections occupation statewide.aspx (visited September 4, 2024)

Student Learning Outcomes:

Program accreditation is available through the Accreditation Board for Engineering and Technology (ABET). All engineering programs accredited by ABET must demonstrate achievement of the following student outcomes. Therefore, after completion of this program, students should have:

- 1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- 2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- 3. An ability to communicate effectively with a range of audiences.
- 4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- 5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

- 6. An ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use engineering judgment to draw conclusions.
- 7. An ability to acquire and apply new knowledge as needed using appropriate learning strategies.

Program outcomes will be assessed through the Fundamentals of Engineering (FE) exam, employment rates, and post-graduate surveys.

			FISCAL	YEARS*		
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
ESTIMATES	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Students new to the university	3	10	12	15	17	20
Students from other university programs	3	5	5	5	5	5
Students off-campus or distance						
continuing students		5	16	26	35	39
Total students in the program (fall)	6	20	33	• 46	57	64
Program credit hours (major Courses)**	180	594	990	1380	1710	1920
Graduates			2	4	12	20
*Do not include current fiscal year.						
Appendix B – Budget.						

Projected Enrollment:

Enrollment estimates were based on self-reported survey interest noted by present students in Mechanical Engineering, Electrical Engineering, and Computer Science and inquiries from potential students for academic programs that incorporate engineering and healthcare. The Healthcare Systems Engineering major would serve an emerging industry and is not currently available in the region. SDSU's major would be one of a few in the nation. Healthcare Systems Engineering integrates engineering, computer science, data science, and health sciences. In fall 2023, over 980 students were enrolled in the related undergraduate engineering programs at SDSU. The college also looked at the number of students enrolled in the biomedical engineering minor which ranges between 13 and 22 students per year. Based on student feedback and current enrollment, the Jerome J. Lohr College of Engineering anticipates growing the Healthcare Systems Engineering program to 25 new students per year by year 6. Retention rates of 80% year to year were used to estimate continuing student enrollment.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY26	FY27	FY28	FY29	FY30	FY31
TUITION & FEE REVENUES	42,765	142,494	246,248	360,834	445,649	506,006
PROGRAM EXPENSES	25,000	5,190	79,327	219,386	225,783	150,783
NET (T&F REVENUES LESS PROGRAM EXPENSES)	17,765	137,304	166,921	141,449	219,865	355,223
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	17,765	137,304	166,921	141,449	219,865	355,223

SDSU is not seeking additional state resources for the Healthcare Systems Engineering major. The university already provides most of the necessary courses for this interdisciplinary program. The new courses, except the capstone courses, will also be offered in other programs. Initial costs will involve reallocating faculty workloads to develop and deliver courses. As the program expands in years 3 and 4, there may be a need to hire additional faculty. The budget includes funds for start-up and typical expenses associated with a tenure-track faculty member, as needed based on the level of instruction required.

The estimated number of students required to break even in the program is estimated to be 7 new students each year or 19 total students in the program each year. This estimate is based on the baseline expenses (excluding one-time expenses for start-up packages or equipment) and the tuition net of HEFF plus discipline fees which equals \$285.10. There would need to be 529 credit hours annually to cover the costs and this amounts to 19 total students. Using a retention rate year over year of 80%, the number of first-year students is estimated to be 7 each year to cover the program costs.

SOUTH DAKOTA BOARD OF REGENTS

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

AGENDA ITEM: 5 – C (1) DATE: December 11-12, 2024

SUBJECT

New Graduate Certificate Request - DSU - Cyber Operations

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a graduate certificate in Cyber Operations. The proposed certificate will provide students with essential knowledge of technical cyber operations including a deep dive into software reverse engineering, binary exploitation, and malware analysis. Furthermore, it will equip students with practical and theoretical knowledge and skills to analyze and apply technical cyber security concepts on modern systems.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus and online. DSU does not request new resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: DSU – Cyber Operations

DRAFT MOTION 20241211_5-C(1):

I move to authorize DSU to offer a graduate certificate in Cyber Operations, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

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

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Cyber Operations
INTENDED DATE OF IMPLEMENTATION:	Spring 2025
PROPOSED CIP CODE:	11.0101
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DCOC
UNIVERSITY DIVISION:	Computer Science
BANNER DIVISION CODE:	DSCI

Please check this box to confirm that:

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

University Approval

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

zebecca d. Heey

Institutional Approval Signature President or Chief Academic Officer of the University

10/30/2024 Date

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

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

Undergraduate Certificate \Box Graduate Certificate \boxtimes

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

This graduate certificate provides students with essential knowledge of technical cyber operations including a deep dive into software reverse engineering, binary exploitation, and malware analysis. Furthermore, it equips students with practical and theoretical knowledge and skills to analyze and apply technical cyber security concepts on modern systems.

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.

	<i>v 1</i>	
BHSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.1
DSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.2
NSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.3
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1.2.4
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1.2.5
USD:	<u>SDCL § 13-57</u>	BOR Policy 1.2.6
Board of Re	gents Strategic Plan	

As the science behind cyber security concepts advances, DSU must continue to respond to workforce development needs. This program is designed to serve working professionals who currently hold a master's degree in computer science with two years of workforce experience and are interested in exploring the technical nature and science of Cyber Operations. Related degrees will be approved on a case-by-case basis. This certificate specifically supports the DSU Strategic Plan and the stated goals of workforce development.

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

This graduate certificate program in Cyber Operations offers students a range of benefits while addressing the increasing workforce demand in this critical field.

According to the 2023 (ISC)² Cybersecurity Workforce Study, the global cybersecurity workforce gap grew to an all-time high of 5.5 million. Workforce demands in the United States alone were up 11.3% (to nearly 1.5 million) in 2023. <u>ISC2 Cybersecurity Workforce Study:</u> Looking Deeper into the Workforce Gap.

The continued demand for cybersecurity professionals in the U.S. is accelerating. Employment for information security analysts is projected to grow by 33% between 2023 and 2033, according to the U.S. Bureau of Labor Statistics. This is much faster than the average growth

rate for other occupations, which is projected at around 5% <u>Information Security Analysts</u> : <u>Occupational Outlook Handbook</u>: U.S. Bureau of Labor Statistics (bls.gov)

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

Working cyber professionals currently serving in a cyber-operator role or individuals who have already completed a master's in computer science and are interested in a post-Masters certificate but not interested in pursuing a full Ph.D.

6. Certificate Design

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

Dakota State University programs are recognized for their high degree of practical experience and hands on curriculum along with a deep theoretical foundation. This certificate is the result of requests from industry partners who would like additional credentials but not a full Ph.D. This certificate is specifically aimed at technical cyber security professionals whose work includes Software Reverse Engineering, Binary Exploitation, and Malware Analysis. This certificate also complements DSU's existing master and Ph.D. programs.

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

Yes.

Master: Computer Science, Cyber Operations Specialization

Ph.D.: Cyber Operations

This certificate is aimed at working professionals who have completed a computer science master's degree and have directly related work experience. Given the hands-on nature of the courses along with validation from our previous external program reviews, these courses will serve to increase the workforce's needs in technical cyber security.

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 Cyber Operations Graduate Certificate consists of five core courses from the Ph.D. program in Cyber Operations. Students who wish to pursue the Ph.D. after completing the certificate must submit a full application and undergo the standard review process for admission. If admitted, these courses will count towards the Ph.D. requirements. Due to the interactive and complimentary nature of these five core courses, DSU requests permission to exceed the standard credit hour certificate limit and offer the Cyber Operations Graduate Certificate as a 15-credit hour student experience.

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

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
CSC	840	Cyber Operations I	None	3	No
CSC	841	Cyber Operations II	None	3	No
CSC	844	Advanced Reverse Engineering	None	3	No
CSC	846	Advanced Malware Analysis	None	3	No
CSC	848	Advanced Software Exploitation	None	3	No
			Subtotal	15	

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) Be able to utilize reverse engineering tools and procedures to conduct static and dynamic analysis on unknown binaries to understand their behavior and purpose.
 - 2) Be able to utilize reverse engineering tools and procedures to conduct static and dynamic analysis on unknown binaries to understand their behavior and purpose.
 - 3) Be able to develop an in-depth understanding of cyber operations content focusing on mitigating cyber threats and anticipation of a cyber-attack.
 - 4) Be able to use automated exploitation tools, understand manual exploitation process in a Windows and Linux environment, and create shell code using software exploitation techniques including but not limited to heap and RP exploitation.
- B. Complete the table below to list specific learning outcomes knowledge and competencies for courses in the proposed program in each row. <u>Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*).</u> <u>Indicate with an X in the corresponding table cell for any student outcomes that will be met 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.</u>

Individual Student Outcome	CSC 844	CSC 846	CSC 840	CSC 841	CSC 848
(Same as in the text of the proposal)					
Utilize reverse engineering tools and procedures to	Х				
conduct static and dynamic analysis on unknown					
binaries to understand their behavior and purpose.					
Utilize reverse engineering tools and procedures to		Х			
conduct static and dynamic analysis on unknown					
binaries to understand their behavior and purpose.					
Develop an in-depth understanding of cyber			Х	Х	
operations content focusing on mitigating cyber					
threats and anticipation of a cyber-attack.					
Use automated exploitation tools, understand					Х
manual exploitation process in a Windows and					
Linux environment, and create shell code using					
software exploitation techniques including but not	not l				
limited to heap and RP exploitation.					

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	

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

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in AAC Guideline <u>2.4.3.B</u> .	Intended Start Date
Distance Delivery	Yes	X15 Online Asynchronous –	Spring 2025
(online/other distance		Term Based Instruction	
delivery methods)			
Does another BOR	No	If yes, identify institutions:	
institution already			
have authorization to			
offer the program			
online?			

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

ATTACHMENT I 7

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

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

Items of note:

- 1) This certificate is in response to federal partners' request for specific workforce development needs. As a result of conversations, five total classes are requested in this certificate.
- 2) Application to this certificate will require a master's in computer science or an undergraduate degree in computer science and a related masters with a minimum of two years of direct work experience in software reverse engineering, technical malware analysis, or binary exploitation.

SOUTH DAKOTA BOARD OF REGENTS

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

AGENDA ITEM: 5 – C (2) DATE: December 11-12, 2024

SUBJECT

New Undergraduate Certificate Request – SDSU – Global Agricultural Leadership

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Global Agricultural Leadership. The proposed certificate will equip students with knowledge and skills in agricultural, leadership, and global awareness to effect change in global food, fiber, and natural resources systems. Agriculture is an industry that is important in every country. Future agricultural leaders need to have knowledge and skills to work in this varied, interconnected industry. While students receive technical content knowledge across a variety of majors in the College of Agriculture, Food and Environmental Sciences, they can benefit from a program that offers courses in agricultural leadership, vitality, global perception and current issues in agriculture. While the certificate will be open to any SDSU student, the primary target audience will be students from all majors in the College of Agriculture form all majors in the College of Agriculture.

IMPACT AND RECOMMENDATION

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

Board office staff recommends approval.

ATTACHMENTS

Attachment I - New Certificate Request Form: SDSU - Global Agricultural Leadership

DRAFT MOTION 20241211_5-C(2):

I move to authorize SDSU to offer an undergraduate certificate in Global Agricultural Leadership, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU	
TITLE OF PROPOSED CERTIFICATE:	Global Agricultural Leadership	
INTENDED DATE OF IMPLEMENTATION:	2024-2025 Academic Year	
PROPOSED CIP CODE:	01.0199	
ΙΝΙΙΧΕΡΟΙΤΧ ΝΕΡΑΡΤΜΕΝΤ.	College of Agriculture, Food and	
UNIVERSITY DEPARTMENT:	Environmental Sciences	
BANNER DEPARTMENT CODE:	SCAF	
UNIVERSITY DIVISION.	College of Agriculture, Food and	
UNIVERSITY DIVISION:	Environmental Sciences	
BANNER DIVISION CODE:	3F	

Please check this box to confirm that:

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

University Approval

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

Daug HDunn Institutional Approval Signature

Institutional Approval Signature President or Chief Academic Officer of the University

09/23/24 Date

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

Undergraduate Certificate ⊠

Graduate Certificate $\ \square$

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

The Global Agricultural Leadership Certificate will enhance the majors in the College of Agriculture, Food and Environmental Sciences. The program will equip students with knowledge and skills in agriculture, leadership, and global awareness to effect change in worldwide food, fiber, and natural resources systems. Agriculture is an industry that is important in every country. Future agricultural leaders need to have knowledge and skills to work in this varied, interconnected industry. While students receive technical content knowledge across a variety of majors in the College of Agriculture, Food and Environmental

Sciences, they can benefit from a program that offers courses including agricultural leadership, vitality, global perception, and current issues in agriculture. Graduates will be more knowledgeable about global agricultural leadership and practices and be prepared to enter a wide variety of careers in the food, fiber, and natural resource system. The Global Agricultural Leadership program will be designed to impact both students that are returning to the family farm or ranch, as well as those choosing a career path in allied agricultural industries. While the certificate will be open to any SDSU student, the primary target audience will be students from all majors in the College of Agriculture, Food and Environmental Sciences.

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

SDBOR Policy 1.2.5 states South Dakota State University's mission is to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The agriculture nature of the certificate and minor fits within the statutory mission of South Dakota State University.

The certificate in Global Agricultural Leadership also aligns perfectly with SDSU's vision of "...*being a premier land-grant university recognized for high value, innovation and bold impact.*" Other land-grant institutions across the country offer similar certificates, minors, or major programs of study in this area. SDSU and the College of Agriculture, Food and Environmental Sciences believe that future leaders in the agricultural industry can benefit from learning and experiencing global agricultural and leadership concepts.

The Global Agricultural Leadership certificate will contribute to the South Dakota Board of Regents Strategic Plan 2022-2027 Goal 4: Workforce and Economic Development to align new undergraduate programming to the South Dakota and national workforce needs. In addition, the certificate also fits the SDSU Strategic Plan *Pathway to Premier 2030*. The certificate aligns with the SDSU goal of achieving excellence through transformative education. Specifically, the program meets the goals to: *Increase utilization of high impact practices across the university to include experiential learning, undergraduate research, international experiences, and service learning to prepare graduates to become global citizens in an ever-changing and interconnected world.*

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

Agriculture is a global industry that is important in every country around the world. The U.S. Bureau of Labor Statistics report that there are 634,590 positions for individuals with a degree
in agriculture.¹ Forty-five percent of these positions require an individual with a bachelor's degree. Almost 90% of these positions are in the areas of animal science, general agriculture, agriculture production and management, plant science and agronomy, or food science. Future agricultural leaders in these areas need to have knowledge and skills to work in this varied, interconnected industry. While students receive technical content knowledge across a variety of majors in the College of Agriculture, Food and Environmental Sciences, they can benefit from a program that offers courses in agricultural leadership, vitality, global awareness, and international agricultural issues. Graduates will be more knowledgeable about global agricultural leadership and be prepared to enter a wide variety of careers in the food, fiber, and natural resource system. The Global Agricultural Leadership program will be designed to impact both students that are returning to the family farm or ranch and those students that are choosing a career path in allied agricultural industries.

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

The Global Agricultural Leadership Certificate is targeted towards students majoring in one of the degree programs in the College of Agriculture, Food and Environmental Sciences. However, the certificate will be open to all SDSU students. As mentioned in question #1, while students receive technical content knowledge across a variety of majors in the College of Agriculture, Food and Environmental Sciences, they can benefit from a program that offers courses in agricultural leadership, vitality, global perception, and current issues in agriculture. Graduates will be more knowledgeable about global agricultural leadership and vitality practices and be prepared to enter a wide variety of careers in the food, fiber, and natural resource system.

6. Certificate Design

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

This certificate is not intended as a stand-alone credential.

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

Yes. The Global Agricultural Leadership Certificate is a value-added credential that supplements students majoring in one of the programs in the College of Agriculture, Food and Environmental Sciences. These include:

- Agricultural Business
- Agricultural Economics
- Agricultural Education, Communication and Leadership
- Agricultural Science
- Agricultural Systems Technology
- Agronomy

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Field of degree: Agriculture, at <u>https://www.bls.gov/ooh/field-of-degree/agriculture/agriculture-field-of-degree.htm</u> (visited *March 20, 2024*).

- Animal Science
- Conservation Planning and Park Management
- Dairy Manufacturing
- Dairy Production
- Ecology and Environmental Science
- Food Science
- Horticulture
- Natural Resources Law Enforcement
- Precision Agriculture
- Wildlife and Fisheries Science

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

This certificate is not intended as a stackable credential. Students will be able to apply the 12 credits towards their major requirements and available electives.

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

Prefix	Number	Course Title	Prerequisites for Course <i>Include credits for prerequisites</i> <i>in subtotal below.</i>	Credit Hours	New (yes, no)
ABS	203	Global Food Systems	None	3	No
LDR	435	Organizational Leadership and Team Development	None	3	No
		Select <u>two</u> courses (6 credits) from the following list:		6	
ABS	482	International Experience	None	3	No
AS	389	Current Issues in Animal Science	None	3	No
GEOG	111	Sustainable Society	None	3	No
GLST	201	Introduction to Global Studies	None	3	No
GLST	280	Developing Intercultural Competence	None	3	No
LDR	310	Leadership in Context	None	3	No
NRM	110	People and the Environment	None	3	No
1	1		0.1.4.1	10	

Subtotal 12

8. Student Outcome and Demonstration of Individual Achievement.

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

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

- 1. **Knowledge Acquisition:** Students will demonstrate a comprehensive understanding of global agricultural systems, including key principles, challenges, and opportunities.
- 2. **Critical Analysis and Problem Solving:** Students will be able to critically analyze complex issues in agriculture, identify solutions, and apply innovative problem-solving approaches to address challenges in the field.
- 3. Leadership, Management and Communications Skills: Students will develop effective leadership, management, and communications skills, enabling them to lead teams, implement best practices, and foster collaboration among stakeholders, and communicate to varied audiences in local, regional, national, and global agricultural sectors.
- 4. **Global Agricultural Awareness:** Students will exhibit an understanding of issues facing the agriculture industry around the world, understanding and appreciating different perspectives, and demonstrating the ability to navigate and work effectively in agricultural environments worldwide.
- 5. **Ethical and Social Responsibility:** Students will develop a strong ethical framework, understanding the social responsibility inherent in agricultural leadership, and demonstrating a commitment to promoting best practices within the agricultural community.

B	5. Complete the table below to list specific learning outcomes – knowledge and
	competencies – for courses in the proposed program in each row.

	Program Courses that Address the Outcomes								
	ABS LDR ABS AS GEOG GLST GLST LDR N						NRM		
Individual Student Outcome	203*	435*	482	389	111	201	280	310	110
Knowledge Acquisition: Students will demonstrate a	Х		Х	Х					Х
comprehensive understanding of global agricultural									
systems, including key principles, challenges, and									
opportunities.									
Critical Analysis and Problem Solving: Students will	Х			Х					Х
be able to critically analyze complex issues in									
agriculture, identify solutions, and apply innovative									
problem-solving approaches to address challenges in the									
field.									
Leadership, Management and Communications		Х						Х	
Skills: Students will develop effective leadership,									
management, and communications skills, enabling them									
to lead teams, implement best practices, and foster									
collaboration among stakeholders, and communicate to									
varied audiences in local, regional, national, and global									
agricultural sectors.									
Global Agricultural Awareness: Students will exhibit	Х		Х		Х	Х	Х		
an understanding of issues facing the agriculture									
industry around the world, understanding and									
appreciating different perspectives, and demonstrating									
the ability to navigate and work effectively in									
agricultural environments worldwide.									
Ethical and Social Responsibility: Students will	Х	Х	Х	Х	Х	Х	Х	Х	Х
develop a strong ethical framework, understanding the									
social responsibility inherent in agricultural leadership,									
and demonstrating a commitment to promoting best									
practices within the agricultural community.									

*Required Coursework

9. Delivery Location.

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

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

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

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

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (3) DATE: December 11-12, 2024

SUBJECT

New Undergraduate Certificate Request - SDSU - Rural Health

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Rural Health. The proposed certificate aims to address the unique healthcare needs of rural and underserved communities by providing specialized knowledge and skills. The purpose is to equip students with expertise in rural health disparities, healthcare deliver in resource-limited settings, and innovative solutions such as telehealth, positioning them to work effectively in these environments. The certificate will be geared toward students majoring in nursing or other health-related programs.

IMPACT AND RECOMMENDATION

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

Board office staff recommends approval.

ATTACHMENTS

Attachment I - New Certificate Request Form: SDSU - Rural Health

DRAFT MOTION 20241211_5-C(3):

I move to authorize SDSU to offer an undergraduate certificate in Rural Health, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Rural Health Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	51.2201
UNIVERSITY DEPARTMENT:	Nursing
BANNER DEPARTMENT CODE:	SGNU
UNIVERSITY DIVISION:	Nursing
BANNER DIVISION CODE:	3N

Please check this box to confirm that:

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

University Approval

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

Sang H Dunr

Institutional Approval Signature President or Chief Academic Officer of the University

10/23/24

Date

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

Undergraduate Certificate 🖂

Graduate Certificate \Box

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

The Rural Health Certificate aims to prepare students to address the unique healthcare needs of rural and underserved communities by providing specialized knowledge and skills. The purpose is to equip students with expertise in rural health disparities, healthcare delivery in resource-limited settings, and innovative solutions such as telehealth, positioning them to work effectively in these environments.

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 2022-2027.

SDBOR Policy 1.2.5 states South Dakota State University's mission is to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The nature of the Rural Health Certificate fits within the statutory mission of South Dakota State University. SDSU is currently authorized to deliver majors in nursing, pharmacy, medical laboratory science, community and public health, and nutrition and dietetics.

Alignment of the Rural Health Certificate with SDSU's mission and strategic plan:

• Achieve Excellence through Transformative Education: The rural health certificate supports SDSU's mission by offering a transformative educational experience that equips students with the specialized knowledge and skills needed to address the unique challenges of rural healthcare. By developing this undergraduate certificate, SDSU provides students with an academic pathway that prepares them for future healthcare careers in rural settings or in caring for rural populations, aligning with the university's commitment to excellence in education and student success.

Alignment of the Rural Health Certificate with the South Dakota Board of Regents Strategic Plan 2022-2027:

- *Goal 3: Academic Excellence, Student Outcomes, Educational Attainment:* The Rural Health Certificate enhances academic excellence by integrating interdisciplinary learning focused on rural healthcare trends, policy, and practice. It directly improves student outcomes by equipping graduates with specialized skills that make them more competitive in the job market, particularly for positions in underserved rural areas. The certificate also contributes to educational attainment by offering students a focused credential that supports their career aspirations in the growing field of rural health.
- *Goal 4: Workforce and Economic Development:* This certificate addresses the critical need for healthcare professionals in rural communities by preparing students to meet workforce demands specific to these populations. As SDSU prepares future healthcare workers, this certificate ensures that rural health remains a central focus, aligning with workforce and economic development priorities by addressing the healthcare provider shortage in rural areas, fostering economic stability, and improving access to healthcare in underserved regions.

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.

Rural communities face persistent health disparities, including higher rates of chronic illness, lower life expectancy, and limited access to healthcare services due to provider shortages and geographic isolation.¹ An undergraduate rural health certificate would provide students with specialized training on rural healthcare delivery, preparing them to address these unique challenges. Programs like this can enhance healthcare delivery in underserved areas and promote health equity by focusing on the specific needs of rural populations.

The U.S. Health Resources and Services Administration (HRSA) has identified significant workforce shortages in rural areas, particularly for primary care providers and nurses. According to HRSA, rural areas have fewer healthcare professionals per capita than urban areas, which affects access to timely and specialized care.² Graduates with a rural health

¹ https://www.ruralhealthinfo.org/topics/rural-health-disparities

² https://www.hrsa.gov/rural-health/workforce-shortages

certificate would be more competitive in the job market as they will have training that aligns with the distinct needs of rural healthcare settings, such as managing multiple roles, addressing health resource shortages, and utilizing telehealth. Nursing and other healthcare students who obtain a rural health certificate would be better positioned to enter the workforce in rural settings, where demand for healthcare professionals is high. Additionally, the certificate could enhance opportunities for further education, such as advanced nursing degrees or public health programs focused on rural health.

Federal initiatives frequently offer loan repayment programs and scholarships to healthcare professionals who commit to working in underserved areas, including rural regions.³ Furthermore, national and state governments are increasing their focus on rural health through funding and policy initiatives aimed at improving access to care in these areas.^{4, 5} A rural health certificate aligns with these policy goals, helping institutions produce graduates who are qualified to fill critical rural healthcare roles.

An undergraduate rural health certificate would prepare students for employment in highdemand rural settings, address healthcare disparities in these communities, and respond to national policy goals aimed at improving access to care in underserved areas.

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

The certificate is recommended for undergraduate students in nursing or other health-related degree programs, however, open to students from any major.

6. Certificate Design

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

This certificate is not intended as a stand-alone credential.

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

Yes. The certificate would be a value-added credential to students enrolled in Nursing, Pharmacy, Medical Laboratory Science, Community and Public Health, Nutrition and Dietetics and pre-professional interest areas (Pre-Chiropractic, Pre-Dental, Pre-Medicine, Pre-Occupational Therapy, Pre-Optometry, Pre-Physical Therapy, Pre-Physician Assistant).

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.

³ <u>https://www.ruralhealthinfo.org/topics/scholarships-loans-loan-repayment</u>

⁴ <u>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10060738/</u>

⁵ https://www.ruralhealthinfo.org/organizations/federal-agencies

This certificate is not intended as a stackable credential. Students will be able to apply the 11 credits towards their major requirements and available electives.

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

Prefix	Number	Course Title	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
HSC	212	Contemporary Health Problems	None	2	No
HSC	402	Rural Healthcare Matters	None	3	No
HSC	410	Current Rural Healthcare Trends	HSC 402	3	Yes
HSC	452	Interprofessional Issues in	None	3	No
		Healthcare			
			Subtotal	11	

8. Student Outcome and Demonstration of Individual Achievement.

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

By graduation, students who complete the Rural Health Certificate will have the knowledge and competencies needed to effectively deliver healthcare in rural settings, work with cutting-edge health technologies, and address the unique challenges facing rural populations, including the following student learning outcomes:

- 1. Students will identify and analyze the social, economic, and environmental factors contributing to health disparities in rural populations and discuss strategies to address these challenges.
- 2. Students will demonstrate knowledge of rural healthcare delivery models, including the use of telehealth, mobile clinics, and interdisciplinary care teams, to improve access and quality of care in rural communities.
- 3. Students will exhibit cultural awareness by recognizing the diverse needs and values of rural populations, including considerations of socioeconomic status, geography, and local customs, in delivering patient-centered care.
- 4. Students will discuss ways the interprofessional team collaborates to promote healthy outcomes in rural communities through interdisciplinary approaches.
- 5. Students will assess ethical issues specific to rural healthcare, such as patient privacy, resource allocation, and professional isolation, and formulate ethical solutions grounded in patient advocacy and community needs.
- a. Complete the table below to list specific learning outcomes knowledge and competencies for courses in the proposed program in each row.

	Program C	Courses that	Address the	Outcomes
Individual Student Outcome	HSC 212	HSC 402	HSC 410	HSC 452
1. Students will identify the social, economic, and environmental	Х	Х	Х	
factors contributing to health disparities in rural populations				
and discuss strategies to address these challenges.				

	Program C	Courses that	Address the	Outcomes
Individual Student Outcome	HSC 212	HSC 402	HSC 410	HSC 452
2. Students will demonstrate knowledge of rural healthcare			Х	
delivery models, including the use of telehealth, mobile clinics,				
and interdisciplinary care teams, to improve access and quality				
of care in rural communities.				
3. Students will exhibit cultural awareness by recognizing the			Х	Х
diverse needs and values of rural populations, including				
considerations of socioeconomic status, geography, and local				
customs, in delivering patient-centered care.				
4. Students will discuss ways the interprofessional team			Х	Х
collaborates to promote healthy outcomes in rural communities				
through interdisciplinary approaches.				
5. Students will assess ethical issues specific to rural healthcare,		Х		X
such as patient privacy, resource allocation, and professional				
isolation, and formulate ethical solutions grounded in patient				
advocacy and community needs.				

9. Delivery Location.

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

	Yes/No	Intended Start Date
On campus	Yes	2025-2026 Academic Year

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

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in AAC</i> <i>Guideline</i> <u>2.4.3.B</u> .	Intended Start Date
Distance Delivery	Yes	015 - Online Asynchronous	2025-2026
(online/other distance		018 - Online Synchronous	Academic Year
delivery methods)			
Does another BOR	No	If yes, identify institutions:	
institution already			
have authorization to			
offer the program			
online?			

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

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

Appendix A Corresponding Curriculum Requests – New Course Requests

ALLE BOA	A RECEIPTION	SOUTH DAKOTA BOARD ACADEMIC AFFAIRS New Course Requ	OF REGENT S FORMS	'S
and a second	SOUTH			
SDSU		Nursing		
Institution		Division/Department		
Dennis D. Hed	ge		1	0/22/2024
Institutional A	Approval Si	gnature		Date
Section 1. Co	ourse Title	and Description		
Prefix & No.	Course Ti	tle		Credits
HSC 410	Current Ru	Iral Healthcare Trends		3
Course Descri	iption			
This course pro Students will e communities in	ovides a con xplore the u 1 rural areas	prehensive overview of the dynamic lan nique challenges and opportunities facin	ndscape of rural h ng healthcare prov	ealthcare. iders and
Pre-requisites (or Co-requi	sites		
Prefix & No.	Cou	rse Title	Pre-Req/C	o-Req?
HSC 402	Rura	Healthcare Matters	Pre-Req	-
Registration R	estrictions			
None				
Section 2. Re	eview of C	ourse		
2.1. Will this b	e a unique	or common course?		
🛛 Unique	Course			
Prefix &	No. C	ourse Title		Credits
HSC 402	R	aral Healthcare Matters		3
FAMP 85	7 R	aral Health/Interprofessional Collaboration	ion	4

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

HSC 402 provides an introductory focus on rural healthcare, however, the proposed course takes a more in-depth look at the issues facing healthcare providers and communities. FAMP 857 is a clinical course for medical students.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

 \boxtimes No. Schedule Management, explain below: This new course will be initially offered every spring, alternating with other HSC courses. If needed, it will be offered more frequently.

3.2. Existing program(s) in which course will be offered: Rural Health Certificate

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

3.4. Proposed delivery method by university (*as defined by* <u>AAC Guideline 5.5</u>): 015 - Online Asynchronous, 018 - Online Synchronous

3.5. Term change will be effective: Fall 2025

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

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

3.8. Will section enrollment be capped? \Box Yes, max per section: \Box No

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

3.10. Is this prefix approved for your university? \boxtimes Yes \square No

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

<u>Affairs)</u>

4.1. University Department: Nursing

4.2. Banner Department Code: SNUR

4.3. Proposed CIP Code: 51.2201

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

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Heidi Mennenga	Heidi Mennenga	9/6/2024
Request Originator	Signature	Date
Heidi Mennenga	Heidi Mennenga	9/6/2024
Department Chair	Signature	Date
Mary Anne Krogh	Mary Anne Krogh	9/6/2024
School/College Dean	Signature	Date

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

This course will be included in the proposed Rural Health Certificate. Intended for a variety of students, including those in healthcare-related majors, this course will focus on specific challenges and opportunities facing healthcare providers and communities in rural areas.

- 2. Note whether this course is: \square Required \square Elective
- 3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
 - None.
- 4. If this will be a dual listed course, indicate how the distinction between the two levels will be made. N/A
- 5. Desired section size 30
- 6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s). Theresa Garren-Grubbs, Clinical Assistant Professor, DNP Danielle Currier, Instructor, MSN
- 7. Note whether adequate facilities are available and list any special equipment needed for the course. No special equipment is needed and the course is online so no impact on facilities.
- 8. Note whether adequate library and media support are available for the course. Current library and media support is adequate for the course.
- 9. Will the new course duplicate courses currently being offered on this campus? \Box Yes \Box No
- 10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (1) DATE: December 11-12, 2024

SUBJECT

New Specialization Request – DSU – Health Informatics Specialization – BS in Computer Information Systems

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a Health Informatics specialization within the BS in Computer Information Systems program. The proposed specialization develops health informatics skills for those students who have a high degree of interest in both computer information systems and healthcare. The specialization will offer a unique opportunity to develop workforce skillsets to manage and support electronic health records enterprise operations.

IMPACT AND RECOMMENDATION

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

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Health Informatics – Computer Information Systems (BS)

DRAFT MOTION 20241211_5-D(1):

I move to authorize DSU to offer a Health Informatics specialization within the BS in Computer Information Systems program, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

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

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Health Informatics
NAME OF DEGREE PROGRAM IN WHICH	BS Computer Information Systems
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	DCIS
INTENDED DATE OF IMPLEMENTATION:	5/19/2025
PROPOSED CIP CODE:	11.0401
UNIVERSITY DEPARTMENT:	College of Business and Information
	Systems
BANNER DEPARTMENT CODE:	DBIS
UNIVERSITY DIVISION:	Information Systems
BANNER DIVISION CODE:	DINFS

Please check this box to confirm that:

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

University Approval

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

specca d. Heey

10/21/2024 Date

Institutional Approval Signature President or Chief Academic Officer of the University

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

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

Baccalaureate ⊠ Master's □ Doctoral □

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

This specialization develops health informatics skills for those students who have a high degree of interest in both computer information systems and healthcare.

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

The specialization will offer a unique opportunity to develop workforce skillsets to manage and support electronic health records enterprise operations. High school and college students interested in computers and healthcare will have a program option without having to double major. Inactivating the AS and BS in HIIM at DSU will leave a gap in the workforce that can be partially filled through this specialization.

With the rise of big data, the federally mandated transition to electronic health records, and the increase in the number of people with health insurance, there's a growing need to organize and analyze health information. The goal of the transition to digital technology is to provide a higher level of health care more efficiently. As a result, health informatics careers are burgeoning. These careers focus on how health information is captured, transmitted and used in a variety of health care settings. Most jobs will include gathering and analyzing data, designing workflows, measuring impact, educating and training end users, managing systems and managing discussions between end users and software developers.

The health informatics specialization in the BS in Computer Information Systems will be understood by major healthcare employers, such as Sanford Health, Avera, and Monument Health to provide graduates with the information systems skills as well as the knowledge of healthcare data and electronic health records needed to fill roles in their IT departments.

Employment projections data for medical and health services managers, 2023-33								
SOC		Employment, Projected Employment,		Projected Employment, Change, 2023-33				
Occupational Title	Code	2023	2033	Percent	Numeric	Industry		
Medical and health services managers	11-9111	562,700	723,300	29	160,600	<u>Get data</u>		

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

1

ATTACHMENT I 4

	South Dakota Occupational Employment Projections 2022-2032								
						1	Average Ann	ual Opening	<u>is</u>
								Due to	
		2022	2032	Numeric	Percent	Due to	Due to	Annual	Total
SOC Code	SOC Title	Employment	Employment	Change	Change	Exits	Transfers	Change	Openings
00-000	Total, All Occupations	511,117 🖂	550,566 🚬	39,449 🖳	7.72% 🖂	26,934 🝸	32,556 🝸	3,945 🖂	63,435 🕑
11-9111	Medical and Health Services Managers	1,004	1,278	274	27.29%	32	47	27	106
44.0404			470		C 0001				101

2

Employment projections data for computer and information systems managers, 2023-33

	SOC	Employment,	Projected Employment,	Projected Employment, Change, 2023-33		Employment by	
Occupational Title	Code	2023	2033	Percent	Numeric	Industry	
Computer and information systems	11-3021	613,500	720.400	17	106.900	Get data	
managers		,	,		,		
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program							

3

	South Dakota Occupational Employment Projections 2022-2032								
					/ _	-	Average Ann	ual Opening	gs
								Due to	
		2022	2032	Numeric	Percent	Due to	Due to	Annual	Total
SOC Code	SOC Title	Employment	Employment	Change	Change	Exits	Transfers	Change	Openings
00-0000 🗸	Total. All Occupations	511.117 🗸	550,566 🖂	39.449 🖂	7.72% 🔽	26,934 🖂	32,556 🖂	3,945 🗸	63.435 🖂
11-3021	Computer and Information Systems Managers	245	285	5 40	16.33%	5	5 12		4 21
4									

Annual mean wage of computer and information systems managers, by area, May 2023



5

Sources:

<u>https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-6</u> <u>2https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx</u> <u>3https://www.bls.gov/ooh/management/computer-and-information-systems-managers.htm#tab-6</u> <u>4https://dlr.sd.gov/lmic/documents/projections/occupational_projections_2022_2032_statewide_south_dako</u> <u>ta.xlsx</u> ⁵https://www.bls.gov/oes/current/oes113021.htm#st

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

All students will complete the core course in the Bachelor of Computer Information Systems program. CSC 150 - Computer Science I is recommended over CIS 123 / CIS 130 in the CIS core. BIOL 106 Human Health and Biology (2 credits) and lab (1 credit) is recommended for Natural Science SGE for students in HI Specialization.

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
Required	ired Core		66	
ACCT	210	Principles of Accounting I	3	No
BADM	220	Business Statistics	3	No
BADM	344	Managerial Communications	3	No
BADM	350	Legal Environment of Business	3	No
BADM	360	Organization and Management	3	No
BADM	370	Marketing	3	No
CIS	251	Business Applications Programming	3	No
CIS	325	Management Information Systems	3	No
CIS	332	Structured Systems Analysis and Design	3	No
CIS	338	Project Management	3	No
CIS	427	Information Systems Planning and Management	3	No
CIS	484	Database Management Systems	3	No
CSC	105	Introduction to Computers	3	No
CSC	134	Introduction to Cyber	3	No
CSC	150	Computer Science I	3	No
CSC	163	Hardware, Virtualization, and Data Communication	3	No
CSC	285	Networking I	3	No
ECON	201	Principles of Microeconomics	3	No
CIS	206/207/ 208/210	Choose 3: Advanced Applications/Advanced Applications: Spreadsheets/ Advanced Applications: Database/ Quickbooks	3	No
Choose 9	credits from 1	ist <mark>(add HIM 130, HIM 265, and HIM 440)</mark>	9	No
Choose or	ne specializati	on	18	
Electives			6	
Health In	formatics Sp	ecialization	<mark>18</mark>	
HIM	<mark>150</mark>	Introduction to Digital Health Informatics & Information Management	3	No
HIM .	225	Digital Health Information Systems	<mark>3</mark>	<u>No</u>
<u>HIM</u>	<mark>364</mark>	Healthcare Standards and Interoperability	<mark>3</mark>	No
HIM .	<mark>380</mark>	Digital Health Data Analytics		<u>No</u>
HIM .	<mark>444</mark>	Digital Health Technology	<mark>3</mark>	<u>No</u>
HIM	<mark>450</mark>	Digital Health Informatics & Information Management Research	3	No

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

18	
66	
120	

5. Delivery Location

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

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

	Yes/No	Intended	Start Date	
On campus	Yes	Fall	2025	

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

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	X15 online asynchronous	Fall 2025

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (2) DATE: December 11-12, 2024

SUBJECT

New Specialization Requests – SDSU – Health Promotion Specialization and Innovative Healthcare Leadership Specialization – BS in Health Studies

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer both a Health Promotion specialization and an Innovative Healthcare Leadership specialization within the BS in Health Studies. The Health Studies program is currently named Community and Public Health, but that program name is being revised in a pending program modification. As part of the further restructuring of the program, these specializations will be added to the program, along with a stand-alone program option. The Health Promotion specialization will prepare students to promote health and wellness in individuals, communities, and populations. The Innovative Healthcare Leadership specialization will prepare students for roles in healthcare leadership and assist in meeting the need for health services managers and leaders in the current healthcare system.

IMPACT AND RECOMMENDATION

SDSU requests authorization to offer both specializations on campus and to offer the Innovative Healthcare Leadership specialization online. SDSU does not request additional state resources. One new course will be required for the Health Promotion specialization, and the Innovative Healthcare Leadership specialization will not require any new courses.

Board office staff recommends approval of the program.

ATTACHMENTS

- Attachment I New Specialization Request Form: SDSU Health Promotion Specialization - BS in Health Studies
- Attachment II New Specialization Request Form: SDSU Innovative Healthcare Leadership Specialization BS in Health Studies

DRAFT MOTION 20241211_5-D(2):

I move to authorize SDSU to offer a Health Promotion specialization and an Innovative Healthcare Leadership specialization within the BS in Health Studies program, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Health Promotion
NAME OF DEGREE PROGRAM IN WHICH	Health Studies (B.S.)
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	51.2208
UNIVERSITY DEPARTMENT:	School of Health & Human Sciences
BANNER DEPARTMENT CODE:	SHHS
UNIVERSITY DIVISION:	College of Education & Human
	Sciences
BANNER DIVISION CODE:	3H

Please check this box to confirm that:

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

University Approval

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

Dennis D. Hedge	10/22/2024
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. Level of the Specialization:

Baccalaureate \boxtimes Master's \square Doctoral \square

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

The School of Health and Human Sciences in collaboration with the College of Nursing has restructured program requirements and renamed the B.S. in Community and Public Health. The title of the Community and Public Health major will be changed to Health Studies. The restructured Health Studies program will include the addition of two new specializations -1) Health Promotion and 2) Innovative Healthcare Leadership.

The Health Studies (B.S.) - Health Promotion Specialization will prepare students to promote

health and wellness in individuals, communities, and populations. Graduates will enter a growing job market and be equipped to work in diverse settings, including community health organizations, schools, healthcare facilities, government agencies, and non-profit organizations. Students can also use this specialization as a preparatory degree for advancement into healthcare related graduate programs.

This interdisciplinary program provides a comprehensive curriculum in analyzing how economic stability, education, healthcare access, community support structures, policy and other determinants impact community health. Like students in the Health Studies major, the health promotion specialization students are prepared to assess, plan, implement, and evaluate health promotion strategies aimed at improving population health. The rapidly growing use of information and communication technologies in healthcare such as telehealth and health informatics are included in the curriculum, preparing students to meet the dynamic and evolving landscape of healthcare. The Health Promotion specialization requires additional coursework in the principles of community health, health coaching, nutrition, exercise, and engages students in practicing their skills with a required practicum experience.

The Health Studies (B.S.) – Health Promotion Specialization will prepare students to seek eligibility and take the Certified Health Education Exam (CHES[®]) through the National Commission for Health Education Credentialing (<u>https://www.nchec.org/</u>). Graduates may also seek eligibility to be a Certified Wellness Practitioner (CW) through the National Wellness Institute certification program (<u>https://nationalwellness.org/</u>).

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

Like the existing Community and Public Health major, the Health Promotion specialization offers students who don't seek traditional clinical roles (i.e. nurse, dietitian, doctor) in healthcare with an opportunity to work in "health" and improve quality of life for a variety of populations. The Health Promotion specialization's curriculum is designed to meet curricular requirements of eligibility for students to seek post-graduation certification routes which can increase a graduate's employability for selected jobs.

Health promotion has been and will continue to be a high priority need area for strengthening health systems and responding to the health needs of individuals, families, and communities. As stated by the World Health Organization (WHO), "The health sector must make health promotion more relevant and concrete, work with communities to create healthy living conditions, based on primary health care. Health promotion is also an essential function of public health, which must be included in the processes of evaluation, policy development, resource allocation, and in the dimensions of access to health services."¹

Non-clinical healthcare employees (i.e. patient navigators, community health workers, health coaches) in a variety of settings are playing vital roles in efforts to improve patient care, improve health outcomes, prevent disease and reduce healthcare costs.^{2, 3} Workforce demand

¹ Strategy and Plan of Action on health promotion in the context of the SDGs 2019-2030. Pan American Health Organization, World Health Organization. <u>https://www.paho.org/en/topics/health-promotion</u>. Accessed July 26, 2024.

² Penn Center for Community Health Workers and its IMPACT^{TM.} https://www.impactcarehq.com/

³ Kangovi, S., Mitra, N. Norton, L., et al. Effect of Community Health Worker Support on Clinical Outcomes of Low-Income Patients Across Primary Care Facilities, A Randomized Clinical Trial. JAMA Intern Med. 2018;178(12):1635-1643. doi:10.1001/jamainternmed.2018.4630

for non-clinical employees in healthcare has been increasing and this trend is expected to continue. Health education specialists are employed in a variety of settings, including hospitals, nonprofit organizations, and government agencies. Employment of health education specialists is projected to grow 7% from 2022 to 2032, faster than the average for all occupations.⁴ Community health workers promote wellness by helping people adopt healthy behaviors. They implement programs and advocate for people who may have limited access to health resources and social services. Employment of community health workers is projected to grow 14% from 2022 to 2032, much faster than the average for all occupations.⁵ About 6,600 openings for health education specialists and 8,000 openings for community health workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

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

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
		Required System General Education Courses	31	
		System General Education Requirements - Electives	21	
		SGR #1 Written Communication	3	No
		SGR #1 Written Communication	3	No
		SGR #2 Oral Communication	3	No
		SGR #3 Social Sciences	3	No
		SGR #4 Arts and Humanities	3	No
		SGR #5 Mathematics	3	No
		SGR #6 Natural Sciences	3	No
		System General Education Requirements - Required	10	
PSYC	101	General Psychology (SGR #3)	3	No
MCOM	151	Introduction to Mass Communication (SGR #4)	3	No
CHEM	106-106L	Chemistry Survey & Lab (3, 1) (SGR #6)	4	No
OR				
CHEM	112-112L	General Chemistry I & Lab (3, 1) (SGR #6)		
		College Requirements	4	
EHS	119	EHS Seminar	2	No
EHS	319	Life, Love, and Money	2	No
		Major Requirements	56	
BIOL	221	Human Anatomy	3	No
BIOL	221L	Human Anatomy Lab	1	No
BIOL	325	Physiology	3	No
BIOL	325L	Physiology Lab	1	No
CHRD	353	Ethics and the Helping Professions	3	No
CMST	<mark>440</mark>	Health Communication	3	No

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Education Specialists, at <u>https://www.bls.gov/ooh/community-and-social-service/health-educators.htm</u> (visited *August 28, 2024*).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Community Health Workers, at <u>https://www.bls.gov/ooh/community-and-social-service/community-health-workers.htm</u> (visited *August 28, 2024*).

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
EXS	<mark>350</mark>	Exercise Physiology (3 cr.)	<mark>3</mark>	<mark>No</mark>
or				
PE	<mark>300</mark>	Applied Sport and Exercise Science (3 cr.)		
HDFS	<mark>210</mark>	Lifespan Development	<mark>3</mark>	No
HIM	150	Introduction to Digital Health Informatics and	3	No
		Information Management (DSU) ⁶		
HLTH	<mark>350</mark>	Health Promotion Professional Development	<mark>3</mark>	No
HLTH	<mark>405</mark>	Health Coaching Concepts and Skills	<mark>3</mark>	No
HLTH/	451	Public Health Law	3	No
BLAW				
HLTH	<mark>475</mark>	Principles of Community Health Education	<mark>3</mark>	No
HLTH	<mark>479</mark>	Health Promotion Programming and Evaluation	<mark>2</mark>	No
HSC	<mark>443</mark>	Public Health Science	<mark>3</mark>	<mark>No</mark>
HSC	<mark>445</mark>	Epidemiology	<mark>3</mark>	<mark>No</mark>
HSC	452	Interprofessional Issues in Healthcare	3	No
HSC	480	Telehealth for the Interprofessional Team	3	Yes
NURS	201	Medical Terminology	1	No
NUTR	<mark>221</mark>	Survey of Nutrition (3 cr.)	<mark>3</mark>	No
OR				
NUTR	<mark>225</mark>	Nutrition for Exercise and Sport (3 cr.)		
OR				
NUTR	<mark>315</mark>	Human Nutrition (3 cr.)		
PSYC	<mark>417</mark>	Health Psychology	<mark>3</mark>	<mark>No</mark>
		Electives	29	

Total number of hours required for completion of major core Total number of hours required for completion of specialization Total number of hours required for completion of major Total number of hours required for completion of degree

22	
34	
70	
120	

Academic Requirements

A minimum final grade of "C" is required in all Major Requirements courses.

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2025

⁶ HIM 150 Introduction to Digital Health Informatics and Information Management is offered by Dakota State University. A minor course modification will be routed by DSU to change HIM 150 from 4 to 3 credits.

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

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in AAC Guideline <u>2.4.3.B</u> .	Intended Start Date
Distance Delivery	No		
(online/other distance			
delivery methods)			

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

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

6. Additional Information:

Student Learning Outcomes

Upon completion of the Health Studies (B.S.) – Health Promotion Specialization, students will:

- Describe major systems of the human body, primary functions, and impact on health and disease.
- Critically appraise research and sources of health information for credibility, relevance, and applicability.
- Analyze how economic stability, education, healthcare access, community support structures, policy, and other social determinants of health impact community health.
- Assess the needs, assets, and capacity of a community population relevant to health and improvement in health outcomes.
- Develop effective and credible health communication strategies, tailored to meet audience needs and respective of diverse populations.
- Work collaboratively in an interprofessional environment to plan, implement, and evaluate health promotion strategies aimed at improving population health.
- Assess the impact of digital health and informatics on healthcare delivery, patient/client engagement, and health outcomes.
- Exhibit professional conduct and ethical behavior in all aspects of practice, including confidentiality, integrity, and respect for individuals and communities.
- Identify opportunities and effectively advocate for the role of health promotion professionals in shaping policy and driving meaningful change within communities.
- Demonstrate knowledge of the foundational principles and theories of health coaching, including behavior change models and motivational interviewing techniques.
- Integrate principles of nutrition and exercise science to promote healthy lifestyles and prevent chronic diseases within the scope of practice for health promotion.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Innovative Healthcare Leadership
NAME OF DEGREE PROGRAM IN WHICH	Health Studies (B.S.)
SPECIALIZATION IS OFFERED:	
BANNER PROGRAM CODE:	
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	51.0722
UNIVERSITY DEPARTMENT:	Nursing
BANNER DEPARTMENT CODE:	SNUR
UNIVERSITY DIVISION:	College of Nursing
BANNER DIVISION CODE:	3N

Please check this box to confirm that:

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

University Approval

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

Dennis D. Hedge	
Institutional Approval Signature	
President or Chief Academic Officer of the University	

10/29/2024 Date

1. Level of the Specialization:

Baccalaureate \boxtimes Master's \square Doctoral \square

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

The School of Health and Human Sciences in collaboration with the College of Nursing has restructured program requirements and renamed the B.S. in Community and Public Health. The title of the Community and Public Health major will be changed to Health Studies. The restructured Health Studies program will include the addition of two new specializations - 1) Health Promotion and 2) Innovative Healthcare Leadership.

The Health Studies (BS) - Innovative Healthcare Leadership Specialization will prepare

students for roles in healthcare leadership and assists in meeting the need for health services managers and leaders in the current healthcare system. Graduates will be prepared for clinical or non-clinical leadership and management roles in healthcare, such as nursing home administrator, health information manager, clinic manager, and social and community service manager.¹ A graduate with this degree may also choose to pursue an additional undergraduate degree in nursing, dietetics, or other clinical options, setting them up for leadership roles in these fields.²

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

The Innovative Healthcare Leadership specialization offers students who don't seek traditional clinical roles (i.e. nurse, dietitian, doctor) in healthcare with an opportunity to work in "health" and improve quality of life for a variety of populations. A 29% growth rate in the need for health services managers and leaders is forecasted between 2023-2033, which is a much faster growth than average. Projections indicated about 61,400 openings each year over the decade.³ While nationally, there are 372,670 people employed in jobs related to health services managers and leaders is growing at a rate of 13%.⁴ Most jobs in this field require a bachelor's degree for the position.²

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

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
		Required System General Education Courses	31	
		System General Education Requirements - Electives	21	
		SGR #1 Written Communication	3	No
		SGR #1 Written Communication	3	No
		SGR #2 Oral Communication	3	No
		SGR #3 Social Sciences	3	No
		SGR #4 Arts and Humanities	3	No
		SGR #5 Mathematics	3	No
		SGR #6 Natural Sciences	3	No
		System General Education Requirements - Required	10	
PSYC	101	General Psychology (SGR #3)	3	No
MCOM	151	Introduction to Mass Communication (SGR #4)	3	No
CHEM	106-106L	Chemistry Survey & Lab (3, 1) (SGR #6)	4	No
OR				
CHEM	112-112L	General Chemistry I & Lab (3, 1) (SGR #6)		
		Major Requirements	58-62	
BIOL	221	Human Anatomy	3	No
BIOL	221L	Human Anatomy Lab	1	No

¹ <u>https://www.usnews.com/education/online-education/health-services-management-bachelors-degree</u>

² <u>https://www.publichealthonline.org/health-sciences/degree-programs/</u>

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Medical and Health Services Managers, at <u>https://www.bls.gov/ooh/management/medical-and-health-services-</u>

managers.htm (visited September 4, 2024).

⁴ https://healthcaredegreesearch.com/majors/public-health/health-services-administration/

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
BIOL	325	Physiology	3	No
BIOL	325L	Physiology Lab	1	No
CHRD	353	Ethics and the Helping Professions	3	No
HIM	150	Introduction to Digital Health Informatics and	3	No
		Information Management (DSU) ⁵		
HLTH	<mark>220</mark>	Social Determinants of Health	<mark>3</mark>	<mark>No</mark>
HLTH/	451	Public Health Law	3	No
BLAW				
HSC	<mark>301</mark>	Theory of Innovative Healthcare Leadership	<mark>3</mark>	<mark>Yes</mark>
HSC	<mark>401</mark>	Application of Innovative Healthcare Leadership	<mark>2</mark>	<mark>Yes</mark>
HSC	<mark>401L</mark>	Application of Innovative Healthcare Leadership	<mark>1</mark>	<mark>Yes</mark>
		Practicum		
HSC	452	Interprofessional Issues in Healthcare ⁶	3	No
HSC	480	Telehealth for the Interprofessional Team	3	Yes
HSC	<mark>451</mark>	Innovative Healthcare Leadership Capstone	<mark>1</mark>	<mark>Yes</mark>
HSC	<mark>451L</mark>	Innovative Healthcare Leadership Capstone Practicum	<mark>2</mark>	<mark>Yes</mark>
<mark>LDR</mark>	<mark>210</mark>	Foundations of Leadership (3 cr.)	<mark>3</mark>	<mark>No</mark>
<mark>OR</mark>				
LDR	<mark>310</mark>	Leadership in Context (3 cr.)		
LDR	<mark>435</mark>	Organizational Leadership and Team Development	<mark>3</mark>	No No
NURS	<mark>119</mark>	First Year Seminar	<mark>2</mark>	No No
NURS	201	Medical Terminology	1-3	No
OR				
HIM	130	Basic Medical Terminology (DSU) ⁷		
		Students will select at least one focus area:	<u>12-17</u>	
		Focus Area #1: Health Sciences Minor	<u>17</u>	
HDFS	<u>210</u>	Lifespan Development	<mark>3</mark>	No No
HSC	<mark>212</mark>	Contemporary Health Problems	2	No No
HSC	<mark>443</mark>	Public Health Science	<mark>3</mark>	No No
HSC	<mark>445</mark>	Epidemiology	<mark>3</mark>	<mark>No</mark>
NURS	201	Medical Terminology (1 cr.) (Major Requirement)		No
		Select 6 credits from the Health Science Minor	<mark>6</mark>	<mark>No</mark>
		Electives List		
		Focus Area #2: Health Communication Minor	<mark>15</mark>	
CMST	<mark>201</mark>	Interpersonal Communication	<mark>3</mark>	<u>No</u>
CMST	<mark>440</mark>	Health Communication	<mark>3</mark>	<u>No</u>
CMST	<mark>441</mark>	Current Issues in Health Communication	<mark>3</mark>	<u>No</u>
HLTH	<mark>220</mark>	Social Determinants of Health (3 cr.) (Major	<mark></mark>	No
		Requirement)		

⁵ HIM 150 Introduction to Digital Health Informatics and Information Management is offered by Dakota State

University. A minor course modification will be routed by DSU to change HIM 150 from 4 to 3 credits.

⁶ A minor course modification will be routed to update HSC 452 Interprofessional Issues in Healthcare from 2 to 3 credits.

⁷ HIM 130 Basic Medical Terminology is offered by Dakota State University. A minor course modification will be routed by DSU to change HIM 130 from 2 to 3 credits.

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
		Select 6 credits from the following:	<mark>6</mark>	No
HDFS	<mark>210</mark>	Lifespan Development	<mark>3</mark>	No
HSC	<mark>212</mark>	Contemporary Health Problems	<mark>3</mark>	No
HSC/ WMST	<mark>260</mark>	Women's Health Issues	<mark>3</mark>	No
<mark>HSC</mark>	<mark>402</mark>	Rural Health Care Matters	<mark>3</mark>	No
<mark>NUTR</mark> OR	<mark>221</mark>	Survey of Nutrition (3 cr.)	<mark>3</mark>	No
<mark>NUTR</mark>	<mark>315</mark>	Human Nutrition (3 cr.)		
<mark>SPAN</mark>	<mark>308</mark>	Spanish for the Health Professions	<mark>3</mark>	<mark>No</mark>
		Focus Area #3: Health Informatics and Information Management Minor (DSU)	<mark>12</mark>	
HIM	130	Basic Medical Terminology (3 cr.) (Major Requirement) (DSU)		No
HIM	150	Introduction to Digital Health Informatics and Information Management (3 cr.) (Major Requirement)		No
HIM	<mark>225</mark>	Digital Health Information Systems (DSU)	<mark>3</mark>	No
HIM	<mark>444</mark>	Digital Health Technology (DSU)	<mark>3</mark>	No
		Select 2 courses for 6 credits from the following:		
HIM	<mark>265</mark>	Health Data Quality and Outcomes (DSU)	<mark>3</mark>	<mark>No</mark>
HIM	<mark>364</mark>	Healthcare Standards and Interoperability (DSU)	<mark>3</mark>	<mark>No</mark>
HIM	<mark>380</mark>	Digital Health Data Analytics (DSU)	<mark>3</mark>	<mark>No</mark>
HIM	<mark>440</mark>	Healthcare Information Governance (DSU)	<mark>3</mark>	<mark>No</mark>
HIM	<mark>450</mark>	Digital Health Informatics and Information	<mark>3</mark>	No
		Management Research (DSU)		
		Electives	27-31	

Total number of hours required for completion of major core Total number of hours required for completion of specialization Total number of hours required for completion of major Total number of hours required for completion of degree

25-26	
32-37	
68-72	
120	

Academic Requirements

- a cumulative GPA of 2.600 or higher
- a grade of "C" or higher in all completed courses required for graduation

5. Delivery Location

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2025

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

	N7. ONT.	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in AAC</i>	
	Y es/INO	Guideline <u>2.4.3.B</u> .	Intended Start Date
Distance Delivery	No		
(online/other distance			
delivery methods)			

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance	Yes	S15 Online Asynchronous, S18 Online Synchronous	Fall 2025
delivery methods)		Site Office Office Office	

6. Additional Information:

Student Learning Outcomes

Upon completion of the Health Studies (B.S.) – Innovative Healthcare Leadership Specialization, students will:

- Describe major systems of the human body, primary functions, and impact on health and disease.
- Critically appraise research and sources of health information for credibility, relevance, and applicability.
- Analyze how economic stability, education, healthcare access, community support structures, policy, and other social determinants of health impact community health.
- Assess the needs, assets, and capacity of a community population relevant to health and improvement in health outcomes.
- Exhibit professional conduct and ethical behavior in all aspects of practice, including confidentiality, integrity, and respect for individuals and communities.
- Demonstrate the ability to lead healthcare teams and organizations by implementing innovative practices that improve care delivery, patient outcomes, and organizational efficiency.
- Apply critical thinking and evidence-based decision-making to address challenges in healthcare, developing effective solutions that align with ethical standards and legal requirements.
- Exhibit strong communication and interpersonal skills necessary for leading diverse teams, engaging stakeholders, and advocating for positive change in healthcare settings.
- Demonstrate knowledge related to healthcare policy and financial management, equipped to make informed decisions that contribute to the sustainability and innovation of healthcare organizations.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – E DATE: December 11-12, 2024

SUBJECT

Inactive Status and Program Termination Requests - DSU, SDSU & USD

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications and Inactivation/Termination <u>AAC Guideline 2.3.2.5.A</u> – Programs on Inactive Status <u>AAC Guideline 2.3.2.5.B</u> – Program Termination

BACKGROUND / DISCUSSION

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

• Health Care Coding (Undergraduate Certificate) Justification: The certificate is being terminated due to low enrollment. Current students will be able to complete the program by the end of the Fall 2026 semester.

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

• Health Informatics & Information Management (BS)

Justification: Inactivating this program is a proactive step to respond to a trend of decreasing enrollment, prior to non-compliance with the SDBOR dashboard performance requirements. Several courses within the program are also included in the AS HIIM program and Healthcare Coding Certificate. This program is the second part of a 2+2 program building to the BS HIIM degree. Inactivating the associate HIIM degree concurrently impacts some of the same courses including some with low enrollments.

• Health Informatics & Information Management (AS) Justification: Inactivating this program is a proactive step to respond to a trend of decreasing enrollment, prior to non-compliance with the SDBOR dashboard performance requirements. Several courses within the program are also included in

(Continued)

DRAFT MOTION 20241211 5-E:

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

the BS HIIM program and Healthcare Coding Certificate. This program is a 2+2 program building to the BS HIIM degree, taught by the same HIIM full time faculty. Inactivating the associate degree concurrently impacts many of the same courses from the bachelor's degree.

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

• Degree Program: Competency-Based Learning – Graduate Certificate Justification: The Competency-Based Learning Certificate was offered in conjunction with the "Re-Imagining Remote Education in South Dakota: The ESF-REM Project" through the South Dakota Department of Education. The grant funding began in July 2020 and the contract ended on July 31, 2023. The grant paid for the instructor of record and the reduced tuition cost for participants. Enrollment declined following expiration of the grant funding, and enrollment projections did not appear strong enough to offer the three courses as electives in subsequent semesters.

In 2023-2024, the education faculty decided to pursue a redesigned 30-credit graduate program for Curriculum and Instruction. This meant a program redesign that identified core required classes and elective arcs of course clusters. Given this pursuit, it was decided that the Competency-Based Learning Certificate would be inactive until the school was ready to offer the 3-course cluster again. This will be determined by faculty workload availability and district/teacher interest in competency-based learning.

- Degree Program: Nursing (MS) Family Nurse Practitioner Specialization Justification: The American Association of Colleges of Nursing (AACN) Essentials were updated in April 2021. The revised version contains competencies for nurse practitioners that would be very difficult, if not impossible, to attain at the master's level. The SDSU College of Nursing will continue to offer the Nursing (DNP) and Nursing (DNP) - Family Nurse Practitioner Specialization which meets the AACN Essentials and replaces the master's level specialization.
- Degree Program: Nursing (MS) Psychiatric Mental Health Nurse Practitioner Specialization Justification: The American Association of Colleges of Nursing (AACN) Essentials were updated in April 2021. The revised version contains competencies for all nurse practitioners that would be very difficult, if not impossible, to attain at the master's level. The SDSU College of Nursing offers the Doctor of Nursing Practice (DNP) -Psychiatric Mental Health Nurse Practitioner Specialization which meets the AACN Essentials and replaces the master's level specialization.

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

• Degree Program: Aviation (BS) – Aviation Maintenance Management Specialization

Inactivation/Termination December 11-12, 2024 Page 3 of 4

Justification: The College of Education and Human Sciences requests to terminate the Aviation (B.S.) – Aviation Maintenance Management Specialization due to low student interest in the program. Over the past six years, the program's enrollment has averaged only four students with only 2 students completing the program to graduate over the same timeframe. The program completed an institutional program review in February 2024. Through the review process, the program's viability to be maintained was discussed at length and a decision was made to terminate the program.

• Community Development (MS)

Justification: The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. This program enrolls a very small number of SDSU students. Over the four-year period from 2020 to 2023, duplicated headcount enrollment has never exceeded five students. The request to terminate the M.S. in Community Development is based on the low program enrollment and the resources would be better deployed elsewhere.

• Community Development (Graduate Certificate)

Justification: The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. This program enrolls a very small number of SDSU students, with only three students currently enrolled. The request to terminate the Community Development Certificate is based on the low program enrollment and the resources would be better deployed elsewhere.

- Human Sciences (MS) Family and Community Services Specialization Justification: The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. This specialization enrolls a very small number of SDSU students. Over the four-year period from 2020 to 2023, duplicated headcount enrollment has never exceeded four students. Two degrees have been awarded since 2021-2022. The request to terminate the Family and Community Services Specialization is based on the low program enrollment and the resources would be better deployed elsewhere.
- Human Sciences (MS) Family and Consumer Sciences Education Specialization Justification: The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. This specialization enrolls a very small number of SDSU students. Over the four-year period from 2020 to 2023, duplicated headcount enrollment has never exceeded four students. Two degrees have been awarded since 2021-2022. The request

to terminate the Family and Community Services Specialization is based on the low program enrollment and the resources would be better deployed elsewhere.

• Native Communities and Economic Development (Graduate Certificate)

Justification: The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. The request to terminate the Native Communities and Economic Development Certificate is based on low program enrollment – no students have been enrolled in this program since 2022, and only one student has completed the certificate since 2020.

• Degree Program: Sociology (AS)

Justification: The College of Education and Human Sciences requests to terminate the Aviation (B.S.) – The College of Arts, Humanities and Social Sciences requests to terminate the A.S. in Sociology. The request to terminate the A.S. in Sociology is based on low enrollment. Over the five-year period from 2019 to 2023, program enrollment has never exceeded five students per year. Six degrees have been awarded since 2020-2021.

The University of South Dakota has submitted a request asking that the following program be terminated (see Attachment III).

• Degree Program: Executive Master of Public Administration Justification: USD has created the Executive Public Administration specialization as part of the NASPAA accredited Master of Public Administration program that will help improve efficiency in teaching and student enrollment, while also consolidating resources between the two programs.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – DSU Program Inactivation/Termination Requests Attachment II – SDSU Program Inactivation/Termination Requests Attachment II – USD Program Inactivation/Termination Requests



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

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Health Care Coding Certificate
CIP CODE:	51.0713
UNIVERSITY DEPARTMENT:	Health Informatics & Information
	Management
BANNER DEPARTMENT CODE:	DHIM
UNIVERSITY DIVISION:	College of Business and Information
	Systems
BANNER DIVISION CODE:	DBUS

University Approval

2.

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.

Jose Marie Griffiths A7475098D8114D1	10/21/2024					
President of the University	Date					
1. Program Degree Level (place an "X" in the appropriate box):						
Accoriate D Bachalar's D Mastar'						

Associate		Bachelor's	Master's	Doctoral			
Category (place an "X" in the appropriate box): ¹							
Certificate	\boxtimes	Specialization	Minor 🗌	Major 🗌			

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

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

4. INACTIVE STATUS

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

5. TERMINATION WITH ENROLLED STUDENTS

- **A. Provide a justification for terminating the program:** Low enrollment
- **B.** What is the plan for completion of the program by current students? Current students' plan of study have been mapped and students should be able to fully complete the program by end of Fall 2026 semester.
- C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? December 31, 2024
- **D.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? December 31, 2024
- **E.** What is the last term or date (day/month/year) by which a student can graduate from the program? December 31, 2026
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?There are very limited cost savings in terminating the program. There will be a reduction in

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

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

3 healthcare diagnosis and procedure coding courses (2 taught by adjunct faculty, one taught by full time HIIM faculty).

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

One adjunct professor will not be utilized to teach two courses in the certificate program. One course currently taught by adjunct faculty will be taught by full-time HIIM faculty and two courses will be eliminated.

This program historically has been a feeder program for the AS and BS HIIM programs at DSU, which are CAHIIM accredited programs being inactivated concurrently. Students typically graduate with at least an AS HIIM degree concurrently and are prepared to sit for several coding credentials through both AHIMA and AAPC. In addition, those who also enroll in the AS HIIM degree program concurrently can sit for AHIMA's RHIT exam, which prepares them for entry level inpatient coding positions. Local job opportunity announcements prefer candidates with a coding certificate and RHIT or RHIA credential.

This program, along with the AAS degree in Medical Coding has been duplicated by Southeast Technical College where courses are available through free and reduced tuition incentives and dual credit courses to prepare students for outpatient coder positions making it nearly impossible to compete for admissions.

The number of coders in outpatient settings with less complicated coding will be impacted by AI with reductions in workforce projected. The impact of AI to date requires inpatient coders to audit, validate, or correct the AI assisted coding assignments for more complicated diagnoses and procedures typically seen in inpatient coding settings.

A small gap in SD labor market will exist in training healthcare coders for inpatient coding positions with DSU's programs being the only training in-depth enough for inpatient coding competency. Employers will need to recruit graduates through other AHIMA approved coding programs or CAHIIM accredited AS and BS HIM programs within surrounding states to fill more complex coding jobs or will provide their own on the job training programs

6. TERMINATION WITHOUT ENROLLED STUDENTS

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


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

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Health Informatics & Information
	Management BS Degree
CIP CODE:	51.0706
UNIVERSITY DEPARTMENT:	Health Informatics & Information
	Management
BANNER DEPARTMENT CODE:	DHIM
UNIVERSITY DIVISION:	College of Business and Information
	Systems
BANNER DIVISION CODE:	DBUS

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.

	Jøse M A74750980 Presid	anie Griffilles 1401 ent of the University		10/21/2024 Date
1.	Program Degree Leve	el (place an "X" in the ap	ppropriate box):	
	Associate 🗌	Bachelor's 🖂	Master's	Doctoral
2.	Category (<i>place an "X</i>	" in the appropriate box): ¹	
	Certificate	Specialization	Minor 🗌	Major 🛛

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

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

Inactive Status See question 4

Termination

See questions 5 and 6

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Inactivating this program is a proactive step to respond to a trend of decreasing enrollment, prior to non-compliance with the SDBOR dashboard performance requirements. Several courses within the program are also included in the AS HIIM program and Healthcare Coding Certificate. This program is the second part of a 2+2 program building to the BS HIIM degree. Inactivating the associate HIIM degree concurrently impacts some of the same courses including some with low enrollments.

Eventual savings will be evident by inactivating the BS HIIM program accreditation by CAHIIM. Costs will continue until the last student graduates from the program. The 20% NFE Director administrative time allocated for this program will be eventually shifted to increased teaching duties by 20%. Adjunct faculty described in the Healthcare Coding Certificate program termination and AS HIIM program inactivation will also not be required in this program.

While this program has been in existence since the late 1970's, it has been historically a small program serving a very niche market in the South Dakota healthcare industry. There are no CAHIIM accredited equivalent competitors in South Dakota, which will leave a small gap in the SD labor market. DSU bachelor's degree graduates are prepared to work in entry-level roles such as coding and reimbursement, health informatics, health information management, information systems, etc. and to sit for the RHIA credentialing exam as well as a multitude of other professional credentials.

South Dakota legislators mandated that the medical records and respiratory therapy programs could only be located at Dakota State University, but respiratory therapy programs have been transferred to SDSU for better Mission alignment. While this change was positive for RRT, it perhaps had some impact on the HIIM program enrollment, limiting the number of students transferring from that major into the HIIM program and leaving HIIM as the only healthcare program at DSU.

Specific legislation read as follows:

<u>13-59-2.4</u>. Dakota State University--Medical records and respiratory therapy programs.

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

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

The medical records program and respiratory therapy program currently in existence at Dakota State University shall remain at Dakota State University unless otherwise transferred by the Board of Regents.

Source: SL 1984, ch 142, § 4; SL 1989, ch 170, § 5.

The SD law 13-59-2.4. may need to be revisited if the need for HIIM programs becomes favorable at some future time. Best alignment of the Mission of the programs and the University may be necessary to further assess SD workforce needs and the ability for the program to collaborate and provide interprofessional skillsets in Health Informatics for all healthcare students in the multitude of professions.

DSU HIM programs have signed several articulation agreements with surrounding CAHIIM accredited AAS HIT programs and STC and WDTC to encourage transfer of AAS students to DSU's BS HIIM program. These agreements from the CAHIIM accredited programs are just beginning to yield results. These are recognized as a required feeder source for HIIM programs that exist at DSU and may require more flexibility in updated articulation agreements if they continue.

In order to continue to produce graduates capable of focusing on the healthcare industry needs in information systems and health informatics to fill the SD market gap, DSU's plan is to incorporate a new Health Informatics specialization into DSU's existing Computer Information Systems bachelor degree and a new certificate program to serve as a feeder to the specialization. Program level CAHIIM accreditation will not be pursued for the CIS BS Health Informatics Specialization or for the Health Informatics certificate program at this time. Articulation agreements will be potentially updated to encourage partners to pursue the BS CIS program HI Specialization instead of the BS HIIM program. Graduating from a non-CAHIIM accredited program removes eligibility of graduates desiring to sit for the RHIA credentialing exam.

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

Students continuing with at least a part time pace will be allowed to complete the program as required by CAHIIM accreditation requirements. These students will be able to sit for AHIMA's RHIA credentialing exam.

- **A.** What is the last date (day/month/year) by which a student can graduate in the program? December 31, 2026
- **B.** What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)? December 31, 2024

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

- C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?
- **D.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings? There are no cost savings in terminating the program.
- G. What are the resulting employee terminations and other possible implications including impact on other programs?

6. TERMINATION WITHOUT ENROLLED STUDENTS

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



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

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Health Informatics & Information
	Management AS Degree
CIP CODE:	51.2706
UNIVERSITY DEPARTMENT:	Health Informatics & Information
	Management
BANNER DEPARTMENT CODE:	DHIM
UNIVERSITY DIVISION:	College of Business and Information
	Systems
BANNER DIVISION CODE:	DBUS

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.

		Jos	gned by: 14 Marie Griffiths 14750980811401		10/21/2024
	President of the University			Date	
1.	Program Degre	ee Lev	vel (place an "X" in the app	ropriate box):	
	Associate	\boxtimes	Bachelor's	Master's	Doctoral
2.	Category (place	e an "	X" in the appropriate box):	1	
	Certificate		Specialization	Minor 🗆	Major 🖂

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

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

Inactive Status See question 4

Termination

See questions 5 and 6

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Inactivating this program is a proactive step to respond to a trend of decreasing enrollment, prior to non-compliance with the SDBOR dashboard performance requirements. Several courses within the program are also included in the BS HIIM program and Healthcare Coding Certificate. This program is a 2+2 program building to the BS HIIM degree, taught by the same HIIM full time faculty. Inactivating the associate degree concurrently impacts many of the same courses from the bachelor's degree.

Eventual savings will be evident by inactivating the AS HIIM program accreditation from CAHIIM. Costs will continue for two years. The 20% NFE Director administrative time allocated for this program will be shifted to increase teaching duties by 20%. Adjunct faculty described in the Healthcare Coding Certificate program termination will not be required.

While this program has been in existence since 1975, it has been historically a small program serving a very niche market in the South Dakota healthcare industry. There are no CAHIIM accredited equivalent competitors in South Dakota. Southeast Technical College offers a non-CAHIIM accredited AAS degree in Medical Coding. The purpose of STC's program is primarily to train entry-level coders for outpatient settings; just a subset of DSU's AS HIIM degree program competencies. STC coders are eligible for coding certification but are not eligible to sit for RHIT credentials, leaving a small gap in the SD labor market. DSU associate degree graduates are prepared to work in entry-level roles such as coding and reimbursement, health informatics, health information management, information systems, etc. and to sit for the RHIT credentialing exam.

Western Dakota Technical College also offers a non-CAHIIM accredited AAS in Health Information Management degree.

DSU HIM programs have signed an articulation agreement with STC and WDTC to encourage transfer of AAS students to DSU's BS HIIM program with very few students utilizing the opportunity. STC and WDTC offer financial incentives for students, i.e. free tuition programs, and dual credit courses which make it very challenging for DSU to compete for enrollment in this AS HIIM program in South Dakota.

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

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

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

Plans of study have been mapped to allow students to complete the program. Students will be expected to complete the program by December 31, 2026. Student advisors will monitor student progress closely and will use early alert notifications to encourage students that fall behind the mapped plan of study. Students that complete their program by December 31, 2026, will remain eligible to sit for AHIMA's RHIT credentialing exam because of graduating from a CAHIIM accredited program.

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

Students are expected to complete the program by December 31, 2026, the last date by which a student can graduate from the program.

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

December 31, 2024.

5. TERMINATION WITH ENROLLED STUDENTS

- A. Provide a justification for terminating the program:
- **B.** What is the plan for completion of the program by current students?
- C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?
- **D.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings? There are no cost savings in terminating the program.
- G. What are the resulting employee terminations and other possible implications including impact on other programs? There are no employee terminations required. This program historically has been a feeder program for the AS and BS HIIM program. Articulation agreements will use block transfer instead of program to program transfer methodology and number of major credit hours will be decreased to try move the BS HIIM program into a position of being attractive for transfer students.

6. TERMINATION WITHOUT ENROLLED STUDENTS

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



UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Competency-Based Learning Certificate
	[SCERTG.CBL]
CIP CODE:	13.1299
UNIVERSITY DEPARTMENT:	School of Education, Counseling & Human
	Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	College of Education & Human Sciences
BANNER DIVISION CODE:	3H

University Approval

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

President of the University

10/23/2024 Date

1. Program Degree Level:

Associate \Box	Bachelor's \Box	Master	's⊠	Doctor	al 🗆
2. Category:					
Certificate 🛛	Specialization	n 🗆	Minor		Major \Box
3. The progr	am action pro	posed is	5:		
Inactive Status	🛛 Termin	nation□			

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

The Competency-Based Learning Certificate was offered in conjunction with the "Re-Imagining Remote Education in South Dakota: The ESF-REM Project" through the South Dakota Department of Education. The grant funding began in July 2020 and the contract ended on July 31, 2023. The grant paid for the instructor of record and the reduced tuition cost for participants. Courses were offered in Fall 2021, 2022, and 2023. Enrollment declined following expiration of the grant funding, and enrollment projections did not appear strong enough to offer the three courses as electives in subsequent semesters.

In 2023-2024, the education faculty decided to pursue a redesigned 30-credit graduate program for Curriculum and Instruction. This meant a program redesign that identified core required classes and elective arcs of course clusters. Given this pursuit, it was decided that the Competency-Based Learning Certificate would be inactive until the school was ready to

offer the 3-course cluster again. This will be determined by faculty workload availability and district/teacher interest in competency-based learning.

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

There are no students currently enrolled in the graduate certificate. The last participant completed the certificate in December 2023.

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

Fall 2024

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

Fall 2024



UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Nursing (M.S.) - Family Nurse Practitioner Specialization [SMS.NUR-FNP]
CIP CODE:	51.3801 Major CIP 51.3805 Specialization CIP
UNIVERSITY DEPARTMENT:	Nursing
BANNER DEPARTMENT CODE:	SNUR
UNIVERSITY DIVISION:	College of Nursing
BANNER DIVISION CODE:	3N

University Approval

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

President of the University

10/23/2024 Date

1. Program Degree Level:

Associate \Box Bachelor's \Box Master's \boxtimes Doctoral \Box

2. Category:

Certificate \Box Specialization \boxtimes Minor \Box Major \Box

3. The program action proposed is:

Inactive Status ⊠ Termination□

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

The American Association of Colleges of Nursing (AACN) Essentials were updated in April 2021. The revised version contains competencies for nurse practitioners that would be very difficult, if not impossible, to attain at the master's level. The SDSU College of Nursing will continue to offer the Nursing (DNP) and Nursing (DNP) - Family Nurse Practitioner Specialization which meets the AACN Essentials and replaces the master's level specialization.

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

Five (5) students are currently enrolled in the M.S. in Nursing – Family Nurse Practitioner Specialization. The current students in the program will complete the program as planned. No courses will be terminated as all courses are offered as part of the DNP program

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

Spring 2027

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

Fall 2024



UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Nursing (M.S.) - Psychiatric Mental Health Nurse
	Practitioner Specialization [SMS.NUR-PMH]
CIP CODE:	51.3801 Major CIP
	51.3810 Specialization CIP
UNIVERSITY DEPARTMENT:	Nursing
BANNER DEPARTMENT CODE:	SNUR
UNIVERSITY DIVISION:	College of Nursing
BANNER DIVISION CODE:	3N

University Approval

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

President of the University

10/23/2024 Date

1. Program Degree Level:

Associate \Box Bachelor's \Box Master's \boxtimes Doctoral \Box

2. Category:

Certificate \Box Specialization \boxtimes Minor \Box Major \Box

3. The program action proposed is:

Inactive Status ⊠ Termination□

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

The American Association of Colleges of Nursing (AACN) Essentials were updated in April 2021. The revised version contains competencies for all nurse practitioners that would be very difficult, if not impossible, to attain at the master's level. The SDSU College of Nursing offers the Doctor of Nursing Practice (DNP) - Psychiatric Mental Health Nurse Practitioner Specialization which meets the AACN Essentials and replaces the master's level specialization.

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

Two (2) students are currently enrolled in the M.S. in Nursing – Psychiatric Mental Health Nurse Practitioner Specialization. The current students in the program will complete the program as planned. No courses will be terminated as all courses are offered as part of the DNP program.

- C. What is the last date (day/month/year) by which a student can graduate in the program? Fall 2026
- D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?

Fall 2024



UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Aviation (BS) – Aviation Maintenance
	Management Specialization [SBS.AV-AVM]
CIP CODE:	49.0101
UNIVERSITY DEPARTMENT:	School of Health and Human Sciences
BANNER DEPARTMENT CODE:	SHHS
UNIVERSITY DIVISION:	College of Education & Human Sciences
BANNER DIVISION CODE:	3Н

University Approval

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

President of the University

10/23/2024 Date

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

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Education and Human Sciences requests to terminate the Aviation (B.S.) – Aviation Maintenance Management Specialization due to low student interest in the program. Over the past six years, the program's enrollment has averaged only four students with only 2 students completing the program to graduate over the same timeframe. The program completed an institutional program review in February 2024. Through the review process, the program's viability to be maintained was discussed at length and a decision was made to terminate the program.

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

Current students enrolled in the Aviation Maintenance Management Specialization are allowed to continue with their current program of study. SDSU currently has 5 students enrolled in the program. All students are anticipated to graduate no later than spring of 2028.

c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may

enroll in or declare the program)? Spring 2025

- **d.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? Spring 2025
- e. What is the last term or date (day/month/year) by which a student can graduate from the program? Fall 2030
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings? No cost savings are anticipated.
- **g.** What are the resulting employee terminations and other possible implications including impact on other programs? No employee terminations are necessary.



UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Community Development (M.S.) [SMS.CDV]
CIP CODE:	44.0201
UNIVERSITY DEPARTMENT:	School of Psychology, Sociology and Rural Studies
BANNER DEPARTMENT CODE:	SPSR
UNIVERSITY DIVISION:	College of Arts, Humanities and Social Sciences
BANNER DIVISION CODE:	38

University Approval

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

President of the University

11/4/2024 Date

Program Degree Level: Associate □ Bachelor's □ Master's ⊠ Doctoral □
 Category: Certificate □ Specialization □ Minor □ Major ⊠
 The program action proposed is: Inactive Status □ Termination ⊠

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Arts, Humanities and Social Sciences requests to terminate the M.S. in Community Development. The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. This program enrolls a very small number of SDSU students. Over the four-year period from 2020 to 2023, duplicated headcount enrollment has never exceeded five students. The request to terminate the M.S. in Community Development is based on the low program enrollment and the resources would be better deployed elsewhere.

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

SDSU currently has four students enrolled in the M.S. in Community Development. The students are currently expected to graduate after spring 2025. Per the IDEA policy handbook, institutions must complete their teaching commitments or secure support for an alternative arrangement (e.g., courses they have promised to teach) for at least one year following the announcement of their intention to leave the program. IDEA will be notified via a letter from the university of its intent to withdraw from the Community Development IDEA program affiliation. SDSU will work with IDEA to form a transition

team for the shift in teaching responsibilities and to ensure a clear path for students to finish their program. Students unable to complete their program by spring 2027 can transfer to another institution in the IDEA consortium.

- c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? Fall 2024
- **d.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? Fall 2024
- e. What is the last term or date (day/month/year) by which a student can graduate from the program? Spring 2027
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings? SDSU currently teaches seven unique courses that exclusively serve the Community Development program. Those faculty instructors will be reassigned to other, more impactful, instructional responsibilities.
- g. What are the resulting employee terminations and other possible implications including impact on other programs?

No employee terminations are necessary. Workload will be redirected to other programs in the school.



UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Community Development Certificate
	[SCERTG.CDV]
CIP CODE:	44.0201
UNIVERSITY DEPARTMENT:	School of Psychology, Sociology and Rural Studies
BANNER DEPARTMENT CODE:	SPSR
UNIVERSITY DIVISION:	College of Arts, Humanities and Social Sciences
BANNER DIVISION CODE:	38

University Approval

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

President of the University

11/4/2024 Date

1.	1. Program Degree Level: Associate Bachelor's Master's	\blacksquare Doctoral \square
2.	2. Category: Certificate \boxtimes Specialization \square Minor \square Major	
3.	3. The program action proposed is: Inactive Status	tion oxtimes

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Arts, Humanities and Social Sciences requests to terminate the graduate certificate in Community Development. The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. This program enrolls a very small number of SDSU students, with only three students currently enrolled. The request to terminate the Community Development Certificate is based on the low program enrollment and the resources would be better deployed elsewhere.

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

SDSU currently has three students enrolled in the Community Development Certificate. Two students are on track to complete the program by spring 2025. The third student should finish in spring 2026.

Per the IDEA policy handbook, institutions must complete their teaching commitments or secure support for an alternative arrangement (e.g., courses they have promised to teach)

for at least one year following the announcement of their intention to leave the program. GPIDEA will be notified via a letter from the university of its intent to withdraw from the Community Development IDEA program affiliation. SDSU will work with IDEA to form a transition team for the shift in teaching responsibilities and to ensure a clear path for students to finish their program. Students unable to complete their program by spring 2027 can transfer to another institution in the IDEA consortium.

- c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? Fall 2024
- **d.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? Fall 2024
- e. What is the last term or date (day/month/year) by which a student can graduate from the program? Spring 2027
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

SDSU currently teaches seven unique courses that exclusively serve the Community Development program. Those faculty instructors will be reassigned to other, more impactful, instructional responsibilities.

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

No employee terminations are necessary. Workload will be redirected to other programs in the school.



UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Human Sciences (M.S.) - Family and Community
	Services Specialization [SIVIS.HIVIN-FCS]
CIP CODE:	19.0101 – Major CIP
	19.0707 – Specialization CIP
UNIVERSITY DEPARTMENT:	Education, Counseling & Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	College of Education & Human Sciences
BANNER DIVISION CODE:	3H

University Approval

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

Daug HUunn		11/4/2024
President of the University		Date
Program Degree Level: Associate D Rachelor's D	Master's 🛛	Doctoral 🗆

- Program Degree Level: Associate □ Bachelor's □ Master's ⊠ Doctoral □
 Category: Certificate □ Specialization ⊠ Minor □ Major □
- **3.** The program action proposed is: Inactive Status \Box Termination \boxtimes

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Education and Human Sciences requests to terminate the Human Sciences (M.S.) – Family and Community Services Specialization. The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. This specialization enrolls a very small number of SDSU students. Over the four-year period from 2020 to 2023, duplicated headcount enrollment has never exceeded four students. Two degrees have been awarded since 2021-2022. The request to terminate the Family and Community Services Specialization is based on the low program enrollment and the resources would be better deployed elsewhere.

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

SDSU currently has one student enrolled in the Human Sciences (M.S.) – Family and Community Services Specialization. The student currently plans to change majors or will transfer to another institution in the IDEA consortium to complete their program.

Per the IDEA policy handbook, institutions must complete their teaching commitments or secure support for an alternative arrangement (e.g., courses they have promised to teach) for at least one year following the announcement of their intention to leave the program. SDSU will work with IDEA to form a transition team for the shift in teaching responsibilities.

- c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? Fall 2024
- **d.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? Fall 2024
- e. What is the last term or date (day/month/year) by which a student can graduate from the program? Summer 2025
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

SDSU currently teaches three courses each year that serve the Family and Community Services program. With termination of the Family and Community Services Specialization, two faculty members will have additional workload units available to dedicate to SDSU program classes. The potential cost savings for SDSU is over \$12,500 in adjunct cost to cover SDSU program classes these faculty members will now be able to teach. Additionally, the termination of the program will allow faculty to focus time and effort to recruit prospective students and support current SDSU students enrolled in the undergraduate Human Development and Family Studies program.

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

No employee terminations are necessary. Workload will be redirected to other programs in the school.



LINIVEDSITY.	CDCU
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Human Sciences (MS) - Family and Consumer
	Sciences Education Specialization [SMS.HMN-
	FCE]
CIP CODE:	19.0101 – Major CIP
	13.1308 – Specialization CIP
UNIVERSITY DEPARTMENT:	Education, Counseling & Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	College of Education & Human Sciences
BANNER DIVISION CODE:	3H

University Approval

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

11/4/2024 Date President of the University

1. Program Degree Level: Associate □ Bachelor's □ Master's ⊠ Doctoral □

2.	Category:	Certificate \Box	Specialization \boxtimes	Minor \Box	Major 🗆

3. The program action proposed is: Inactive Status \Box Termination \boxtimes

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Education and Human Sciences requests to terminate the Human Sciences (M.S.) – Family and Consumer Sciences Education Specialization. The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. This specialization enrolls a very small number of SDSU students. Nine degrees have been awarded since 2020-2021. The request to terminate the Family and Consumer Sciences Education Specialization is based on the low program enrollment and the resources would be better deployed elsewhere.

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

SDSU currently has four students enrolled in the Human Sciences (M.S.) – Family and Consumer Sciences Education Specialization. Of these, three students will complete their program at SDSU, while one has decided to transfer to another institution in the IDEA consortium. Two students are expected to graduate in spring 2026, and the remaining

student is expected to graduate in summer 2026.

Per the IDEA policy handbook, institutions must complete their teaching commitments or secure support for an alternative arrangement (e.g., courses they have promised to teach) for at least one year following the announcement of their intention to leave the program. SDSU will work with IDEA to form a transition team for the shift in teaching responsibilities.

- c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? Fall 2024
- **d.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? Fall 2024
- e. What is the last term or date (day/month/year) by which a student can graduate from the program? Summer 2026
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

With termination of the Human Sciences (M.S.) – Family and Consumer Sciences Education Specialization, one tenured faculty member will have additional workload units available to dedicate to SDSU program classes. The potential cost savings for SDSU is over \$9,000 in adjunct costs to cover SDSU program classes this faculty member will now be able to teach. Additionally, the termination of the program will allow the faculty member to focus time and effort to recruit prospective students and support current SDSU students enrolled in the undergraduate Family and Consumer Science Education program.

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

No employee terminations are necessary. Workload will be redirected to other programs in the school.



UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Native Communities and Economic Development
	Certificate [SCERTG.NCE]
CIP CODE:	44.0201
UNIVERSITY DEPARTMENT:	School of Psychology, Sociology and Rural Studies
BANNER DEPARTMENT CODE:	SPSR
UNIVERSITY DIVISION:	College of Arts, Humanities and Social Sciences
BANNER DIVISION CODE:	38

University Approval

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

Daug H Dunn	11/4/2024
President of the University	Date

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

6. TERMINATION WITHOUT ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Arts, Humanities and Social Sciences requests to terminate the graduate certificate in Native Communities and Economic Development. The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. The request to terminate the Native Communities and Economic Development Certificate is based on low program enrollment – no students have been enrolled in this program since 2022, and only one student has completed the certificate since 2020.

- b. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to Deleted)? Fall 2024
- c. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

SDSU currently teaches one unique course that serves the Native Communities and

Economic Development program. That faculty instructor will be reassigned to other, more impactful, instructional responsibilities.

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

No employee terminations are necessary. Workload will be redirected to other programs in the school.



UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Sociology (A.S.) [SAS.SOC]
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	School of Psychology, Sociology & Rural Studies
BANNER DEPARTMENT CODE:	SPSR
UNIVERSITY DIVISION:	College of Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	38

University Approval

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

President of the University

10/23/2024 Date

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

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Arts, Humanities and Social Sciences requests to terminate the A.S. in Sociology. The request to terminate the A.S. in Sociology is based on low enrollment. Over the five-year period from 2019 to 2023, program enrollment has never exceeded five students per year. Six degrees have been awarded since 2020-2021.

- **b.** What is the plan for completion of the program by current students? SDSU currently has one student enrolled in the A.S. in Sociology program. Sociology courses will continue to be offered so the student will be able to complete the remaining coursework.
- c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? Fall 2024
- d. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?

Fall 2024

- e. What is the last term or date (day/month/year) by which a student can graduate from the program? Summer 2026
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

There are no potential cost savings associated with terminating the program.

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

There are no employee terminations or other implications of this termination.

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Executive Master of Public Administration [UEMPA.PAD]
CIP CODE:	44.0401
UNIVERSITY DEPARTMENT:	Political Science
BANNER DEPARTMENT CODE:	UPOL
UNIVERSITY DIVISION:	College of Arts & Sciences
BANNER DIVISION CODE:	2A

University Approval

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

	President of the University						Date	
1. Program Degree Level (<i>place an "X" in the appropriate box before the category</i>):						fore the category):		
	Associate		Bachelor's	Х	Master's		Doctoral	
2. Category (place an "X" in the appropriate box before the category):							bry):	
	Certificate		Specialization		Minor	Х	Major	
3. The program action proposed is (place an "X" in the appropriate box following the								
	action):							
Te	Termination <i>question</i> 5 X							
	5. TERMINATION WITH ENROLLED STUDENTS							
	A. Provide a justification for terminating the program:							
	We have created the Executive Public Administration specialization as part of the NASPAA							

We have created the Executive Public Administration specialization as part of the NASPAA accredited Master of Public Administration program that will help to improve efficiency in teaching and student enrollment while also consolidating resources between two programs.

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

Current students will be able to finish their Executive MPA degree or switch to the Executive Public Administration specialization in the MPA program as all courses in this program will continue to be offered by the university.

- C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? 1/13/2025
- D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? 1/13/2025
- E. What is the last term or date (day/month/year) by which a student can graduate from the program? Summer 2029 (5 years from the paperwork approval SU25, 26, 27, 28, 29)
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings? Although the termination will not result in the reduction of expenditures, it will produce efficiencies by permitting faculty reassignments to courses that generate more tuition revenue and reassigning program management duties to the existing professionally qualified staff.
- G. What are the resulting employee terminations and other possible implications including impact on other programs? There will be no employee terminations resulting from this change. The impact on other programs will be positive, specifically the reallocation of faculty teaching to courses that attract more enrollments.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – F DATE: December 11-12, 2024

SUBJECT

Substantive Program Modifications Requiring Board Approval – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2.3.2</u> – New Programs, Program Modifications, and Inactivation/Termination <u>AAC Guideline 2.3.2.3.A</u> – Substantive Program Modifications

BACKGROUND / DISCUSSION

South Dakota State University has submitted the following program modification proposals provided in Attachment I. Per AAC Guideline 2.3.2.3.A, certain substantive program modifications may require Board approval. Institutions may submit substantive program modifications to the Board after approval from the Executive Director, following a review by the System Associate VP for Academic Programming.

Existing Program: Substantive Program Modifications Requiring Board Approval

• SDSU – Community & Public Health (BS) – request to change total credits required within the discipline, total credits of supportive coursework, total credits of elective course work, and program name.

IMPACT AND RECOMMENDATION

Upon approval by the Board, the proposals will move forward for implementation and entry into Banner.

ATTACHMENTS

Attachment I – SDSU: Substantive Program Modification Request – Community & Public Health (BS)

DRAFT MOTION 20241211_5-F:

I move to approve the substantive program modifications from SDSU, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	SDSU
CURRENT PROGRAM DEGREE:	B.S.
CURRENT PROGRAM MAJOR/MINOR:	Community & Public Health
CURRENT SPECIALIZATION:	N/A
CIP CODE:	51.2208
UNIVERSITY DEPARTMENT:	School of Health & Human Sciences
BANNER DEPARTMENT CODE:	SHHS
UNIVERSITY COLLEGE:	Education & Human Sciences
BANNER COLLEGE CODE:	3H

University Approval

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

	Dennis D. Hedge	10/22/2024						
Vice President of Academic Affairs or			Date					
	President of the University							
1.	This modification addresses a change in:							
\times	Total credits required within the discipline	\boxtimes	Total credits of supportive course work					
\times	Total credits of elective course work		Total credits required for program					
\times	Program name		Existing specialization					
	CIP Code		Other (explain below)					
\boxtimes	Modification requiring Board of Regents ap	proval	-					
	Must have prior approval from Executive D	irector	r or designee					
2.	. Effective date of change: 2025-2026 Academic Year							
3.	. Program Degree Level:							
	Associate \Box Bachelor's \boxtimes Master's \Box	Doctor	ral 🗆					
4.	Category:							
	Certificate 🗆 Specialization 🗆 Minor 🗆 Major 🗵							
5.	If a name change is proposed, the change will	l occui						
	\Box On the effective date for all students							
	\boxtimes On the effective date for students new to the	e progr	am (enrolled students will graduate from					
	existing program)							
	Proposed new name: Health Studies							
6.	Is the program being modified associated wit	h a cu	rrent articulation agreement?					
	Yes \Box No \boxtimes							
	If yes, will the articulation agreement need to be updated with the partner institution							
	following the approve of the program change? Please explain:							
	Page 1 of 7							

SDSU will need to update an agreement with the School of EMS, Sioux Falls, SD.

7. Primary Aspects of the Modification: Existing Curriculum

	1	Existing Curriculum		1	Proposed	Curriculum (highlight changes	5)
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
System General Education Requirements			32-33	System General Education Requirements			<mark>31</mark>
System General Education Requirements - Electives			15	System (<mark>General Ed</mark>	ucation Requirements - Electives	<mark>21</mark>
		SGR #1	3			SGR #1 Written Communication	3
		SGR #1	3			SGR #1 Written Communication	3
		SGR #2	3			SGR #2 Oral Communication	3
						SGR #3 Social Sciences	<mark>3</mark>
		SGR #4	3			SGR #4 Arts and Humanities	3
		SGR #5	3			SGR #5 Mathematics	3
						SGR #6 Natural Sciences	<mark>3</mark>
System (General Edu	cation Requirements - Required	17-18	System (<mark>General Ed</mark>	ucation Requirements - Required	<u>10</u>
HDFS	210	Lifespan Development (SGR #3)	3	HDFS	<mark>210</mark>	Lifespan Development (SGR #3)	- <mark>3</mark>
PSYC	101	General Psychology (SGR #3)	3	PSYC	101	General Psychology (SGR #3)	3
MCOM	151	Introduction to Mass Communication (SGR #4)	3	MCOM	151	Introduction to Mass Communication (SGR #4)	3
CHEM OR	106-106L	Chemistry Survey & Lab (3,1) (SGR #6)	4	CHEM OR	106-106L	Chemistry Survey & Lab (3,1) (SGR #6)	4
CHEM	112-112L	General Chemistry I & Lab (3,1) (SGR #6)		CHEM	112-112L	General Chemistry I & Lab (3,1) (SGR #6)	
CHEM	108-108L	Organic and Biochemistry & Lab	4-5	CHEM	<mark>108-108L</mark>	Organic and Biochemistry & Lab	<mark>4-5</mark>
CHEM	114-114L	(4,1) (SGR #6) General Chemistry II & Lab (3,1)		ok CHEM	<mark>114-114L</mark>	(4,1) (SGK #0) General Chemistry II & Lab (3,1)	
		(SGR #6)				(SGR #6)	
EHS Co	lege Requir	ements	4	EHS Co	llege Requi	rements	4
EHS	119	EHS Seminar	2	EHS	119	EHS Seminar	2
EHS	319	Life, Love and Money	2	EHS	319	Life, Love and Money	2
Major R	equirement	S	67	Major R	lequiremen	ts	<u>49</u>
BIOL	221	Human Anatomy	4	BIOL	221	Human Anatomy	3
BIOL	221L	Human Anatomy Lab	0	BIOL	221L	Human Anatomy Lab	
BIOL	325	Human Physiology	4	BIOL	325	Human Physiology	3
BIOL	325L	Human Physiology Lab	0	BIOL	325L	Human Physiology Lab	
CHRD	333	Ethics and the Helping Professions	3		333	Ethics and the Helping Professions	3
СНКД	475	Wellness Counseling	3	енкр	473	Wellness Counseling	†
CMST	440	Health Communication	3	CMST	440	Health Communication	3
ENGL	379	Technical Communication	3	ENGL	<mark>379</mark>	Technical Communication	<mark>≩</mark>
				HDFS	<mark>210</mark>	Lifespan Development	<mark>3</mark>
HDFS	247	Human Development III:	3	HDFS	247	Human Development III:	<mark>3</mark>
		Adulthood				Adulthood	_
				HIM	<mark>150</mark>	Introduction to Digital Health	<mark>3</mark>
						Informatics and Information	
					100	Management (DSU)	
HLTH	100	Wellness for Life	1	HLTH	100	Wellness for Life	1
HLTH	100L	Wellness for Life Lab	1	HLTH	100L	Wellness for Life Lab	1
HLTH	220	Social Determinants of Health	3	HLTH	220	Social Determinants of Health	3
HLTH	320	Community Health	3	HLTH	320	Community Health	3
HLTH	350	Health Education Professional Development	3		330	Health Education Professional Development	5
HLTH	405	Health Coaching Concepts and Skills	3	HLTH	<mark>405</mark>	Health Coaching Concepts and Skills	<mark>}</mark>
HLTH/ BLAW	451	Public Health Law	3	HLTH/ BLAW	451	Public Health Law	3
HLTH	475	Principles of Community Health Education	3	HLTH	<mark>475</mark>	Principles of Community Health Education	€
HLTH	479	Health Promotion Programming & Evaluation	2	HLTH	479	Health Promotion Programming & Evaluation	2

ATTACHMENT I 4

Existing Curriculum			Proposed Curriculum (highlight change)	
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
HSC	443	Public Health Science	3	HSC	443	Public Health Science	3
HSC	445	Epidemiology (3)	3	HSC	445	Epidemiology (3)	3
OR				<mark>OR</mark>			
STAT	281	Introduction to Statistics (3)		<mark>STAT</mark>	<mark>281</mark>	Introduction to Statistics (3)	
				HSC	<mark>452</mark>	Interprofessional Issues in	<mark>3</mark>
						Healthcare	
				HSC	<mark>480</mark>	Telehealth for the Interprofessional	<mark>3</mark>
						Team	
NURS	201	Medical Terminology	1	NURS	201	Medical Terminology	1
NUTR	111	Food, People and the Environment	3	<mark>NUTR</mark>	<mark>111</mark>	Food, People and the Environment	<mark>3</mark>
PSYC	417	Health Psychology	3	PSYC	417	Health Psychology	3
		Select 9 credits from the following:	9			Select 9 credits from the following:	<mark>.</mark>
CA	230	Consumer Behavior	3	<mark>CA</mark>	<mark>230</mark>	Consumer Behavior	<mark>3</mark>
CS	381	Professional Behavior at Work	3	<mark>CS</mark>	<mark>381</mark>	Professional Behavior at Work	<mark>3</mark>
EXS	350	Exercise Physiology	3	<mark>EXS</mark>	<mark>350</mark>	Exercise Physiology	<mark>3</mark>
OR				<mark>OR</mark>			
PE	300	Applied Sport & Exercise Science		<mark>₽</mark>	<mark>300</mark>	Applied Sport & Exercise Science	
HLTH	250	Pre-Professional CPR & First Aid	2	HLTH	250	Pre-Professional CPR & First Aid	<mark>⊋</mark>
HLTH	250L	Pre-Professional CPR & First Aid	0	HLTH	2501	<mark>Pre-Professional CPR & First Aid</mark>	<mark>⊕</mark>
		Lab				Lab	
LDR	210	Foundations of Leadership	3	<mark>LDR</mark>	<mark>210</mark>	Foundations of Leadership	<mark>3</mark>
LDR	435	Organizational Leadership and	3	<mark>LDR</mark>	<mark>435</mark>	<mark>Organizational Leadership and</mark>	<mark>3</mark>
		Team Development				Team Development	
LMNO	201	Introduction to Leadership and	3	<mark>LMNO</mark>	<mark>201</mark>	Introduction to Leadership and	<mark>3</mark>
		Management of Nonprofits				Management of Nonprofits	
NUTR	221	Survey of Nutrition	3	NUTR	<mark>221</mark>	Survey of Nutrition	<mark>3</mark>
OR				OR			
NUTR	225	Nutrition for Exercise and Sport		NUTR	225	Nutrition for Exercise and Sport	
OR	215	XX			215		
NUTR	315	Human Nutrition	-	NUTR	315	Human Nutrition	
HLTH	495	Practicum	3		495	Practicum	<mark>€</mark>
Electives				Electives	S C C C C C C C C C C C C C C C C C C C	a .)	<mark>36</mark>
Summary of Credits for Health Studies (B.S.)							
System General Education Requirements			32-33	System General Education Requirements			<u>31</u>
EHS College Requirements			4	EHS College Requirements			4
Major Requirements			67	Major Requirements			<u>49</u>
Electives			16-17	Electives			<u>36</u>
Total number of hours required for major			88-89	Total number of hours required for major			<mark>68</mark>
Total number of hours required for degree			120	Total number of hours required for degree			120

Academic Requirements:

A minimum final grade of "C" is required in all Major Requirements courses.

8. Explanation of the Change:

The School of Health and Human Sciences in collaboration with the College of Nursing has restructured program requirements and renamed the B.S. in Community and Public Health. The title of the Community and Public Health major will be changed to Health Studies. The restructured Health Studies program will include the addition of two new specializations -1) Health Promotion and 2) Innovative Healthcare Leadership.

The Health Studies major is for students interested in a health-related career path who desire a high degree of flexibility in curriculum options to pursue specific interests. Graduates will be well-

prepared for a variety of career options such as health educator, corporate wellness manager, community health worker, service coordinator, case manager and more. The degree will also pair well with pre-professional and graduate programs which may include occupational therapy, accelerated nursing, physician's assistant, chiropractor, physical therapy, public health, health administration and counseling.

The interdisciplinary design of the curriculum will provide students with a strong foundation in analyzing how economic stability, education, healthcare access, community support structures, policy and other determinants impact community health. Students will be prepared to assess, plan, implement, and evaluate health promotion strategies aimed at improving population health. The rapidly growing use of information and communication technologies in healthcare such as telehealth and health informatics are included in the curriculum, preparing students to meet the dynamic and evolving landscape of healthcare.

For substantial modifications requiring Board approval, complete the items below.

References to external sources should be documented with a footnote (including web addresses where applicable).

9. Date of approval from the Executive Director or designee.

June 4, 2024

10. Identify the program modification requested.

The School of Health and Human Sciences in collaboration with the College of Nursing has restructured the program requirements and renamed the B.S. in Community and Public Health. The Community and Public Health program title will be changed to Health Studies. The restructured Health Studies program will include revised program requirements for the standalone major along with the addition of two new specializations - 1) Health Promotion and 2) Innovative Healthcare Leadership.

Program Name Change

There are similarities between degree programs in Community and Public Health, Health Sciences, Health Studies, and Health Promotion with graduates being equipped to work in a wide variety of settings such as health care, public health departments, community wellness centers, insurance companies, nonprofits, etc. While the resulting career paths are similar, the curricular focus of Community and Public Health degrees typically address a comprehensive view of public health, addressing a wide range of issues from disease prevention to health policy, focusing on larger populations. Health Promotion curricula include similar components on a different scale with an emphasis on promoting healthy behaviors, working directly with individuals and small groups.

Curriculum Redesign and Addition of Specializations

Students will be able to complete the restructured Health Studies major or one of two specializations in Health Promotion or Innovative Healthcare Leadership.

- Health Studies (B.S.)
 - For students who desire a flexible health studies focus with inclusion of health care related courses and a higher number of elective credits to pursue other areas of interest, potential minors, and/or certificates.
 - A higher number of electives may also be beneficial for transfer students and/or students with associate's degrees who wish to complete a bachelor's degree.
 - Greater flexibility for pre-professional students (i.e. occupational therapy, master's public

health, etc.).

- Health Studies (B.S.) Health Promotion Specialization
 - Similar degree requirements as the Health Studies (B.S.), with additional requirements designed to prepare students for eligibility to take the Certified Health Education Specialist (CHES) exam¹ and/or the Certified Wellness Practitioner (CWP) credential.²
- Health Studies (BS) Innovative Healthcare Leadership Specialization
 - For students who wish to pursue roles in healthcare leadership, such as nursing home administrator, health information manager, clinical manager, or social and community service manager.
 - A higher number of electives will allow students to individualize their desired leadership focus.

The Health Studies program requirements were modified to align with revised student learning outcomes and to allow increased flexibility for students to complete their major requirements and select electives, including general education requirements. The removal of some required courses increased the elective credit options which could benefit transfer students from other programs and graduates of two-year programs who desire completion of a bachelor's degree. Increased flexibility in elective credits will also accommodate students who have career aspirations to work in a more focused area within health and wellness and desire completion of a minor (i.e. nutrition, leadership, leadership and management of nonprofit organizations, health education, health communication).

11. Provide justification for the desired modification.

The School of Health and Human Sciences engaged in an evaluation of their programs as part of a university wide strategic enrollment planning process. A thorough review of current program data, faculty and student feedback, comparison of other similar health studies programs, healthcare related employment trends, and a desire to provide a more "general health studies" path that could potentially be advantageous for a greater number of students (i.e. associates degrees desiring bachelor's degree, transfer students) were the driving factors in a major name change, curriculum redesign, and the addition of two new specializations.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

The modification will require a revision to the catalog description and the student learning outcomes.

Catalog Description

The Health Studies major is for students interested in a health-related career path who desire a high degree of flexibility in curriculum options to pursue specific interests. Graduates are well-prepared for a variety of career options such a health educator, corporate wellness manager, community health worker, service coordinator, case manager and more. The degree also pairs well with pre-professional and graduate programs which may include occupational therapy, accelerated nursing, physician's assistant, chiropractor, physical therapy school, public health, health administration and counseling.

The interdisciplinary design of the curriculum provides students with a strong foundation in

¹ Certified Health Education Specialist (CHES®) examination. National Commission for Health Education Credentialing (NCHEC). https://www.nchec.org/ches-exam

² Certified Wellness Practitioner (CWP). National Wellness Institute. https://nationalwellness.org/certification/

analyzing how economic stability, education, healthcare access, community support structures, policy and other determinants impact community health. Students are prepared to assess, plan, implement, and evaluate health promotion strategies aimed at improving population health. The rapidly growing use of information and communication technologies in healthcare such as telehealth and health informatics are included in the curriculum, preparing students to meet the dynamic and evolving landscape of healthcare.

Student Learning Outcomes

Upon completion of the Health Studies major, students will:

- Describe major systems of the human body, primary functions, and impact on health and disease.
- Critically appraise research and sources of health information for credibility, relevance, and applicability.
- Analyze how economic stability, education, healthcare access, community support structures, policy, and other social determinants of health impact community health.
- Assess the needs, assets, and capacity of a community population relevant to health and improvement in health outcomes.
- Develop effective and credible health communication strategies, tailored to meet audience needs and respective of diverse populations.
- Work collaboratively in an interprofessional environment to plan, implement, and evaluate health promotion strategies aimed at improving population health.
- Assess the impact of digital health and informatics on healthcare delivery, patient/client engagement, and health outcomes.
- Exhibit professional conduct and ethical behavior in all aspects of practice, including confidentiality, integrity, and respect for individuals and communities.

13. Indicate the number of students currently enrolled in the program.

36 students (Academic Year 2024-2025 Enrollment Data from SDBOR Edify, accessed August 23, 2024)

14. Describe the real impact to students.

Students in the Health Studies major will have greater flexibility in choosing electives that meet their interests and career goals. An increase in electives could also be advantageous for transfer students and graduates with existing associate's degrees who desire completion of a bachelor's degree. Pre-professional students (i.e. OT, MPH) can tailor plans of study within the Health Studies major to maximize their learning portfolio for application to graduate schools. Graduates of the program will also have an introductory background in e-Health and Health Informatics which could be viewed by future employers as an advantage compared to graduates of programs without this requirement.

15. Describe the real impact to the university.

The Health Studies program, with separate proposals for two new specializations under this major, are an excellent representation of the positive outcomes realized thru collaborations across academic departments, colleges, and within the SDBOR system to provide students with educational opportunities that may not be feasible or efficient to achieve as a standalone school/department. The effect on student credit hour generation in the proposed curriculum revision and development of two new specializations will primarily impact the School of Health and Human Sciences and the
College of Nursing. Despite the removal of some HLTH and other department courses delivered by the School of Health and Human Sciences from the major requirements, the total effect may not change significantly based on the addition of the two new specializations.

16. Describe any cost associated with the program modification.

No cost will be associated with this modification.

17. Describe any risks and unintended consequences associated with the program modification.

The school anticipates no risks or unintended consequences with the modification.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification will be effective for new students in the 2025-2026 academic catalog. Following SDBOR Policy 2.6.2 existing students may elect a catalog of graduation that is later than their initial catalog.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – G DATE: December 11-12, 2024

SUBJECT

Revisions to Terminal Degrees Table – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

<u>AAC Guideline 2.7.1.B</u> – Terminal Degree Table Modifications <u>AAC Guideline 2.7.1.B(1)</u> – Terminal Degrees Table

BACKGROUND / DISCUSSION

Per AAC Guideline 2.7.1.B, revisions to the terminal degree table are approved by AAC and the Board of Regents. South Dakota State University requests to make the following revisions to the terminal degree table (also noted in Yellow within Attachment I):

Discipline	Proposed Revisions for SDSU
Graphic Design	MFA*

IMPACT AND RECOMMENDATIONS

SDSU has added the asterisk to this entry on the table, to indicate that an MA degree, plus professional experience, training, and expertise can be considered equivalent to an MFA. This practice will better align the program with current faculty appointment standards in the discipline. An explanation of the exception is made at the end of the terminal degree table, which states:

*In addition there are administratively approved explanations/justifications for: Graphic Design - a combination of MA degree plus professional experience, training, and expertise

These internally approved documents are justified with data about faculty in the profession and reference to accreditation criteria. In these areas the combination of academic degree and work experience is relevant.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to AAC Guideline 2.7.1.B(1) – Terminal Degrees Table

DRAFT MOTION 20241211_5-G:

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

TERMINAL DEGREES BHSU DSU NSU	TERMINAL DEGREES	VAL DEGREES		SDSM&T	SDSU*	USD
2h.D, DBA Ph.D, DBA, J	Ph.D, DBA, J	D with CPA	Ph.D, DBA, Ed.D. with CPA, JD with CPA		Ph.D, DBA	Ph.D., DBA
					USAF Determines	
					Ph.D	
					Dh.D	
					Ph.D	
					Ph.D, Ed.D	
					Dh.D	
					Ph.D or Ed.D	
					Dh.D	
					Ph.D	
					Dh.D	
						Ed.D. or Ph.D. with licensure and clinical
						practice in addiction or
h.D., Ed.D.					Ph.D	Ph.D
					Ph.D	Ph.D, MD, DO, DPM, PharmD
					Ph.D, DVM	
					Dh.D	Ph.D
					Ph.D, MFA	
					M.Arch, D.Arch, MS in Arch Design (coupled with B.Arch), Doctor of Design (coupled with a B.Arch or M.Arch)	
2h.D, Ed.D, MFA Ph.D, D	Ph.D, D	.A., MFA	Ph.D, MFA	Ph.D, MFA	DA, Ph.D, MFA	MFA, PhD
Ph.D, D	Ph.D, D,	A, MFA, Ed.D			DA, Ph.D, MFA	MFA, Ph.D, Ed.D
					Ph.D; Ed.D	MA/MS + certification by the Nat'l Athletic Training Assn
				Ph.D	Ph.D	
					Ph.D, Ed.D, DM	
						Ph.D., MD, DO, DPM, PharmD
				Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD

		TERMIN	VAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	USD
Biology	Ph.D, DA	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Biological Engineering				Ph.D		
Biological Sciences		Ph.D, Ed.D			Ph.D	Ph.D
Biomedical Engineering				Ph.D		Ph.D
Botany		Ph.D, Ed.D			Ph.D	
Business Administration (Management)	Ph.D, DBA, JD*	Ph.D, JD, DBA	Ph.D, DBA, Ed.D, JD		Ph.D, JD, DBA	Ph.D, DBA, JD*
Business Education	Ph.D, Ed.D., DBA	Ph.D, JD,DBA, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D
Chemistry	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Chemical Engineering				Ph.D		
Civil Engineering				Ph.D	Ph.D	
Combined PhD						PhD, MD, DO, DPM, PharmD
Communications/Mass-Journalism	Ph.D, Ed.D, MFA**	Ph.D, MFA, DA			Ph.D, Ed.D	JD, MFA, Ph.D, Ed.D
Communications/Theatre		Ph.D, MFA, DA			Ph.D, DA, MFA	
Communications Arts/Theatre		Ph.D, MFA, DA			Ph.D, MFA, DA	
Communications - English	Ph.D, Ed.D, DA	Ph.D, MFA, DA			Ph.D	
Communications - Speech	Ph.D, Ed.D	Ph.D, MFA, DA			Ph.D	Ph.D
Communication Disorders						Ph.D; AuD, SLPD
Computer Applications	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D, D.Sc.			Ph.D	
Computer Game Design		MFA or MS degree in a technical field related to computer science or engineering				
Computer Engineering				Ph.D		
Computer Programming	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D, D.Sc.			D.hg	
Computer Science/Information Systems		Ph.D, D.Sc.	Ph.D, Ed.D	D''D	Ph.D	Ph.D
Construction Management					Ph.D, DM, Ed.D, DT, DIT	
Counseling & Human Resource Development					Ph.D, Ed.D	
Counseling & Psychology in Education						PhD, EdD

		TERMI	VAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	*USU*	OSD
Construction Engineering & Management				Either a Ph.D. in Civil Engineering or related field; OR, a terminal degree such as a JD and significant experience in the area of civil engineering or construction engineering management		
Consumer Affairs					Ph.D, Ed.D	
Curriculum & Instruction	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Cyber Sciences		Ph.D, D.Sc.				
Dairy Manufacturing					Ph.D	
Dairy Production					Dh.D	
Dairy Science					Ph.D	
Dental Hygiene						MA/MS*, DDS
Dietetics					Dh.D	
Early Childhood Education	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Earth Science					Ph.D	Ph.D
Economics	Ph.D, DA	Ph.D, DBA	Ph.D, Ed.D, DBA		Ph.D	Dh.D
Education		Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Education Administration					Ph.D, Ed.D	Ph.D, Ed.D
Electrical Engineering				Ph.D	Ph.D	
Electronics Engineering Technology					Ph.D, DM, Ed.D, DT, DIT	
Elementary Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
Engineering Management				Ph.D		
Engineering Physics					Ph.D	
English	Ph.D, DA, Ed.D****, MFA for composition and creative writing positions only	Ph.D, DA, MFA, Ed.D	Ph.D, Ed.D, DA	D.rd	Ph.D, MFA for creative writing positions only	Ph.D, MFA for creative writing positions only
Environment Management					Ph.D	
Environmental Engineering				Ph.D		
Environmental Physical Science	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D	
European Studies					Dh.D	
Exercise Science		Ph.D, Ed.D			Ph.D, Ed.D, DPH	
Family & Consumer Science Education					Ph.D, Ed.D	

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	OSD	DO, MD, Ph.D	Ph.D	Ph.D, Ed.D, Pe.D	Ph.D							Ph.D			Ph.D, Ed.D		Ph.D, Ed.D, Pe.D	Ph.D, Ed.D	Ph.D, Ed.D, MD, DO, DDS/DDM, DPM or clinical doctorate	Ph.D Ed.D	Ph.D	Ph.D				Ph.D		Ph.D
	SDSU*			Ph.D, Ed.D, DPH		Ph.D	Ph.D	Ph.D				Ph.D	Dh.D	MFA*	Ph.D, Ed.D, DPH				Ph.D, DPH		Ph.D		Ph.D	Ph.D, DM	Ph.D, Ed.D			Ph.D
	SDSM&T						Ph.D		Ph.D	Ph.D	Ph.D.										Ph.D							
VAL DEGREES	NSN						Ph.D, Ed.D, DA														Ph.D, Ed.D, DA						Ph.D, Ed.D, DA	
TERMIN	DSU						Ph.D, DA									MA or MBA or MS degree plus registered health information administrator or registered health information technician certification					Ph.D, DA							
	BHSU						Ph.D, DA													Ph.D, Ed.D, DHA	Ph.D, DA					Ph.D, DBA	Ph.D, Ed.D, DA	Ph.D, Ed.D, DA, JD*
	Discipline	Family Medicine	Finance	Fitness-Wellness Management, Health, and Physical Education	French Studies	General Agriculture	Geography	Geographic Information Systems	Geology	Geological Engineering	Geophysics and Seismology	German	Gerontology	Graphic Design	Health Education	Health Information Management	Health, Physical Education & Recreation	Health Promotion	Health Science	Health Services Administration	History	History & Criticism	Horticulture	Hospitality Management	Human Development & Family Studies	Human Resource Management	Human Services	Indian Studies

ATTACHMENT I

		TERMI	NAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	OSU
Industrial Engineering				Ph.D		
Industrial Management/Technology		Ph.D, DBA				
Instrumental Music	Ph.D, Ed.D, DMA	Ph.D, MFA, DMA, DA	Ph.D, Ed.D, DMA, DA		Ph.D, DMA, MFA	MFA, DMA
Interior Design					Ph.D, MFA, M. Arch., D. Arch., MS in Arch (coupled with an ID undergraduate degree), and Doctor of Design (coupled with an ID undergraduate degree	
Internal Medicine						DO, MD
International Studies						Ph.D
Journalism		Ph.D, MFA, DA			Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Kinesiology and Sport Science						PhD, EdD
Lab Animal Services					DVM	DVM,
Landscape Design					PH.D or MLA	
Law						JD*
ਤ੍ਰੀ-aw Library Director						MLS and JD
Library					Ph.D or MLS + 2nd Masters; MLS or MLIS for Assistant Librarian rank; MLS or MLIS + Ph.D or 2 nd Masters for Associate Librarian and Librarian ranks	MLIS, MLS*
Library Media (Teaching)	Ph.D, Ed.D, MLS		Ph.D, Ed.D, MLS			Ph.D, Ed.D
Library Media (Non-Teaching)	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS			
Library Science		MLS from an ALA accredited program		Ph.D, MLS		
Marketing	Ph.D, DBA	Ph.D, DBA	Ph.D, DBA		Ph.D, DBA	Ph.D, DBA
Mass Communication					Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Materials Engineering & Science				Ph.D		
Mathematics	Ph.D, DA	Ph.D	Ph.D, Ed.D, DA	Ph.D, DA	Ph.D	Ph.D
Mechanical Engineering				Ph.D	Ph.D	
Medical Library						WLS*
Medical Laboratory Science					Ph.D, DCLS, Ed.D in conjuction with MLS (ASCP)	MA/MS*
Metallurgical Engineering				Ph.D		

		TERMI	VAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	OSD
licrobiology				Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD
liddle School Ph	h.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D	Ph.D, Ed.D
ilitary Science					Determined by US Army	Determined by U.S. Army
lining Engineering				Ph.D		
lodern Languages					Ph.D	Ph.D
lolecular Biology				Ph.D		
lusic		Ph.D, DA,MFA, DMA	Ph.D, DA, DMA	Ph.D, DMA	Ph.D, DMA, MFA, DA	DMA, PhD, D.A., D.M.
lusic Education		Ph.D, DA,MFA, DMA, Ed.D			Ph.D, DMA, MFA, DA	Ph.D, Ed.D
usic Merchandising					Ph.D, DMA, MFA, DA	
usic (Non-Teaching)	H.D, Ed.D, DMA		Ph.D, DA, DMA		Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
lusic Studio/Applied					Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
anoscience & Nanoengineering				Ph.D		
ursing					Ph.D, Doc N Science,	Ph.D (nursing or related
					Ed.D, DNP	field), DNS, Ed.D, and D.N.P.
ursing Practice					DNP	PhD (nursing or related
0						field), Ed.D, DNP, CRNA
						(doctorally-prepared), DNAP, MD, DO
utition 8 Eard Science						
					LI.U	
ccupational Therapy						PhD, DrOT, OTD, EdD, DSc*
ffice Administration	h.D, Ed.D, DBA	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA			
perations Management					Ph.D, DM, Ed.D, DT, DIT	Ph.D
rnithology						Ph.D
utdoor Education	h.D, Ed.D					
est Management					Ph.D	
narmaceutical Sciences					Ph.D, Pharm.D	
harmacy					Ph.D, Pharm.D	
hilosophy					Dh.D	Ph.D
hysical Education	h.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
nysical Therapy						DPT, PhD, EdD, or DSc-all plus licensure
						to practice
hysician Assistant Studies						MA/MS*

		TERMI	NAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	NSD
Physiology/Pharmacology					Ph.D	Ph.D, MD, DO, DPM, PharmD
Physics	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	D.Sc, Ph.D	Ph.D	Ph.D
Plant Production					Ph.D	
Political Science	Ph.D, DA,	Ph.D, DA	Ph.D, Ed.D, DA, JD		Ph.D, JD	Ph.D, DPA
Political Science/Criminal Justice					Ph.D, JD	Ph.D, DPA, JD
Psychiatry						Ph.D, MD, DO
Psychology	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Public Administration					Ph.D, DPA	Ph.D, DPA
Public Health					M.P.H., D.P.H., Ph.D, or	M.P.H., D.P.H., Ph.D,
					clinical doctorate	Ed.D, MD, DO, DDS/DDM, DPM or clinical doctorate
Public Relations					Ph.D, Ed.D	
Range Science					Ph.D	
Religious Studies					Ph.D, Div.	
Respiratory Care					MS + RRT or	
					MA + RRT	
Rural Sociology					Ph.D	
Science / Physical	Ph.D	Ph.D, Ed.D			Ph.D	
Social Science	Ph.D, DA		Ph.D, Ed.D, DA	Ph.D	Ph.D	
Social Work					Ph.D, DSW	MSW
Sociology	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA, JD	Ph.D	Ph.D	Ph.D
SD University Affiliated Program						MSW, Ph.D, Ed.D, MD, DO
Spanish	Ph.D		Ph.D, Ed.D		Ph.D	Ph.D
Special Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
Speech	Ph.D, MFA***	Ph.D, DA, MFA	Ph.D, Ed.D, DA		Ph.D	Ph.D
Sport, Recreation, and Park Management					Ph.D, Ed.D	
Statistics				Ph.D		
Taxation						LLM or MT, Ph.D, DBA
Technology	Ph.D, Ed.D	Ph.D, Master's plus industry experience, D.Sc.				
Theatre		Ph.D, DA, MFA	Ph.D, Ed.D, MFA, DA		Ph.D, DA, MFA	MFA, Ph.D, Ed.D
Tourism and Hospitality	Ph.D, DBA					
Visual Arts-Studio					Ph.D, DA, MFA	MFA
Vocal Music	Ph.D, Ed.D, D.M.A.		Ph.D, Ed.D, DMA		Ph.D, DMA, MFA	MFA, DMA
Wellness Management	Ph.D, Ed.D					Ph.D, Ed.D

		TERMIN	AL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	USD
Wildlife Fisheries					Ph.D	
Veterinary Science					Ph.D, DVM	
Black Hills State University						
*In cases where the institution hires a J.D. fo	r the specific purpose of I	using his/her legal expertise	in law-related classes, the	at degree shall be conside	red terminal.	
** Graphics, Photography, or Multi-media On	ly					
*** Theatre						
**** Applies only to English Education						
We do not hire on a tenuire track contract un	ogy Jess the nerson has an ea	arned doctorate Doctorates	rapresented by our curra	ot faculty are:		
Doctor of Philosophy (Ph.D)						
Doctor of Arts (D.A.)						
Doctor of Music Arts (D.M.A.)						
Doctor of Education (Ed.D)						
🕂 Juris Doctor (JD)						
Doctor of Science (D.Sc.)						
The degrees and discipline areas shown in the	he table are those of our	current permanent faculty.				
Part-Time faculty are hired in various discipli	nes on an as needed bas	is.				
The following degrees are considered to be t	erminal degrees for purp.	oses of promoton amoung o	our Lecturer Series faculty:			
Master of Arts (M.A.)						
Master of Science (M.S.)						
Master of Library Science (M.L.S.)						
Master of Fine Arts (M.F.A.)						
Master of Philosophy (M.PHIL.)						
With the exception of our professional librari	ans, these positions are a	all ones with substantial soft	money support.			
South Dakota State University						
Wherever a Ph.D is noted, other doctorates	such as Ed.D, DTA, DA, I	Doc. Sci, etc. will be conside	ered terminal degrees in p	lace of the Ph.D in any are	a if appropriate to the assig	inment.
Degrees regarded by South Dakota State Ur	niversity as terminal degre	ees for appointment, promoti	ion, and tenure purposes	are as follows:		
Master of Fine Arts (MFA)						
Master of Landscape Architecture (MLA)						
Master of Library Science (MLS) when corr	bined with a second mas	sters degree				
Master of Social Work (MSW) (in the past;	would be reevaluated with	th new appointments)				

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ATTACHMENT I

		TER	MINAL DEGREES			
Discipline	BHSU	DSU	NSN	SDSM&T	SDSU*	USD
Director of Education (Ed.D)						
Doctor of Arts (DA)						
Doctor of Business Administration (DBA)						
Doctor of Dental Science (DDS)						
Doctor of Divinity (DD)						
Doctor of Engineering (D.Eng)						
Doctor of Industrial Technolgoy (DIT)						
Doctor of Jurisprudence (JD)						
Doctor of Medicine (MD)						
Doctor of Music Arts (DMA)						
Doctor of Pharmacy (PharmD) (<i>if a first entr</i>)	y into practice degre	e, it would be necessary fo	r individual to have experience	and/or a residency or post	loctoral experience to progre	ess through the ranks)
Doctor of Philosophy (Ph.D)						
Doctor of Public Administration (DPA)						
Doctor of Public Health (DPH)						
Doctor of Science (D.Sci)						
Doctor of Teaching Arts (DAT or DTA)						
👲 Doctor of Technology (DT)						
Doctor of Veterinary Medicine (DVM)						
*In addition there are administratively approve	ed explanations/justif	fications for:				
Journalism - a combination of degree plus w	vork in the field is de	scribed relative to the varic	ous ranks			
Graphic Design - a combination of MA degre	ee plus professional	experience, training, and e	sxpertise			
Engineering Technology - a combination of	degree plus industria	al experience is described	relative to the various ranks			
These internally approved documents are just experience is relevant.	tified with data about	t faculty in the profession a	nd reference to accreditation cr	iteria. In these areas the co	mbination of academic degre	ee and work
University of South Dakota						
Dental Hygiene: MA or MS in an approved r	elated area plus a b	accalaureate degree in Dei	ntal Hygiene			
Law: Issued by a school accredited by the A	merican Bar Associa	ation	:	•		
Law Library: MLS issued by a school accred	lited by the Americar	n Library Association and a	JD issued by a school accredi	ted by the American Bar As.	sociation	
Library: Issued by a school accredited by the	e American Library A	Association plus a second r	nasters or a Specialist or a Doc	storate in a disciplinary area		
Medical Library: With certification by the Me	dical Library Associa	ation plus a second master.	s in a discipline area			
Occupational Therapy: Plus licensure if the	degree is in Occupa	ational Therapy.				
Physical Therapy: Plus licensure if the degree	ee is in Physical The	trapy.				
Physician Assistant: Master's degree in any	discipline					

ATTACHMENT I 10

SOUTH DAKOTA BOARD OF REGENTS

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

AGENDA ITEM: 5 – H DATE: December 11-12, 2024

SUBJECT

Agreement on Academic Cooperation – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.3 – Agreements and Contracts

BACKGROUND / DISCUSSION

BOR Policy 5.3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota State University (SDSU) seeks approval to enter into an agreement on academic cooperation with Bursa Uludağ University, located in Bursa, Turkey.

IMPACT AND RECOMMENDATION

The agreement with Bursa Uludağ University 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 – SDSU & Bursa Uludağ University

DRAFT MOTION 20241211_5-G:

I move to approve South Dakota State University to finalize and execute the agreement on academic cooperation between SDSU and Bursa Uludağ University in substantially similar form to that set forth in Attachment I.





AGREEMENT ON ACADEMIC COOPERATION BETWEEN SOUTH DAKOTA STATE UNIVERSITY, USA AND BURSA ULUDAĞ UNIVERSITY, TURKEY

FOR A VISITING RESEARCH AND ACADEMIC SCHOLARS

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial opportunity for a Visiting Scholar at South Dakota State University (SDSU) from the Bursa Uludağ University agree to the following:

I. Scope of the Cooperation

- Article 1. The institutions agree to exchange experience and information on questions of pedagogy, organization and contents of instruction, and the training of faculty and students, as appropriate.
- Article 2. The institutions agree to exchange scientific and technical expertise, educational practices, as well as exhibitions and other materials, as appropriate, illustrating the activities and achievements of both institutions.
- Article 3. The institutions agree, as appropriate, to help faculty members of both parties to conduct joint research projects. Specifically, to offer to students from Bursa Uludağ University a Visiting Research/Academic Scholar positions in Ag & Biosystems Engineering at South Dakota State University.
- Article 4. Both institutions agree to discuss other proposals relating to future collaborations, including the possibility of brief exchange visits, joint publication of research, and other similar projects as appropriate.

II. Visiting Research/Academic Scholars -Visa and Insurance Requirements

- A. Under this agreement, Visiting Research/Academic Scholars taking part in programs at South Dakota State University shall comply with the immigration requirements of the host university.
- B. South Dakota State University and Bursa Uludağ University will provide the appropriate assistance to the Visiting Research Scholars and will assist with finding appropriate housing near campus.
- C. The Host Institution shall provide the Visiting Research Scholars with a formal letter of invitation and other documents as may be required to establish Visiting Scholar status to obtain a J-1 visa.
- D. The Department of Ag & Biosystems Engineering at South Dakota State University will offer students from Bursa Uludağ University a Visiting Research Scholar position. This will give students an opportunity to expand his/her experience in the area of research from the perspective of the U.S.
- E. The Visiting Research Scholars, besides assisting with research in the laboratory, will participate in seminars, industry meetings, and journal clubs in the Department. The Visiting Scholar is also encouraged to interact with other groups in the Department as well as with scientists in other parts of the South Dakota State University where they find areas of mutual interests. The Visiting Scholars will report to Dr. Xufei Yang South Dakota State University.
- F. The Visiting Research Scholar will purchase health insurance with the South Dakota Board of Regents plan. In addition, an official copy of the Visiting Research Scholar's diploma, which is needed for his official appointment, will be required.
- G. The institutions agree to comply with all applicable U.S. export control laws and regulations.

III. Appointment of Coordinators

- Article 5. Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact, and this person will coordinate the specific aspects of the agreement.
- Article 6. The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University	Bursa Uludağ University
PRIMARY CONTACT FOR AGREEMENT	PRIMARY CONTACT FOR AGREEMENT
Name: Sally A. Gillman, Ph.D.	Name: Seval Sahin
Title: Director for Education Abroad	Title: Office Coordinator
Office: Office of International Affairs	Office: International Academic Relations
Mailing Address: Briggs Library, Suite 119	Mailing Address: Bursa Uludag University
Brookings, SD 57007, USA	Bursa Uludag University, Bursa, Turkey
Email: sally.gillman@sdstate.edu	Email: uaik@uludag.edu.tr
Telephone: 605-688-6094	Telephone: +90 224 294 2816
ACADEMIC UNIT CONTACT	ACADEMIC UNIT CONTACT
Name: Dr. Kasiviswanathan Muthukumarappan	Name: Dr. Ferudun Yilmaz
Title: Klingbeil Endowed Dept Head and Distinguished	Title: Rector
Professor	Office: Bursa Uludag University
Office: Ag & Biosystems Engineering	Mailing Address: Bursa Uludag University
Mailing Address: Raven Precision Ag Building 136H,	Bursa, Turkey
Box 2100 Brookings, SD 57007	
Email: kas.mutthukumg@sdstate.edu	Email: uaik@uludag.edu.tr
Telephone: (605) 688-5666	Telephone: +90 224 294 2816
	-

Article 7. The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

IV. Terms of Agreement

- Article 8. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.
- Article 9. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions. Additional joint activities, such as student or faculty exchange, will require the execution of a separate agreement.
- Article 10. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
- Article 11. Nothing in the above agreement shall be construed as being legally binding.
- Article 12. This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of

these reasons is not a default by the State nor does it give rise to a claim against the State.

In the spirit of international friendship and cooperation, we hereby set our signatures:

for South Dakota State University

Barry H. Dupn, President

Date

for Bursa Uludağ University

Prof. Dr. Ferudun Yilmaz, Rector

Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – I (1) DATE: December 11-12, 2024

SUBJECT

Articulation Agreements – SDSMT

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.2.2.1 – Seamless Transfer of Credit BOR Policy 2.2.2.3 – External (Non-Regental System) Accredited University/College Transfer of Credit

BACKGROUND / DISCUSSION

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

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2.2.2.1, South Dakota School of Mines & Technology requests approval of following articulation agreements:

- Students who have completed an AS degree in Engineering (Civil) at Casper College may apply up to 65 credits toward the BS in Civil Engineering at SDSMT.
- Students who have completed an AS degree in Engineering (Civil) at Gillette College may apply up to 62 credits toward the BS in Civil Engineering at SDSMT.
- Students who have completed an AS degree in Engineering (Geological) at Gillette College may apply up to 59 credits toward the BS in Geological Engineering at SDSMT.

(Continued)

DRAFT MOTION 20241211 5-I(1):

I move to approve South Dakota School of Mines & Technology to finalize and execute articulation agreements with Casper College, Gillette College, and Northern State University in substantially similar form to that set forth in Attachment I.

Articulation Agreements – SDSMT December 11-12, 2024 Page 2 of 2

- Students who have completed an AS degree in Engineering (Industrial) at Casper College may apply up to 61 credits toward the BS in Industrial Engineering and Engineering Management at SDSMT.
- Students who have completed an AS degree in Engineering (Industrial) at Gillette College may apply up to 65 credits toward the BS in Industrial Engineering and Engineering Management at SDSMT.
- Students who have completed an AA degree in General (Industrial Engineering Track) at Northern State University may apply up to 61 credits toward the BS in Industrial Engineering at SDSMT.
- Students who have completed an AS degree in Engineering (Metallurgical) at Casper College may apply up to 66 credits toward the BS in Metallurgical Engineering at SDSMT.
- Students who have completed an AS degree in Engineering (Metallurgical) at Gillette College may apply up to 63 credits toward the BS in Metallurgical Engineering at SDSMT.

ATTACHMENTS

Attachment I – SDSMT Articulation Agreements



Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Casper College

Associate of Science – Engineering (Civil)

General Education Co	ourses			27 CREDIT HOURS			
	Credit Hours	Community College Course No.	Course 1	itle or Category			
Reasoning & Inquiry	4	CHEM 1020	General Chemistry I				
Math Computation	4	MATH 2200	Calculus I				
Written Comm	3	ENGL 1010	English Composition I				
Oral Communication	3	COMM 2010	Public Speaking				
Humanities	3	Select 1 course from	Humanities General Education (HU 0000) List				
Social Science	3	Select 1 course from	Social Science General Education (SSC 0000) List				
Fine Arts	3	Select 1 course from	Fine Arts General Education (F	A 0000) List			
US-WY Constitution	3	Select 1 course from	US and Wyoming Constitution	is (CNST 0000) List			
Health Wellness	1	Select 1 course from*	Health and Wellness General	Education (HW 0000) List			

Required Courses			17 CREDIT HOURS	
	Credit Hours	Course No.	Course Title	
Mathematics &	4	MATH 2205	Calculus II	
Science	4	PHYS 1310*	College Physics I	
	3	ES 1101	Introduction to Engineering Study	
Engineering	3	ES 1060	Introduction to Engineering Problem Solving	
	3	ES 2110	Statics	

Program Elective Courses			23 CREDIT HOURS
	Credit Hours	Course No.	Course Title
	4	ENTK 1500	Engineering Graphics
	3	MATH 2310	Applied Differential Equations
	3	ES 2330	Fluid Dynamics
Program Elective 4		MATH 2210	Calculus III
	3	ES 2410	Mechanics of Materials
	3	ES 2120	Dynamics
	3	ES 2310	Thermodynamics

Associate of Science – Engineering (Civil) Total:

67 CREDIT HOURS *(65 Credits Apply)

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Civil Engineering

General Education Co	3 CREDIT HOURS			
	Credit Hours	Community College Course No.	Course 1	Title or Category
Written Communication	3	ENGL 289	Explorations in STEM Commu	nications

Major Required Courses			42 CREDIT HOURS
	Credit Credit C		Course Title
	3	CEE 274	Construction Engineering and Management
	3	CEE 326	Environmental Engineering and Science I
	3	CEE 284	Applied Numerical Methods
Civil Engineering	3	CEE 316/316L	Engineering and Construction Materials w/Lab
	3	CEE 336/336L	Hydraulic Systems Design w/Lab
	3	CEE 346/346L	Geotechnical Engineering w/Lab
	3	CEE 353	Structural Theory
	3	CEE 325	Introduction to Sustainable Design
	9	Select 3 courses from	CEE 327/327L, CEE 337, CEE 347/347L, or CEE 456
	3	CEE 468	Highway Engineering
	3	CEE 463	Concepts of Professional Practice
3		CEE 489	Capstone Design Project

Other Required Courses			11 Credit Hours	
	Credit Hours	Course No.	Course Title	
Mathematics and 3 Science 3		CHEM 114	General Chemistry II	
		Select 1 course from	CSC 170/170L, MATH 443, GEOE 221/221L	
		MATH 381	Introduction to Probability and Statistics	
Economics	2	IENG 301	Basic Engineering Economics	

Elective Courses			9 credit hours
	Credit Hours	Course No.	Course Title
Dept Approved	9	Select from list	Department Approved Electives

	Credit Hours	Course No.	Course Title	
proved	9	Select from list	Department Approved Electives	
			Post-Associate Degree Total	

Bachelor of Science – Civil En	gineering Total:	130 CREDIT HOURS
	8 8	

GUARANTEES

Students who:

- 1. complete the Associate of Science Engineering degree prescribed curriculum at Casper College exactly as it is identified in this articulation agreement, and
- 2. have the degree conferred on their education record at Casper College (post high school graduation), and
- 3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Casper College, and
- 4. pass all 67 credits for the associate degree, earning a grade C- or higher in each course

are guaranteed the following at the South Dakota School of Mines and Technology (South Dakota Mines):

- 1. junior standing at South Dakota Mines with no more than 65 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Civil Engineering.
- 2. admission to South Dakota Mines
- 3. admission to the Bachelor of Science degree in Civil Engineering.

LIMITATIONS

- 1. This agreement is between the Associate of Science Engineering degree at Casper College and the Bachelor of Science degree in Civil Engineering from the above list at South Dakota Mines only.
- 2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
- 3. Student must have a cumulative grade point average (GPA) at the Casper College of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
- 4. The credit and course transfer guarantees described in this agreement apply to the Associate of Science degree at Casper College and the Bachelor of Science degree in Civil Engineering at South Dakota Mines. If the student changes majors at Casper College or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
- 5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Casper College, the student will be required to make up the credit deficiency at South Dakota Mines.
- 6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Casper College.

A2B CONTACT INFORMATION

South Dakota Mines Office of the Provost 605.394.2256 Provost@sdsmt.edu Casper College Academic Affairs [Phone] [Email]

RENEWAL, REVISION, and TERMINATION

- This Associate to Bachelor Articulation Agreement (A2B) shall be in effect July 1 June 30 each year and will
 automatically renew annually unless action is taken by South Dakota Mines or Casper College to terminate or
 modify it.
- 2. The South Dakota Mines Office of the Provost and the Casper College Academic Affairs division will collaborate to coordinate a review the content of the associate and bachelor degrees on a three-year cycle to ensure this A2B is still appropriate.
- 3. South Dakota Mines and the Casper College each reserve the right to seek revision of this agreement at any time.
- 4. Revision of any content of the agreement (except Appendices content) will be approved by each institution and result in a new agreement being signed, with copies retained by each institution.
 - a. Revision to any Appendices will be communicated to each institution, but do not need to be approved by each institution and will not result in a new agreement being signed by each institution.
- 5. South Dakota Mines and the Casper College each reserve the right to seek termination of this agreement at any time.
- 6. Should the agreement be terminated, each institution agrees to collaborate and engage in appropriate plans to notify and work with impacted students, providing a minimum one-year advance notice of termination.

APPROVALS

Lance Roberts, Ph.D.	Date	Brian Kosine, Ph.D.	Date	
Interim President		Interim President		
South Dakota Mines		Casper College		
President@sdsmt.edu		Brandon.Kosine@caspercollege.edu		
James Stone, Ph.D. Provest and Vice President for Aca	Date	Gerald Hawkes, Ph.D.	Date	
South Daketa Mines		Caspor Collogo		
 Marc Robinson, Ph.D.	Date	Jeffrey Sun,	Date	
Interim Department Head		Interim Dean		
South Dakota Mines		Casper College		
Marc.Robinson@sdsmt.edu		Jeffrey.Sun@caspercollege.edu		
		Jared Bowden		
		Academic Chair		
		Casper College		

Appendix A: Course Sequence

Course Sequence: Casper College

Engineering - Civil (A.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman CHEM 1020*		Chemistry I (Reasoning & Inquiry in Science Gen Ed)	4	
Year	ES 1060	Intro to Engineering Problem Solving	3	
Semester	ES 1101	Introduction to Engineering Study	3	
	ENTK 1500	Engineering Graphics (PEL 0000)	4	
	MATH 2200*	Calculus I (Math Computation Gen Ed)	4	
		Total Credits	18	
Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	CNST 0000*	Select 1 course from US/WY Constitution List (Gen Ed)	3	
Year	COMM 2010*	Public Speaking (Oral Comm Gen Ed)	3	
Second	ES 2110	Statics	3	
Semester	ENGL 1010*	English Composition I (Written Communication Gen Ed)	3	
	MATH 2205	Calculus II	4	
		Total Credits	16	
Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	ES 2120	Dynamics (PEL 0000)	3	
Year	FA 0000*	Select 1 course from FA List (Fine Arts Gen Ed)	3	
First Semester	ES 2410	Mechanics of Materials (PEL 0000)	3	
Semester	MATH 2210	Calculus III (PEL 0000)	4	
	PHYS 1310	College Physics I	4	
			s 17	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	HW 0000	Select 1 course from HW List (Health & Wellness Gen Ed)	1	
Year	SSC 0000*	Select 1 course from SSC List (Social Science Gen Ed)	3	
Second Semester	HU 0000*	Select 1 course from HU List (Humanities Gen Ed)	3	
	ES 2310	Thermodynamics (PEL 0000)	3	
	ES 2330	Fluid Dynamics (PEL 0000)	3	
	MATH 2310	Applied Differential Equations I (PEL 0000)	3	
		Total Credits	16	

*General Education Coursework Total:	30 credit hours
Major and Elective Coursework Total:	37 credit hours
Casper College Coursework Total:	67 CREDIT HOURS

Course Sequence: South Dakota Mines – Fall Semester Start

Civil Engineering (B.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	CEE 284	Applied Numerical Methods	3	
First Semester	CHEM 114	General College Chemistry II	3	
- FALL	CEE 336/336L	Hydraulic Systems Design w/Lab	3	
	CEE 353	Structural Theory	3	
	CEE 346/346L	Geotechnical Engineering I	3	
	CEE 316/316L	Construction Materials	3	
		Total Credits	18	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	CEE 326	Environmental Engineering I	3	
Second	CEE 325	Introduction to Sustainable Design	3	
Semester - SPRING	CEE 274	Construction Engineering & Management	3	
	Select 3 from list	CEE 327/327L, CEE 337, CEE 456, CEE 347/347L	9	
		Total Credits	18	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	IENG 302	Engineering Economics	3	
First Semester	CEE 463	Concepts of Professional Practice	2	
- FALL	MATH 381	Introduction to Probability & Statistics	3	
	ENGL 289	Explorations in STEM Communication*	3	
		Department Approved Elective	3	
		Total Credi	ts 14	

Semester	Course No.	Course Title	Credit Hours	Completed			
Senior Year	CEE 468	Highway Engineering	3				
Second	CEE 489	Capstone Design	3				
Semester - SPRING	Select 1 from list	CSC 170/170L, MATH 443, GEOE 221/221L	3				
		Department Approved Electives	6				
		Total Credits	15				
	*Concred Education Courseswork Tately 2 and it hours						

*General Education Coursework Total:	3 credit hours
Major and Elective Coursework Total:	62 credit hours
South Dakota Mines Coursework Total:	65 CREDIT HOURS





Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Gillette College

Associate of Science – Engineering (Civil)

General Education Co	ourses			27 CREDIT HOURS
	Credit Hours	Community College Course No.	Course 1	Title or Category
Science	4	CHEM 1020	General Chemistry I	
Mathematics	4	MATH 2200	Calculus I	
	3	Select 1 course from	Cultural Studies "Global Diver	sity" or "Foreign Language" categories
Cultural Studies	3	Select 1 course from	Cultural Studies "Social and Bo	ehavioral Sciences" category
US & WY Constitutions	3	HIST 1211, or 1221, or 1251, or POLS 1000	r US to 1865, or US from 1865, or Wyoming History, or American and Wyoming Government	
Communication	3	ENGL 1010	English Composition I	
Communication	3	COMM 2010	Public Speaking	
Gen Ed Course of Choice	4	MATH 2205	Calculus II	

Required Courses			18 credit hours
	Credit Hours	Course No.	Course Title
Mathematics &	4	MATH 2210	Calculus III
	3	MATH 2310	Applied Differential Equations
Science	4*	PHYS 1310	College Physics I
	1	ES 1000	Orientation of Engineering
Engineering	3	ES 2110	Statics
	3	ES 2120	Dynamics

Program Elective Cou	urses		20 CREDIT HOURS
	Credit Hours	Course No.	Course Title
ES Elective	3	ES 2410	Mechanics of Materials I
	4	CHEM 1030	General Chemistry II
	3	ES 2330	Fluid Dynamics
Program Elective	3*	ENTK 1500	Engineering Graphics
	4	ENTK 2070	Engineering Surveying I
	3	ES 1060	Introduction to Engineering Problem Solving

Associate of Science – Engineering (Civil) Total:

65 CREDIT HOURS (*62 credits apply)

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Civil Engineering

General Education Co	6 CREDIT HOURS			
	Credit Hours	Community College Course No.	Course 1	itle or Category
Written Communication	3	ENGL 289	Explorations in STEM Commu	nications
Arts & Humanities	3	Select 1 course from	General Education Arts and H	umanities (Goal 4)

Major Required Cour	ses		38 credit hours
	Credit Hours	Course No.	Course Title
	3	CEE 326	Environmental Engineering I
	3	CEE 325	Intro to Sustainable Design
	3	CEE 274	Construction Engineering & Management
	3	CEE 336/336L	Hydro Systems Design
	3	CEE 353	Structural Theory
Civil Engineering	3	CEE 346/346L	Geotechnical Engineering I
	3	CEE 316/316L	Construction Materials
	9	Select 3 of the following:	CEE 327/327L, CEE 337, CEE 456, CEE 437/347L
	3	CEE 468	Highway Engineering
	2	CEE 463	Concepts of Professional Practice
	3	CEE 489	Capstone Design

Other Required Courses			9 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Economics	3	IENG 302	Engineering Economics
Mathematics	3	MATH 381	Intro to Probability & Statistics
Other Math/Science	3	Select 1 of the following:	CSC 170/170L, MATH 443, GEOE 221/221L

Elective Courses			15 Credit Hours
	Credit Hours	Course No.	Course Title
Electives	15	Select from list	Department Approved Electives

Post-Associate Degree Total: 68 CREDIT HOURS

Bachelor of Science – Civil Engineering Total: 130 CREDIT HOURS

GUARANTEES

Students who:

- 1. complete the Associate of Science Engineering degree prescribed curriculum at Gillette College exactly as it is identified in this articulation agreement, and
- 2. have the degree conferred on their education record at Gillette College (post high school graduation), and
- 3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Gillette College, and
- 4. pass all 64 credits for the associate degree, earning a grade C- or higher in each course

are guaranteed the following at the South Dakota School of Mines and Technology (South Dakota Mines):

- 1. junior standing at South Dakota Mines with no more than 68 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Civil Engineering.
- 2. admission to South Dakota Mines
- 3. admission to the Bachelor of Science degree in Civil Engineering.

LIMITATIONS

- 1. This agreement is between the Associate of Science Engineering degree at Gillette College and the Bachelor of Science degree in Civil Engineering at South Dakota Mines only.
- 2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
- 3. Student must have a cumulative grade point average (GPA) at the Gillette College of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
- 4. The credit and course transfer guarantees described in this agreement apply to the Associate of Science degree at Gillette College and the Bachelor of Science degree in Civil Engineering at South Dakota Mines. If the student changes majors at Gillette College or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
- 5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Gillette College, the student will be required to make up the credit deficiency at South Dakota Mines.
- 6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Gillette College.

A2B CONTACT INFORMATION

South Dakota Mines Office of the Provost 605.394.2256 <u>Provost@sdsmt.edu</u>

Gillette College Academic & Student Affairs 307.681.6000 admissions@gillettecollege.org

RENEWAL, REVISION, and TERMINATION

- This Associate to Bachelor Articulation Agreement (A2B) shall be in effect July 1 June 30 each year and will
 automatically renew annually unless action is taken by South Dakota Mines or Gillette College to terminate or
 modify it.
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- 3. South Dakota Mines and the Gillette College each reserve the right to seek revision of this agreement at any time.
- 4. Revision of any content of the agreement (except Appendices content) will be approved by each institution and result in a new agreement being signed, with copies retained by each institution.
 - a. Revision to any Appendices will be communicated to each institution, but do not need to be approved by each institution and will not result in a new agreement being signed by each institution.
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- 6. Should the agreement be terminated, each institution agrees to collaborate and engage in appropriate plans to notify and work with impacted students, providing a minimum one-year advance notice of termination.

APPROVALS

Lance Roberts, Ph.D. Interim President South Dakota Mines	Date	Janell Oberlander, Ed.D. President Gillette College	Date
James Stone, Ph.D. Interim Provost and Vice Presiden South Dakota Mines	Date t for Academic Affairs	Barry Spriggs, Ph.D. Barry Spriggs, Ph.D. Vice President for Academic and Student A Gillette College	Date ffairs
Marc Robinson, Ph.D. Interim Department Head	Date	Martin Fashbaugh Dean of Arts and Sciences	Date
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Appendix A: Course Sequence

Course Sequence: Gillette College

Engineering - Civil (A.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	MATH 2200	Calculus I	4	
Year First Somostor	CHEM 1020	General Chemistry I	4	
First Semester	ES 1000	Orientation of Engineering	1	
	ENGL 1010	English Composition	3	
	ES 1060	Intro to Engineering Problem Solving (Program Elective)	3	
		Total Credits	15	

Semester	Course No.	Course Title		Credit Hours	Completed
Freshman	COMM 2010	Public Speaking (Advanced Writing)		3	
Year	CHEM 1030	General Chemistry II (Program Elective)		4	
Second	ES 2110	Statics		3	
Semester	MATH 2205	Calculus II		4	
	PHYS 1310	College Physics I		4*	
			Total Credits	18	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	MATH 2210	Calculus III	4	
Year First Semester	ES 2120	Dynamics	3	
First Semester	Select 1 course from:	Cultural Studies: Foreign Language or Global Diversity areas	3	
	ES 2410	Mechanics of Materials I (ES Program Elective)	3	
	Select 1 course from:	HIST 1211, HIST 1221, HIST 1251, POLS 1000 (US/WY Const)	3	
		Total Credits	16	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	MATH 2310	Applied Differential Equations	3	
Year	Select 1 course from:	Cultural Studies: Social & Behavioral Science area	3	
Second	ENTK 1500	Engineering Graphics (Program Elective)	3*	
Jennester	ENTK 2070	Engineering Surveying I	4	
	ES 2330	Fluid Dynamics (Program Elective)	3	
		Total Credits	16	
		General Education Coursewor	k Total: 27	* credit hours
		Major and Elective Coursewor	k Total: 38	* credit hours

Gillette College Coursework Total:

65 CREDIT HOURS (*62 credits apply)

Course Sequence: South Dakota Mines – Fall Semester Start

Civil Engineering (B.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	ENGL 289	Communication in the STEM Workplace	3	
First Semester	CEE 336/336L	Hydraulic Systems Design w/Lab	3	
- FALL	CEE 353	Structural Theory	3	
	CEE 346/346L	Geotechnical Engineering w/Lab	3	
	CEE 316/316L	Engineering and Construction Materials w/Lab	3	
	CEE 284	Applied Numerical Methods	3	
		Total Credits	18	
Semester	Course No	Course Title	Credit Hours	Completed
lunior Year	CEE 326	Environmental Engineering I	3	completed
Second	Celest 2 frame		5	
Semester -	Select 3 from:	CEE 32//32/L, CEE 33/, CEE 456, CEE 34//34/L	9	
	CEE 274	Construction Engineering and Management	3	
	CEE 325	Introduction to Sustainable Design	3	
		Total Credits	18	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	IENG 302	Engineering Economics	3	
First Semester	CEE 463	Concepts of Professional Practice	2	
- FALL		Department Approved Electives	9	
	Math 381	Introduction to Probability and Statistics	3	
		Total Credits	17	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year		Department Approved Electives	6	
Second	CEE 489	Capstone Design	3	
Semester -		General Education – Arts/Humanities (Goal 4)	3	
SERING	CEE 468	Highway Engineering	3	
		Total Credits	15	

*General Education Coursework Total	: 6 credit hours
Major and Elective Coursework Total:	62 credit hours
South Dakota Mines Coursework Total:	68 CREDIT HOURS





Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Casper College

Associate of Science – Engineering (Electrical)

General Education Co	ourses			27 CREDIT HOURS
	Credit Hours	Community College Course No.	Course Title or Category	
Reasoning & Inquiry	4	CHEM 1020	General Chemistry I*	
Math Computation	4	MATH 2200	Calculus I	
Written Comm	3	ENGL 1010	English Composition I	
Oral Communication	3	COMM 2010	Public Speaking	
Humanities	3	Select 1 course from	Humanities General Education	n (HU 0000) List
Social Science	3	Select 1 course from	Social Science General Educat	ion (SSC 0000) List
Fine Arts	3	Select 1 course from	Fine Arts General Education (F	-A 0000) List
US-WY Constitution	3	Select 1 course from	US and Wyoming Constitutior	is (CNST 0000) List
Health Wellness	1	Select 1 course from	Health and Wellness General	Education (HW 0000) List*

Required Courses			17 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Mathematics &	4	MATH 2205	Calculus II
Science	4	PHYS 1310	College Physics I
	3	ES 1101	Introduction to Engineering Study
Engineering	3	ES 1060	Introduction to Engineering Problem Solving
	3	ES 2110	Statics

Program Elective Courses			22 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Program Elective	4	COSC 1030	Computer Science I
	4	MATH 2210	Calculus III
	3	ES 2120	Dynamics
	4	PHYS 1320	College Physics II
	3	MATH 2250	Linear Algebra
	4	ES 2210	Electric Circuit Analysis

Associate of Science – Engineering (Electrical) Total: 66 CREDIT HOURS *(64 Credits Apply)

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Electrical Engineering

General Education Co	ourses			3 credit hours
	Credit Hours	Community College Course No.	Course Title or Category	
Written Communication	3	ENGL 289	Explorations in STEM Commu	nications

Major Required Courses			39 CREDIT HOURS	
	Credit Hours	Course No.	Course Title	
4		EE 221/221L	Circuits II w/lab	
	4	EE 351/351L	Mechatronics and Measurement Systems w/lab	
	3	EE 313	Signals and Systems	
	4	EE 320/320L	Introduction to Electronics w/lab	
	4	EE 330/330L	Energy Systems w/lab	
Electrical	3	EE 381	Electric and Magnetic Fields	
Engineering 4		EE 314/314L	Control Systems w/lab	
	3	EE 362	Electronic, Magnetic, and Optical Properties of Materials	
	3	EE 382	Applied Electromagnetic and Wireless Communications	
	3	EE 451	Fundamentals of Systems Engineering	
	2	EE 463	Capstone Design I	
	2	EE 467	Capstone Design II	

Other Required Cour	ses		9 CREDIT HOUR	
	Credit Hours	Course No.	Course Title	
Other Engineering	3	CENG 244/244L	Introduction to Digital Systems w/lab	
Mathematics	3	MATH 321	Differential Equations	
	3	MATH 381	Introduction to Probability and Statistics	

Elective Courses			15 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Professional	15	Select from list	Professional Electives

Post-Associate Degree Total:	66 CREDIT HOURS
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Bachelor of Science – Electrical Engineering Total: 130 CREDIT HOURS

GUARANTEES

Students who:

- 1. complete the Associate of Science Engineering degree prescribed curriculum at Casper College exactly as it is identified in this articulation agreement, and
- 2. have the degree conferred on their education record at Casper College (post high school graduation), and
- 3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Casper College, and
- 4. pass all 66 credits for the associate degree, earning a grade C- or higher in each course

are guaranteed the following at the South Dakota School of Mines and Technology (South Dakota Mines):

- 1. junior standing at South Dakota Mines with no more than 66 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Electrical Engineering.
- 2. admission to South Dakota Mines
- 3. admission to the Bachelor of Science degree in Electrical Engineering.

LIMITATIONS

- 1. This agreement is between the Associate of Science Engineering degree at Casper College and the Bachelor of Science degree in Electrical Engineering from the above list at South Dakota Mines only.
- 2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
- 3. Student must have a cumulative grade point average (GPA) at the Casper College of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
- 4. The credit and course transfer guarantees described in this agreement apply to the Associate of Science degree at Casper College and the Bachelor of Science degree in Electrical Engineering at South Dakota Mines. If the student changes majors at Casper College or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
- 5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Casper College, the student will be required to make up the credit deficiency at South Dakota Mines.
- 6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Casper College.

A2B CONTACT INFORMATION

South Dakota Mines Office of the Provost 605.394.2256 Provost@sdsmt.edu Casper College Academic Affairs 307.268.2229

RENEWAL, REVISION, and TERMINATION

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APPROVALS

Lance Roberts, Ph.D. Interim President South Dakota Mines President@sdsmt.edu	Date	Brian Kosine, Ph.D. Interim President Casper College Brandon.Kosine@caspercollege.edu	Date
James Stone, Ph.D. Provost and Vice President for A	Date Academic Affairs	Gerald Hawkes, Ph.D. Interim Provost	Date
South Dakota Mines <u>Provost@sdsmt.edu</u>		Casper College Gerald.Hawkes@caspercollege.edu	
Jeff McGough, Ph.D. Department Head South Dakota Mines	Date	Jeffrey Sun Interim Dean Casper College	Date
Jeff.Mcgough@sdsmt.edu		Jeffrey.Sun@caspercollege.edu	




Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Gillette College

Associate of Science – Engineering (Geological)

General Education Co	ourses			27 CREDIT HOURS	
	Credit Hours	Community College Course No.	Course 1	Fitle or Category	
Science	4	CHEM 1020	General Chemistry I		
Mathematics	4	MATH 2200	Calculus I		
	3	Select 1 course from	Cultural Studies "Global Diversity" or "Foreign Language" categories		
Cultural Studies	3	Select 1 course from	Cultural Studies "Social and Behavioral Sciences" category		
US & WY Constitutions	3	HIST 1211, or 1221, or 1251, or POLS 1000	US to 1865, or US from 1865, or Wyoming History, or American and Wyoming Government		
Communication	3	ENGL 1010	English Composition I		
communication	3	COMM 2010	Public Speaking		
Gen Ed Course of Choice	4	MATH 2205	Calculus II		

Required Courses			18 credit hours
	Credit Hours	Course No.	Course Title
Mathematics &	4	MATH 2210	Calculus III
	3	MATH 2310	Applied Differential Equations
Science	4*	PHYS 1310	College Physics I
	1	ES 1000	Orientation of Engineering
Engineering	3	ES 2110	Statics
	3	ES 2120	Dynamics

Program Elective Courses			18 credit hours
	Credit Hours	Course No.	Course Title
ES Elective	3	ES 2410	Mechanics of Materials
Program Elective	4*	CHEM 1030	General Chemistry II
	3	ES 2330	Fluid Dynamics
	4*	GEOL 1100	Physical Geology
	4*	PHYS 1320	College Physics II

Associate of Science – Engineering (Geological) Total: 63 CREDIT HOURS (*59 credits apply)

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Geological Engineering

General Education Co	6 CREDIT HOURS			
Credit Community College Hours Course No.			Course Title or Category	
Written Communication	3	ENGL 289	Explorations in STEM Commu	nications
Arts & Humanities	3	Select 1 course from	General Education Arts and H	umanities (Goal 4)

Major Required Courses			43 CREDIT HOURS	
	Credit Hours	Course No.	Course Title	
	2	GEOE 201L	Surveying for Mining and Geological Engineering	
-	3	GEOL 212/212L	Mineralogy and Crystallography w/Lab	
	3	GEOL 341/341L	Igneous and Metamorphic Petrology w/Lab	
	3	GEOL 331/331L	Stratigraphy and Sedimentation w/Lab	
	3	GEOL 416/416L	Introduction to GIS w/Lab	
	3	GEOE 324/324L	Engineering Geophysics I w/Lab	
Geology and	3	GEOL 322/322L	Structural Geology	
Fngineering	3	GEOE 456/456L	Statistical Methods in Geology and Geological Engineering w/La	
Lingineering	3	GEOE 466/466L	Engineering and Environmental Geology w/Lab	
	3	GEOE 467	Introduction to Geomechanics	
	3	GEOE 475/475L	Groundwater w/Lab	
	3	GEOE 461	Geothermal and Production Engineering	
	2	GEOE 464/464L	Geological Engineering Design Project I	
	6	GEOE 410	Engineering Field Geology	

Other Required Courses			16 Credit Hours	
	Credit Hours	Course No.	Course Title	
Economics	3	IENG 302 or MEM 302	Engineering Economics or Mineral Economics	
Computer Science	3	CSC 170/170L	Programming for Engineers and Scientists	
	3	CEE 346/346L	Geotechnical Engineering w/Lab	
Other Engineering 4		MET 320	Metallurgical Thermodynamics	
	3	MEM 304/304L	Theoretical and Applied Rock Mechanics w/Lab	

Elective Courses			6 credit hours
	Credit Hours	Course No.	Course Title
Electives	6	Select from list	Professional Electives

Post-Associate Degree Total:	71 CREDIT HOUR
Bachelor of Science – Geological Engineering Total:	130 CREDIT HOUR

GUARANTEES

Students who:

- 1. complete the Associate of Science Engineering degree prescribed curriculum at Gillette College exactly as it is identified in this articulation agreement, and
- 2. have the degree conferred on their education record at Gillette College (post high school graduation), and
- 3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Gillette College, and
- 4. pass all 63 credits for the associate degree, earning a grade C- or higher in each course

are guaranteed the following at the South Dakota School of Mines and Technology (South Dakota Mines):

- 1. junior standing at South Dakota Mines with no more than 71 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Geological Engineering.
- 2. admission to South Dakota Mines
- 3. admission to the Bachelor of Science degree in Geological Engineering.

LIMITATIONS

- 1. This agreement is between the Associate of Science Engineering degree at Gillette College and the Bachelor of Science degree in Geological Engineering at South Dakota Mines only.
- 2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
- 3. Student must have a cumulative grade point average (GPA) at the Gillette College of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
- 4. The credit and course transfer guarantees described in this agreement apply to the Associate of Science degree at Gillette College and the Bachelor of Science degree in Geological Engineering at South Dakota Mines. If the student changes majors at Gillette College or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
- 5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Gillette College, the student will be required to make up the credit deficiency at South Dakota Mines.
- 6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Gillette College.

A2B CONTACT INFORMATION

South Dakota Mines Office of the Provost 605.394.2256 Provost@sdsmt.edu

Gillette College Academic & Student Affairs 307.681.6000 Admissions@gillettecollege.org

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APPROVALS

Jim Rankin, Ph.D. President South Dakota Mines	Date	Janell Oberlander, Ed.D. President Gillette College	Date
Lance Roberts, Ph.D. Provost and Vice President for South Dakota Mines	Date Academic Affairs	Barry Spriggs, Ph.D. Vice President for Academic and Student Affairs Gillette College	Date
Rob Hall, Ph.D. Department Head	Date	Martin Fashbaugh Dean of Arts and Sciences	Date

Appendix A: Course Sequence

Course Sequence: Gillette College

Engineering - Geological (A.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	MATH 2200	Calculus I	4	
Year First Somostor	CHEM 1020	General Chemistry I	4	
First Semester	ES 1000	Orientation of Engineering	1	
	ENGL 1010	English Composition	3	
	GEOL 1100	Physical Geology (Program Elective)	4	
		Total Credits	16	

Semester	Course No.	Course Title		Credit Hours	Completed
Freshman	COMM 2010	Public Speaking (Advanced Writing)		3	
Year	CHEM 1030	General Chemistry II (Program Elective)		4	
Second	ES 2110	Statics		3	
Semester	MATH 2205	Calculus II		4	
	PHYS 1310	College Physics I		4	
			Total Credits	18	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	MATH 2210	Calculus III	4	
Year First Compositor	ES 2120	Dynamics	3	
First Semester	PHYS 1320	College Physics II (Program Elective)	4	
	ES 2410	Mechanics of Materials (ES Program Elective)	3	
		Total Cr	odits 14	

Semester	Course No.	Course Title	Credit Hours	s Completed
Sophomore	MATH 2310	Applied Differential Equations	3	
Year	Select 1 course from:	Cultural Studies: Social & Behavioral Science area	3	
Second	Select 1 course from:	Cultural Studies: Foreign Language or Global Diversity areas	3	
Semester	ES 2330	Fluid Dynamics (Program Elective) 3		
	Select 1 course from:	HIST 1211, HIST 1221, HIST 1251, POLS 1000 (US/WY Const)	3	
		Total Credits	15	
		General Education Coursewor <u>Major and Elective Coursewor</u> Gillette College Coursewo	k Total: 2 <u>k Total: 3</u> rk Total:	7* credit hours 6* credit hours 63 credit hours
				/*E0 anadite analy)

Course Sequence: South Dakota Mines – Fall Semester Start

Geological Engineering (B.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	GEOE 201L	Surveying for Mining and Geological Engineers	2	
First Semester	GEOL 212/212L	Mineralogy & Crystallography w/lab	3	
- FALL	GEOE 467	Introduction to Geomechanics	3	
	GEOL 331/331L	Stratigraphy & Sedimentation w/lab	3	
	CSC 170/170L	Programming for Engineers and Scientists w/lab	3	
		Arts/Humanities Gen Ed Elective (Goal 4)	3	
		Total Credits	17	
Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	GEOL 341/341L	Igneous & Metamorphic Petrology w/lab	3	
Second	GEOE 456/456L	Statistical Methods in Geology and Geological Eng w/lab	3	
Semester - SPRING	GEOE 324/324L	Engineering Geophysics w/lab	3	
Si king	Select 1 from	IENG 302 Engineering Econ or MEM 302 Mineral Econ	3	
	ENGL 289	Explorations in STEM Communications	3	
		Professional Elective	3	
		Total Credits	18	
Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	MET 320	Metallurgical Thermodynamics	4	
First Semester	GEOL 416/416L	Introduction to GIS w/lab	3	
- FALL	GEOE 466/466L	Engineering & Environmental Geology w/lab	3	

GEOE 475/475L	Groundwater w/lab	3	
CEE 346/346L	Geotechnical Engineering w/lab	3	
	Total Credits	16	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	GEOE 461	Geothermal & Production Engineering	3	
Second	GEOE 464/464L	Geological Engineering Design Project I	2	
Semester -	MEM 304/304L	Theoretical & Applied Rock Mechanics w/lab	3	
SERING	GEOL 322/322L	Structural Geology w/lab	3	
		Professional Elective	3	
		Total Credits	14	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Third	GEOE 410	Engineering Field Geology	6	
Semester - Summer				
		Total Credits	6	

*General Education Coursework Total:	6 credit hours
Major and Elective Coursework Total:	65 credit hours
South Dakota Mines Coursework Total:	71 CREDIT HOURS





Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Casper College

Associate of Science – Engineering (Industrial)

General Education Co		27 CREDIT HOURS		
	Credit Hours	Community College Course No.	Course 1	itle or Category
Reasoning & Inquiry	4	CHEM 1020	General Chemistry I	
Math Computation	4	MATH 2200	Calculus I	
Written Comm	3	ENGL 1010	English Composition I	
Oral Communication	3	COMM 2010	Public Speaking	
Humanities	3	Select 1 course from	Humanities General Educatior	n (HU 0000) List
Social Science	3	PSYC 1000	General Psychology	
Fine Arts	3	Select 1 course from	Fine Arts General Education (F	A 0000) List
US-WY Constitution	3	Select 1 course from	US and Wyoming Constitution	s (CNST 0000) List
Health Wellness	1	Select 1 course from*	Health and Wellness General	Education (HW 0000) List

Required Courses			17 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Mathematics &	4	MATH 2205	Calculus II
Science	4	PHYS 1310	College Physics I
	3	ES 1101*	Introduction to Engineering Study
Engineering	3	ES 1060	Introduction to Engineering Problem Solving
	3	ES 2110	Statics

Program Elective Courses			21 CREDIT HOURS
	Credit Hours	Course No.	Course Title
	4	PHYS 1320	College Physics II
	4	CHEM 1030*	Chemistry II
Drogrom Floative	4	MATH 2210	Calculus III
Program Elective	3	MATH 2310	Applied Differential Equations
	3	ES 2120	Dynamics
	3	ES 2310	Thermodynamics

Associate of Science – Engineering (Industrial) Total: 65 CREDIT HOURS *(61 Credits Apply)

Bachelor of Science – Industrial Engineering and Engineering Management

General Education Co	3 CREDIT HOURS			
	Credit Hours	Community College Course No.	Course 1	itle or Category
Written Communication	3	ENGL 289	Explorations in STEM Commu	nications

Major Required Cour	rses		56 credit hours
	Credit Hours	Course No.	Course Title
	2	IENG 241L	Introduction to Quality Methods and Teaming
	3	IENG 381	Introduction to Probability and Statistics
	3	IENG 215	Cost Estimating for Engineers
	3	IENG 382	Probability Theory and Statistics II
	3	IENG 302	Engineering Economics
	3	IENG 311/311L	Work Methods and Measurements w/lab
	1	IENG 352	Creativity and Innovation
	1	IENG 354	Marketing Technology Innovations
	3	IENG 362	Stochastic Models
	3	IENG 486	Statistical Quality and Process Control
Industrial	3	IENG 321/321L	Ergonomics/Human Factors Engineering w/lab
Lighteering	1	IENG 355	Financing Technology Innovations
	3	ENGM 435	Optimization Techniques
	3	IENG 441	Simulation
	3	IENG 425	Production and Operation Management
	3	IENG 464	Senior Design Project I
	3	IENG 471	Facilities Planning
	3	Select 1 course from	IENG 331 Safety Engineering or IENG 431 Industrial Hygiene
	3	IENG 366	Engineering Management
	3	IENG 465	Senior Design Project II
	3	IENG 475	Computer-Controlled Manufacturing Sys and Robotics w/lab

Elective Courses			10 credit hours
	Credit Hours	Course No.	Course Title
Dept Approved	6	Select from list	Department Approved Electives
Professional	4	Select from list	Professional Breadth Electives

Post-Associate Degree Total: 69 CREDIT HOURS

Bachelor of Science – Industrial Engineering Total: 130 CREDIT HOURS

GUARANTEES

Students who:

- 1. complete the Associate of Science Engineering degree prescribed curriculum at Casper College exactly as it is identified in this articulation agreement, and
- 2. have the degree conferred on their education record at Casper College (post high school graduation), and
- 3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Casper College, and
- 4. pass all 65 credits for the associate degree, earning a grade C- or higher in each course

are guaranteed the following at the South Dakota School of Mines and Technology (South Dakota Mines):

- 1. junior standing at South Dakota Mines with no more than 69 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Industrial Engineering and Engineering Management.
- 2. admission to South Dakota Mines
- 3. admission to the Bachelor of Science degree in Industrial Engineering and Engineering Management.

LIMITATIONS

- 1. This agreement is between the Associate of Science Engineering degree at Casper College and the Bachelor of Science degree in Industrial Engineering and Engineering Management from the above list at South Dakota Mines only.
- 2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
- 3. Student must have a cumulative grade point average (GPA) at the Casper College of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
- 4. The credit and course transfer guarantees described in this agreement apply to the Associate of Science degree at Casper College and the Bachelor of Science degree in Industrial Engineering and Engineering Management at South Dakota Mines. If the student changes majors at Casper College or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
- 5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Casper College, the student will be required to make up the credit deficiency at South Dakota Mines.
- 6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Casper College.

A2B CONTACT INFORMATION

South Dakota Mines Office of the Provost 605.394.2256 Casper College Academic Affairs 307.268.2229

RENEWAL, REVISION, and TERMINATION

- This Associate to Bachelor Articulation Agreement (A2B) shall be in effect July 1 June 30 each year and will
 automatically renew annually unless action is taken by South Dakota Mines or Casper College to terminate or
 modify it.
- 2. The South Dakota Mines Office of the Provost and the Casper College Academic Affairs division will collaborate to coordinate a review the content of the associate and bachelor degrees on a three-year cycle to ensure this A2B is still appropriate.
- 3. South Dakota Mines and the Casper College each reserve the right to seek revision of this agreement at any time.
- 4. Revision of any content of the agreement (except Appendices content) will be approved by each institution and result in a new agreement being signed, with copies retained by each institution.
 - a. Revision to any Appendices will be communicated to each institution, but do not need to be approved by each institution and will not result in a new agreement being signed by each institution.
- 5. South Dakota Mines and the Casper College each reserve the right to seek termination of this agreement at any time.
- 6. Should the agreement be terminated, each institution agrees to collaborate and engage in appropriate plans to notify and work with impacted students, providing a minimum one-year advance notice of termination.

APPROVALS

Lance Roberts, Ph.D. Interim President South Dakota Mines <u>President@sdsmt.edu</u>	Date	Brian Kosine, Ph.D. Interim President Casper College Brandon.Kosine@caspercollege.edu	Date
James Stone, Ph.D. Provost and Vice President for Aca South Dakota Mines	Date ademic Affairs	Gerald Hawkes, Ph.D. Interim Provost Casper College	Date
Provost@sdsmt.edu		Gerald.Hawkes@caspercollege.edu	
Jeff Woldstad, Ph.D. Department Head South Dakota Mines Jeff.Woldstad@sdsmt.edu	Date	Jeffrey Sun Interim Dean Casper College Jeffrey.Sun@caspercollege.edu	Date

Jared Bowden Academic Chair Casper College Jared.Bowden@caspercollege.edu

Appendix A: Course Sequence

Course Sequence: Casper College

Engineering - Industrial (A.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	CHEM 1020*	Chemistry I (Reasoning & Inquiry in Science Gen Ed)	4	
Year	COMM 2010*	Public Speaking (Oral Comm Gen Ed)	3	
Semester	ES 1101	Introduction to Engineering Study	3	
	ES 1060	Intro to Engineering Problem Solving	3	
	MATH 2200*	Calculus I (Math Computation Gen Ed)	4	
		Total Credits	17	
Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	CHEM 1030	Chemistry II (PEL 0000)	4	
Year	HU 0000*	Select 1 course from HU List (Humanities Gen Ed)	3	
Second	ES 2110	Statics	3	
Semester	ENGL 1010*	English Composition I (Written Communication Gen Ed)	3	
	MATH 2205	Calculus II	4	
		Total Credits	17	
Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	PHYS 1310*	College Physics I	4	
Year	ES 2120	Dynamics (PEL 0000)	3	

Sophomore	PHYS 1310*	College Physics I	4	
Year	ES 2120	Dynamics (PEL 0000)	3	
Semester	MATH 2210	Calculus III (PEL 0000)	4	
	FA 0000*	Select 1 course from FA List (Fine Arts Gen Ed)	3	
	HW 0000	Select 1 course from HW List (Health & Wellness Gen Ed)	1	
		Total Credits	15	

Semester	Course No.	Course Title	Credit Hou	rs Completed
Sophomore PSY	PSYC 1000*	General Psychology (SSC 0000)	3	
Year	CNST 0000*	Select 1 course from US/WY Constitution List (Gen Ed)	3	
Second	ES 2310	Thermodynamics (PEL 0000)	3	
Semester	MATH 2310	Applied Differential Equations I (PEL 0000)	3	
	PHYS 1320	College Physics II (PEL 0000)	4	
		Total Credits	16	
	rk Total: rk Total: rk Total:	30 credit hours 35 credit hours 65 credit hours		

Industrial Engineering and Engineering Management (B.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	IENG 381	Introduction to Probability & Statistics	3	
First Semester	IENG 352	Creativity and Innovation	1	
- FALL	IENG 311/311L	Work Methods and Measurements w/lab	3	
	IENG 354	Marketing Technology Innovations	1	
	IENG 486	Statistical Quality and Process Control	3	
	IENG 302	Engineering Economics	3	
	IENG 471	Facilities Planning	3	
		Total Credits	17	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	IENG 382	Introduction to Probability & Statistics II	3	
Second	IENG 215	Cost Estimating	3	
Semester - SPRING	IENG 321/321L	Ergonomics/Human Factors Engineering w/lab	3	
	IENG 441	Simulation	3	
	IENG 241L	Introduction to Quality Methods and Teaming	2	
		Professional Elective	4	
		Total Credits	18	

Semester	Course No.	Course Title	Credit H	lours	Completed
Senior Year	IENG 362	Stochastic Models	3		
First Semester	ENGM 435	Optimization Techniques	3		
- FALL	ENGL 289	Explorations in STEM Communication	3		
	IENG 464	Senior Design Project I	3		
	IENG 425	Production and Operation Management	3		
	IENG 331	Safety Engineering	3		
		Total	Credits 18		

Semester	Course No.	Course Title	Credit Hours	s Completed	
Senior Year	IENG 355	Financing Technology Innovations	1		
Second		Department Approved Elective	6		
Semester -	IENG 465	Senior Design Project II	3		
IENG 366		Engineering Management	3		
	IENG 475/475L	Computer-Controlled Manufacturing Sys & Robotics w/lab	3		
		Total Credits	16		
		*General Education Coursev	vork Total:	3 credit hours	
	66 credit hours				
	South Dakota Mines Coursework Total:				





Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Gillette College

Associate of Science – Engineering (Industrial)

General Education Co	ourses		27 CREDIT HOURS		
	Credit Hours	Community College Course No.	Course Title or Category		
Science	4	CHEM 1020	General Chemistry I		
Mathematics	4	MATH 2200	Calculus I		
	3	Select 1 course from	Cultural Studies "Global Diversity" or "Foreign Language" categories		
Cultural Studies		PSYC 1000	General Psychology		
US & WY Constitutions	3	HIST 1211, or 1221, or 1251, or POLS 1000	US to 1865, or US from 1865, or Wyoming History, or American and Wyoming Government		
Communication	3	ENGL 1010	English Composition I		
communication	3	COMM 2010	Public Speaking		
Gen Ed Course of Choice	4	MATH 2205	Calculus II		

Required Courses			18 credit hours
	Credit Hours	Course No.	Course Title
Mathematics &	4	MATH 2210	Calculus III
	3	MATH 2310	Applied Differential Equations
Science	4	PHYS 1310	College Physics I
	1	ES 1000	Orientation of Engineering
Engineering	3	ES 2110	Statics
	3	ES 2120	Dynamics

Program Elective Courses			20 CREDIT HOURS		
	Credit Hours	Course No.	Course Title		
ES/PHYS Elective	4	PHYS 1320	College Physics II		
	3	MATH 2250	Linear Algebra		
	4	Select 1 course from	GEOL 1100 (Physical Geology), CHEM 1030 (General Chemistry II)		
Program Elective	3	ES 2330	Fluid Dynamics		
	3	ES 2410	Mechanics of Materials		
	3	ES 1060	Introduction to Engineering Problem Solving		

Associate of Science – Engineering (Industrial) Total: 65 CREDIT HOURS

Bachelor of Science – Industrial Engineering and Engineering Management

General Education Co	6 CREDIT HOURS				
	Credit Hours	Community College Course No.	ge Course Title or Category		
Written Communication	3	ENGL 289	Explorations in STEM Communications		
Arts & Humanities	3	Select 1 course from	General Education Arts and H	umanities (Goal 4)	

Major Required Cour	ses		56 CREDIT HOURS
	Credit Hours	Course No.	Course Title
	2	IENG 248/248L	Engineering Graphics and Computer Modeling w/ Lab
	3	IENG 381	Introduction to Probability and Statistics
	3	IENG 215	Cost Estimating for Engineers
	3	IENG 382	Probability Theory and Statistics II
	3	IENG 302	Engineering Economics
	3	IENG 311/311L	Work Methods and Measurements w/lab
	1	IENG 352	Creativity and Innovation
	1	IENG 354	Marketing Technology Innovations
	3	IENG 362	Stochastic Models
	3	IENG 486	Statistical Quality and Process Control
Industrial	3	IENG 321/321L	Ergonomics/Human Factors Engineering w/lab
Engineering	1	IENG 355	Financing Technology Innovations
	3	ENGM 435	Optimization Techniques
	3	IENG 441	Simulation
	3	IENG 425	Production and Operation Management
	3	IENG 464	Senior Design Project I
	3	IENG 471	Facilities Planning
	3	Select 1 course from	IENG 331 Safety Engineering and IENG 431 Industrial Hygiene
	3	IENG 366	Engineering Management
	3	IENG 465	Senior Design Project II
	3	IENG 475/475L	Computer-Controlled Manufacturing Systems & Robotics w/lab

Elective Courses			3 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Electives	3	Select from list	Department Approved Electives

Post-Associate Degree Total:	65 CREDIT HOURS
Bachelor of Science – Industrial Engineering and Engineering Management Total	130 CREDIT HOURS
bachelor of Science - industrial Engineering and Engineering Management rotal.	

GUARANTEES

Students who:

- 1. complete the Associate of Science Engineering degree prescribed curriculum at Gillette College exactly as it is identified in this articulation agreement, and
- 2. have the degree conferred on their education record at Gillette College (post high school graduation), and
- 3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Gillette College, and
- 4. pass all 65 credits for the associate degree, earning a grade C- or higher in each course

are guaranteed the following at the South Dakota School of Mines and Technology (South Dakota Mines):

- 1. junior standing at South Dakota Mines with no more than 65 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Industrial Engineering and Engineering Management.
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LIMITATIONS

- 1. This agreement is between the Associate of Science Engineering degree at Gillette College and the Bachelor of Science degree in Industrial Engineering and Engineering Management at South Dakota Mines only.
- 2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
- 3. Student must have a cumulative grade point average (GPA) at the Gillette College of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
- 4. The credit and course transfer guarantees described in this agreement apply to the Associate of Science degree at Gillette College and the Bachelor of Science degree in Industrial Engineering and Engineering Management at South Dakota Mines. If the student changes majors at Gillette College or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
- 5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Gillette College, the student will be required to make up the credit deficiency at South Dakota Mines.
- 6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Gillette College.

A2B CONTACT INFORMATION

South Dakota Mines Office of the Provost 605.394.2256 Gillette College Academic & Student Affairs 307.681.6000

RENEWAL, REVISION, and TERMINATION

- This Associate to Bachelor Articulation Agreement (A2B) shall be in effect July 1 June 30 each year and will
 automatically renew annually unless action is taken by South Dakota Mines or Gillette College to terminate or
 modify it.
- 2. The South Dakota Mines Office of the Provost and the Gillette College Academic & Student Affairs department will collaborate to coordinate a review the content of the associate and bachelor degrees on a three-year cycle to ensure this A2B is still appropriate.
- 3. South Dakota Mines and the Gillette College each reserve the right to seek revision of this agreement at any time.
- 4. Revision of any content of the agreement (except Appendices content) will be approved by each institution and result in a new agreement being signed, with copies retained by each institution.
 - a. Revision to any Appendices will be communicated to each institution, but do not need to be approved by each institution and will not result in a new agreement being signed by each institution.
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- 6. Should the agreement be terminated, each institution agrees to collaborate and engage in appropriate plans to notify and work with impacted students, providing a minimum one-year advance notice of termination.

APPROVALS

Lance Roberts, Ph.D. Interim President South Dakota Mines <u>President@sdsmt.edu</u>	Date	President Gillette College JOberlander@gillettecollege.org		bate	
James Stone, Ph.D. Interim Provost and Vice Presider South Dakota Mines Provost@sdsmt.edu	Date nt for Academic Affairs	Barry Spriggs, Ph. Vice President for Academic Gillette College <u>BSpriggs@gillettec</u>	D. c and Student Affairs college.org	Date	
Jeffrey Woldstad, Ph.D. Department Head South Dakota Mines	Date	Martin Fashbaugh Dean of Arts and S Gillette College	Date Sciences		

Appendix A: Course Sequence

Course Sequence: Gillette College

Engineering - Industrial (A.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	MATH 2200	Calculus I	4	
Year First Somostor	CHEM 1020	General Chemistry I	4	
First semester	ES 1000	Orientation of Engineering	1	
	ENGL 1010	English Composition	3	
	ES 1060	Intro to Engineering Problem Solving (Program Elective)	3	
		Total Credits	15	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	COMM 2010	Public Speaking (Advanced Writing)	3	
Year	Select 1 course from	CHEM 1030 or GEOL 1100 (Program Elective)	4	
Second	ES 2110	Statics	3	
Semester	MATH 2205	Calculus II	4	
	PHYS 1310	College Physics I	4	
		Total Credits	18	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	MATH 2210	Calculus III	4	
Year First Somostor	ES 2120	Dynamics	3	
First Semester	PHYS 1320	College Physics II	4	
	PSYC 1000	General Psychology	3	
	ES 2410	Mechanics of Materials	3	
		Total Credits	17	

Semester	Course No.	Course Title	Credit Hou	rs Completed
Sophomore	MATH 2310	Applied Differential Equations	3	
Year	Select 1 course from:	Cultural Studies: Foreign Language or Global Diversity areas	3	
Second	Select 1 course from:	HIST 1211, HIST 1221, HIST 1251, POLS 1000 (US/WY Const)	3	
Semester	MATH 2250	Elementary Linear Algebra (Program Elective)	3	
	ES 2330	Fluid Dynamics (Program Elective)	3	
		Total Credits	15	
		General Education Coursewo	ork Total:	27 credit hours
		Major and Elective Coursewo	ork Total:	38 credit hours
		Gillette College Coursewo	rk Total:	65 CREDIT HOURS

Industrial Engineering and Engineering Management (B.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	IENG 248/248L	Engineering Graphics and Computer Modeling w/Lab	2	
First Semester	IENG 381	Introduction to Probability & Statistics	3	
- FALL	IENG 352	Creativity and Innovation	1	
	IENG 311/311L	Work Methods and Measurements w/lab	3	
	IENG 354	Marketing Technology Innovations	1	
	IENG 331	Safety Engineering	3	
	ENGL 289	Explorations in STEM Communication (Goal 1)	3*	
		Total Credits	16	

Course No.	Course Title	Credit Hours	Completed
IENG 302	Engineering Economics	3	
IENG 382	Introduction to Probability & Statistics II	3	
IENG 215	Cost Estimating	3	
IENG 321/321L	Ergonomics/Human Factors Engineering w/lab	3	
IENG 441	Simulation	3	
	Course No. IENG 302 IENG 382 IENG 215 IENG 321/321L IENG 441	Course No.Course TitleIENG 302Engineering EconomicsIENG 382Introduction to Probability & Statistics IIIENG 215Cost EstimatingIENG 321/321LErgonomics/Human Factors Engineering w/labIENG 441Simulation	Course No.Course TitleCredit HoursIENG 302Engineering Economics3IENG 382Introduction to Probability & Statistics II3IENG 215Cost Estimating3IENG 321/321LErgonomics/Human Factors Engineering w/lab3IENG 441Simulation3

Total Credits 15

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	IENG 362	Stochastic Models	3	
First Semester - FALL	ENGM 435	Optimization Techniques	3	
	IENG 464	Senior Design Project I	3	
	IENG 425	Production and Operation Management	3	
	IENG 486	Statistical Quality and Process Control	3	
	IENG 471	Facilities Planning	3	
		Total Credit	s 18	

Semester	Course No.	Course Title	Credit Hours	s Completed
Senior Year	IENG 355	Financing Technology Innovations	1	
Second	IENG 465	Senior Design Project II	3	
Semester -	IENG 366	Engineering Management	3	
SFRING	IENG 475/475L	Computer-Controlled Manufacturing Sys & Robotics w/lab	3	
		Department Approved Electives	3	
	Select 1 course from	Arts/Humanities Gen Ed Elective (Goal 4)	3*	
		Total Credits	16	
		*General Education Coursev	vork Total:	6 credit hours
Major and Elective Coursework Total:				59 credit hours
		South Dakota Mines Coursew	ork Total:	65 CREDIT HOURS





Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Northern State University

Associate of Arts – General (Industrial Engineering Track)

General Education Courses 34					
	Credit Hours	Course No.	Course Title or Category		
Written	3	ENGL 101	Composition I		
Communication	3	ENGL 201	Composition II		
Oral Communication	3	CMST 215	Public Speaking (or CMST 101, or CMST 222)		
Social Sciences	3	PSYC 101	General Psychology		
Social Sciences	3	Select 1 Course From	SGR #3 list of approved courses		
Arts/Humanities	6	Select 2 Course From	SGR #4 list of approved courses		
Mathematics	4	MATH 123	Calculus I		
Natural Sciences	4	CHEM 112/112L	General Chemistry I w/Lab		
	5	PHYS 211/211L	University Physics I w/Lab		

Required Courses			27 CREDIT HOURS	
Credit Hours Course No. Course Title		Course Title		
4		MATH 125	Calculus II	
	4	MATH 225	Calculus III	
Math and Science	3	MATH 321	Differential Equations	
	3	MATH 381	Introduction to Probability Theory and Statistics	
	5	PHYS 213/213L	University Physics II w/Lab	
Humanities/Soc Sci	3	Select 1 Course From	Upper Division Humanities or Social Sciences	
Elective	3	BADM 350	Legal Environment of Business	
Other	2	FYS190 (or IDL 190)	Seminar	

Associate of Arts – General (Industrial) Total: 61 CREDIT HOURS

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Industrial Engineering

Major Required Courses			50 credit hours
	Credit Hours	Course No.	Course Title
	2	IENG 248/248L	Engineering Graphics and Computer Modeling w/Lab
	3	IENG 215	Cost Estimating for Engineers
	3	IENG 382	Probability Theory & Statistics II
	3	IENG 302	Engineering Economics
	3	IENG 311/311L	Work Methods and Measurements w/ Lab
	1	IENG 352	Creativity & Innovation
	1	IENG 354	Marketing Technology Innovations
	3	IENG 362	Stochastic Models
	3	IENG 486	Statistical Quality and Process Control
Industrial	3	IENG 321/321L	Ergonomics/Human Factors Engineering w/Lab
Lingineering	1	IENG 355	Financing Technology Innovations
	3	IENG 441	Simulation
	3	IENG 425	Production and Operations Management
	3	IENG 464	Senior Design Project I
	3	IENG 471	Facilities Planning
	3	Select 1 Course From	IENG 331 or IENG 431
	3	IENG 366	Engineering Management
	3	IENG 465	Senior Design Project II
	3	IENG 475	Computer-Controlled Manufacturing

Other Required Courses			3 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Engineering Management	3	ENGM 435	Optimization Techniques

Elective Courses			16 credit hours
Credit Hours		Course No.	Course Title
	3	Select From	Department Electives approved list of courses
Electives	4	Select From Professional Electives approved list of courses	
	9	Select From	Engineering Electives approved list of courses

Post-Associate Degree Total: 69 CREDIT HOURS

Bachelor of Science – Industrial Engineering Total: 130 CREDIT HOURS

GUARANTEES

Students who:

- 1. complete the Associate of Arts General degree prescribed curriculum at Northern State University exactly as it is identified in this articulation agreement, **and**
- 2. have the degree conferred on their education record at Northern State University (post high school graduation), and
- 3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Northern State University, and
- 4. pass all 61 credits for the associate degree, earning a grade C- or higher in each course

are guaranteed the following at the South Dakota School of Mines and Technology (South Dakota Mines):

- 1. junior standing at South Dakota Mines with no more than 69 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Industrial Engineering.
- 2. admission to South Dakota Mines
- 3. admission to the Bachelor of Science degree in Industrial Engineering.

LIMITATIONS

- 1. This agreement is between the Associate of Arts General degree at Northern State University and the Bachelor of Science degree in Industrial Engineering from the above list at South Dakota Mines only.
- 2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
- 3. Student must have a cumulative grade point average (GPA) at the Northern State University of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
- 4. The credit and course transfer guarantees described in this agreement apply to the Associate of Arts degree at Northern State University and the Bachelor of Science degree in Industrial Engineering at South Dakota Mines. If the student changes majors at Northern State University or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
- 5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Northern State University, the student will be required to make up the credit deficiency at South Dakota Mines.
- 6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Northern State University.

A2B CONTACT INFORMATION

South Dakota Mines Office of the Provost 605.394.2256 Northern State University College of Arts and Sciences 605.626.2602

RENEWAL, REVISION, and TERMINATION

- This Associate to Bachelor Articulation Agreement (A2B) shall be in effect July 1 June 30 each year and will
 automatically renew annually unless action is taken by South Dakota Mines or Northern State University to
 terminate or modify it.
- 2. The South Dakota Mines Office of the Provost and the Northern State University College of Arts and Sciences will collaborate to coordinate a review the content of the associate and bachelor degrees on a three-year cycle to ensure this A2B is still appropriate.
- 3. South Dakota Mines and the Northern State University each reserve the right to seek revision of this agreement at any time.
- 4. Revision of any content of the agreement (except Appendices content) will be approved by each institution and result in a new agreement being signed, with copies retained by each institution.
 - a. Revision to any Appendices will be communicated to each institution, but do not need to be approved by each institution and will not result in a new agreement being signed by each institution.
- 5. South Dakota Mines and the Northern State University each reserve the right to seek termination of this agreement at any time.
- 6. Should the agreement be terminated, each institution agrees to collaborate and engage in appropriate plans to notify and work with impacted students, providing a minimum one-year advance notice of termination.

APPROVALS

Lance Roberts, Ph.D. Interim President	Date		 Neal Schnoor, Ph.D. President	Date
South Dakota Mines			Northern State University	
James Stone, Ph.D.	Date		 Michael Wanous, Ph.D.	Date
Interim Provost and Vice Presid	lent for Academic Affairs	Provost		
South Dakota Mines			Northern State University	
Jeff Woldstad, Ph.D.	Date		 Alyssa Kiesow, Ph.D.	Date

Department Head South Dakota Mines

Northern State University

Dean

Appendix A: Course Sequence

Course Sequence: Northern State University

General (A.A.) Industrial Engineering Track – Option 1: Calculus I Ready

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	IDL/FYS 190	Seminar	2	
Year	ENGL 101	Composition I	3	
FALL	CHEM 112/L	General Chemistry w/ Lab	4	
	MATH 123	Calculus I	4	
	SGR #4	Humanities – Civics Course General Education (see SGR #4)	3	
		Total Credits	16	
Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	ENGL 201	Composition II	3	
Year	MATH 125	Calculus II	4	
SPRING	PSCY 101	General Psychology (SGR #3)	3	
	CMST 215	Public Speaking	3	
	SGR #4	Humanities General Education (see SGR #4)	3	

Total Credits 16	То	tal Ci	redits	1	6
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3

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	SGR #3	Social Science General Education (see SGR #3)	3	
Year	MATH 225	Calculus III	4	
FALL	MATH 321	Differential Equations	3	
	PHYS 211/L	University Physics I w/ Lab	5	
		Total Credits	15	

Humanities General Education (see SGR #4)

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	BADM 350	Legal Environment of Business	3	
Year	MATH 381	Introduction to Probability and Statistics	3	
SPRING	PHYS 213/L	University Physics II w/ Lab	5	
	Humanities/Social Sci	Upper Division Humanities or Social Science	3	
		Total Credits	14	

General Education Coursework Total:	27 credit hours
Major and Elective Coursework Total:	34 credit hours
Northern State University Coursework Total:	61 CREDIT HOURS

Course Sequence: Northern State University

General (A.A.) Industrial Engineering Track – Option 2: College Algebra Ready

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	MATH 114	College Algebra	3	
Year	IDL/FYS 190	Seminar	2	
FALL	ENGL 101	Composition I	3	
	SGR #4	Humanities – Civics Course General Education (see SGR #4)	3	
	SGR #3	Social Science General Education (see SGR #3)	3	
		Total Credits	14	
Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	MATH 120	Trigonometry	3	
Year	ENGL 201	Composition II	3	
SPRING	PSCY 101	General Psychology (SGR #3)	3	
	CMST 215	Public Speaking	3	

Total Credits

12

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year FALL	MATH 123	Calculus I	4	
	PHYS 211/L	University Physics I w/ Lab	5	
	CHEM 112/L	General Chemistry w/ Lab	4	
		Total Credits	13	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	MATH 125	Calculus II	4	
Year SPRING	PHYS 213/L	University Physics II w/ Lab	5	
	MATH 381	Introduction to Probability and Statistics	3	
	SGR #4	Humanities General Education (see SGR #4)	3	
		Total Credits	15	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	MATH 225	Calculus III	4	
Year	MATH 321	Differential Equations	3	
FALL	Humanities/Social Sci	Upper Division Humanities or Social Science	3	
	BADM 350	Legal Environment of Business	3	
		Total Credits	13	

General Education Coursework Total: 27 credit hours

Major and Elective Coursework Total: 34 credit hours

Northern State University Coursework Total: 61 CREDIT HOURS

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Course Sequence: South Dakota Mines – Fall Semester Start

Industrial Engineering (B.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL	IENG 248/248L	Engineering Graphics and Computer Modeling w/ Lab	2	
	IENG 362	Stochastic Models	3	
	IENG 486	Statistical Quality & Process Control	3	
	IENG 311/311L	Work Methods & Measurements w/Lab	3	
	IENG 352	Creativity and Innovation	1	
		Tatal Cuality	43	

Total Credits 12

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	IENG 215	Cost Estimating for Engineers	3	
	IENG 355	Financing Technology Innovations	1	
	IENG 441	Simulation	3	
	IENG 321/321L	Ergonomics/Human Factors Engineering w/ lab	3	
		Engineering Elective	3	
		Total Credits	12	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	IENG 382	Introduction to Probability Theory & Statistics II	3	
First Semester	IENG 425	Production and Operations Management	3	
- FALL	IENG 464	Senior Design I	3	
	IENG 331	Safety Engineering	3	
	ENGM 435	Optimization Techniques	3	
		Total Credits	15	

Total	Credits	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	IENG 366	Engineering Management	3	
	IENG 465	Senior Design II	3	
	IENG 475/475L	Computer-Controlled Manufacturing Systems & Robotics	3	
		Engineering Elective	3	
		Professional Elective	4	
		Total Credits	16	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Third Semester - FALL	IENG 302	Engineering Economics	3	
	IENG 471	Facilities Planning	3	
	IENG 354	Marketing Technology Innovations	1	
		Department Approved Elective	3	
		Engineering Electives	3	
		Total Credits	13	

Major and Elective Coursework Total:	69 credit hours
South Dakota Mines Coursework Total:	69 CREDIT HOURS





Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Casper College

Associate of Science – Engineering (Metallurgical)

General Education Co	ourses			27 CREDIT HOURS
	Credit Hours	Community College Course No.	Course Title or Category	
Reasoning & Inquiry	4	CHEM 1020	General Chemistry I	
Math Computation	4	MATH 2200	Calculus I	
Written Comm	3	ENGL 1010	English Composition I	
Oral Communication	3	COMM 2010	Public Speaking	
Humanities	3	Select 1 course from	Humanities General Education (HU 0000) List	
Social Science	3	Select 1 course from	Social Science General Education (SSC 0000) List	
Fine Arts	3	Select 1 course from	Fine Arts General Education (F	A 0000) List
US-WY Constitution	3	Select 1 course from	US and Wyoming Constitution	is (CNST 0000) List
Health Wellness	1	Select 1 course from	Health and Wellness General	Education (HW 0000) List

Required Courses			17 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Mathematics &	4	MATH 2205	Calculus II
Science	4	PHYS 1310	College Physics I
	3	ES 1101	Introduction to Engineering Study
Engineering	3	ES 1060	Introduction to Engineering Problem Solving
	3	ES 2110	Statics

Program Elective Courses			22CREDIT HOURS
	Credit Hours	Course No.	Course Title
	4	COSC 1030	Computer Science I
	4	MATH 2210	Calculus III
Drogrom Floative	3	MATH 2310	Applied Differential Equations
Program Elective	4	PHYS 1320	College Physics II
	4	CHEM 1030	Chemistry II
	3	ES 2410	Mechanics of Materials

Associate of Science – Engineering (Metallurgical) Total:

66 CREDIT HOURS

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Metallurgical Engineering

General Education Co	3 CREDIT HOURS			
	Credit Hours	Community College Course No.	Course 1	Title or Category
Written Communication	3	ENGL 289	Explorations in STEM Commu	nications

Major Required Courses			43 CREDIT HOURS
	Credit Hours	Course No.	Course Title
	1	MET 231	Structures & Properties of Materials Lab
	3	MET 232	Properties of Materials
	4	MET 220/220L	Mineral Processing and Resource Recovery w/lab
	4	MET 320	Metallurgical Thermodynamics
	1	MET 333	Process Measurements and Control
	4	MET 422	Transport Phenomena
	4	MET 321/321L	High Temperature Extraction, Concentration & Recycling w/lab
Metallurgical	2	MET 352/352L	Principles of Metallurgical Design w/lab
Engineering	4	MET 330/330L	Physics of Metals w/lab
	3	MET 332	Thermomechanical Processing
	2	MET 464	Senior Design I
	4	MET 310/310L	Aqueous Extraction, Concentration, and Recycling w/lab
	2	MET 433	Process Control
	4	MET 440/440L	Mechanical Metallurgy w/lab
	1	MET 465	Senior Design II

Other Required Courses			9 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Other Engineering	4	EE 301/301L	Introduction to Circuits, machines, and Systems w/lab
Mathematics	3	MATH 373	Introduction to Numerical Analysis
Economics	2	IENG 301	Basic Engineering Economics

Elective Courses			9 credit hours
	Credit Hours	Course No.	Course Title
Major Electives	6	Select from list	Major Electives
Science Electives	3	Select from list	Science Electives

Bachelor of Science – Metallurgical Engineering Total:	130 CREDIT HOURS

Post-Associate Degree Total: 64 CREDIT HOURS

GUARANTEES

Students who:

- 1. complete the Associate of Science Engineering degree prescribed curriculum at Casper College exactly as it is identified in this articulation agreement, and
- 2. have the degree conferred on their education record at Casper College (post high school graduation), and
- 3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Casper College, and
- 4. pass all 66 credits for the associate degree, earning a grade C- or higher in each course

are guaranteed the following at the South Dakota School of Mines and Technology (South Dakota Mines):

- 1. junior standing at South Dakota Mines with no more than 64 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Metallurgical Engineering.
- 2. admission to South Dakota Mines
- 3. admission to the Bachelor of Science degree in Metallurgical Engineering.

LIMITATIONS

- 1. This agreement is between the Associate of Science Engineering degree at Casper College and the Bachelor of Science degree in Metallurgical Engineering from the above list at South Dakota Mines only.
- 2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
- 3. Student must have a cumulative grade point average (GPA) at the Casper College of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
- 4. The credit and course transfer guarantees described in this agreement apply to the Associate of Science degree at Casper College and the Bachelor of Science degree in Metallurgical Engineering at South Dakota Mines. If the student changes majors at Casper College or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
- 5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Casper College, the student will be required to make up the credit deficiency at South Dakota Mines.
- 6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Casper College.

A2B CONTACT INFORMATION

South Dakota Mines Office of the Provost 605.394.2256 Provost@sdsmt.edu

Casper College Academic Affairs 307.268.2229

RENEWAL, REVISION, and TERMINATION

- This Associate to Bachelor Articulation Agreement (A2B) shall be in effect July 1 June 30 each year and will
 automatically renew annually unless action is taken by South Dakota Mines or Casper College to terminate or
 modify it.
- 2. The South Dakota Mines Office of the Provost and the Casper College Academic Affairs division will collaborate to coordinate a review the content of the associate and bachelor degrees on a three-year cycle to ensure this A2B is still appropriate.
- 3. South Dakota Mines and the Casper College each reserve the right to seek revision of this agreement at any time.
- 4. Revision of any content of the agreement (except Appendices content) will be approved by each institution and result in a new agreement being signed, with copies retained by each institution.
 - a. Revision to any Appendices will be communicated to each institution, but do not need to be approved by each institution and will not result in a new agreement being signed by each institution.
- 5. South Dakota Mines and the Casper College each reserve the right to seek termination of this agreement at any time.
- 6. Should the agreement be terminated, each institution agrees to collaborate and engage in appropriate plans to notify and work with impacted students, providing a minimum one-year advance notice of termination.

APPROVALS

Lance Roberts, Ph.D. Interim President South Dakota Mines <u>President@sdsmt.edu</u>	Date	Brian Kosine, Ph.D. Interim President Casper College <u>Brandon.Kosine@caspercollege.edu</u>	Date
James Stone, Ph.D. Provost and Vice President for Acade South Dakota Mines Provost@sdsmt.edu	Date emic Affairs	Gerald Hawkes, Ph.D. Interim Provost Casper College <u>Gerald.Hawkes@caspercollege.edu</u>	Date
Michael West, Ph.D. Department Head South Dakota Mines <u>Michael.West@sdsmt.edu</u>	Dai	e Jeffrey Sun Interim Dean Casper College Jeffrey.Sun@caspercollege.edu	Date
		Jared Bowden	

Academic Chair Casper College Jared.Bowden@caspercollege.edu

Appendix A: Course Sequence

Course Sequence: Casper College

Engineering - Metallurgical (A.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	CHEM 1020*	Chemistry I (Reasoning & Inquiry in Science Gen Ed)	4	
Year	COMM 2010*	Public Speaking (Oral Comm Gen Ed)	3	
Semester	ES 1101	Introduction to Engineering Study	3	
	ES 1060	Intro to Engineering Problem Solving	3	
	MATH 2200*	Calculus I (Math Computation Gen Ed)	4	
		Total Credits	17	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	CHEM 1030	Chemistry II (PEL 0000)	4	
Year	HU 0000*	Select 1 course from HU List (Humanities Gen Ed)	3	
Second Semester	ES 2110	Statics	3	
	ENGL 1010*	English Composition I (Written Communication Gen Ed)	3	
	MATH 2205	Calculus II	4	
		Total Cradite	17	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year	PHYS 1310	College Physics I	4	
	HW 0000	Select 1 course from HW List (Health & Wellness Gen Ed)	1	
Semester	ES 2410	Mechanics of Materials (PEL 0000)	3	
	MATH 2210	Calculus III (PEL 0000)	4	
	COSC 1030	Computer Science I (PEL 0000)	4	
		Total Credits	16	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	FA 0000*	Select 1 course from FA List (Fine Arts Gen Ed)	3	
Year	SSC 0000*	Select 1 course from SSC List (Social Science Gen Ed)	3	
Second Semester	PHYS 1320*	PHYS 1320* College Physics II (PEL 0000)		
Semester	CNST 0000*	Select 1 course from US/WY Constitution List (Gen Ed)	3	
	MATH 2310	Applied Differential Equations (PEL 0000)	3	
		Total Credits	16	

Casper College Coursework Total:	66 CREDIT HOURS
Major and Elective Coursework Total:	36 credit hours
General Education Coursework Total:	30 credit hours
Metallurgical Engineering (B.S.) – even year start

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	MET 231	Properties of Materials Lab	1	
First	MET 232	Properties of Materials	3	
Semester – FALL (Even yr)	MET 320	Metallurgical Thermodynamics	4	
	MET 422	Transport Phenomena	4	
		Science Elective	3	
		Total Credits	15	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	MET 220/220L	Mineral Processing and Resource Recovery w/lab	4	
Second	MET 321/321L	High Temperature Extraction, Concentration, & Rec w/lab	4	
Semester –	EE 301/301L	Introduction to Circuits, Machines, and Systems w/lab	4	
(Odd vr)	MET 352/352L	Principles of Metallurgical Design w/lab	2	
	MATH 373	Introduction to Numerical Analysis	3	
		Total Crodits	17	

Total Credits

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	MET 333	Process Measurements and Control	1	
First	MET 464	Senior Design	2	
FALL	MET 330/330L	Physics of Metals w/lab	4	
(Odd yr)	MET 332	Thermomechanical Processing	3	
	ENGL 289	Explorations in STEM Communications*	3	
		Major Electives	3	
		Total Credit.	s 16	

Semester	Course No.	Course Title	Credit Hour	s Completed
Senior Year	MET 310/310L	Aqueous Extraction, Concentration, and Recycling w/lab	4	
Second	MET 440/440L	Mechanical Metallurgy w/lab	4	
Semester –	MET 433	Process Control	2	
(Even yr) IENG 301 Basic Engineering Economics MET 465 Senior Design II		Basic Engineering Economics	2	
		Senior Design II	1	
		Major Elective	3	
		Total Credits	16	
		*General Education Coursev	vork Total:	3 credit hours
		Major and Elective Coursew	ork Total:	61 credit hours
	South Dakota Mines Coursework Total: 64 o			

Metallurgical Engineering (B.S.) – odd year start

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	MET 231	Properties of Materials Lab	1	
First	MET 232	Properties of Materials	3	
Semester – FALL	MET 320	Metallurgical Thermodynamics	4	
(Odd yr)	ENGL 289	Explorations in STEM Communications*	3	
	IENG 301	Basic Engineering Economics	2	
		Total C	Credits 13	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	MET 220/220L	Mineral Processing and Resource Recovery w/lab	4	
Second	MET 310/310L	Aqueous Extraction, Concentration, and Recycling w/lab	4	
Semester –	MET 440/440L	Mechanical Metallurgy w/lab	4	
(Even vr)	MET 352/352L	Principles of Metallurgical Design w/lab	2	
		Total Credits	14	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	MET 333	Process Measurements and Control	1	
First	MET 464	Senior Design	2	
FALL	MET 422	Transport Phenomena	4	
(Even yr)		Major Elective	3	
	MATH 373	Introduction to Numerical Analysis	3	
		Total Credits	13	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	MET 321/321L	High Temperature Extraction, Concentration, & Rec w/lab	4	
Second	MET 433	Process Control	2	
Semester – SPRING (Odd yr)	MET 465	Senior Design II	1	
		Science Elective	3	
		Major Elective	2	
		Total Credits	12	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	MET 330/330L	Physics of Metals w/lab	4	
Third	MET 332	Thermomechanical Processing	3	
Semester –	EE 301/301L	Introduction to Circuits, Machines, and Systems w/lab	4	
(Odd vr)		Major Elective	1	
		Total Credits	12	

Major and Elective Coursework Total:	61 credit hours
outh Dakota Mines Coursework Total:	64 CREDIT HOURS

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Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Gillette College

Associate of Science – Engineering (Metallurgical)

General Education Co	ourses			27 CREDIT HOURS
	Credit Hours	Community College Course No.	Course Title or Category	
Science	4	CHEM 1020	General Chemistry I	
Mathematics	4	MATH 2200	Calculus I	
Cultural Studios	3	Select 1 course from	Cultural Studies "Global Diversity" or "Foreign Language" categories	
Cultural Studies	3	Select 1 course from	Cultural Studies "Social and Bo	ehavioral Sciences" category
US & WY Constitutions	3	HIST 1211, or 1221, or 1251, or 1251, or 1251	US to 1865, or US from 1865, or Wyoming History, or American and Wyoming Government	
Communication	3	ENGL 1010	English Composition I	
communication	3	COMM 2010	Public Speaking	
Gen Ed Course of Choice	4	MATH 2205	Calculus II	

Required Courses			18 credit hours
	Credit Hours	Course No.	Course Title
	4	MATH 2210	Calculus III
Mathematics &	3	MATH 2310	Applied Differential Equations
Science	4	PHYS 1310	College Physics I
	1	ES 1000	Orientation of Engineering
Engineering	3	ES 2110	Statics
	3	ES 2120	Dynamics

Program Elective Courses			18 credit hours
	Credit Hours	Course No.	Course Title
ES Elective	4	PHYS 1320	College Physics II
	3	ES 1060	Intro to Engineering Problem Solving
Program Elective	3	ES 2410	Mechanics of Materials I
	4	CHEM 1030	General Chemistry II
	4	ES 2210	Electric Circuit Analysis

Associate of Science – Engineering (Metallurgical) Total: 63 CREDIT HOURS

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Metallurgical Engineering

General Education Courses				6 CREDIT HOURS
	Credit Hours	Community College Course No.	Course Title or Category	
Written Communication	3	ENGL 289	Explorations in STEM Communications	
Arts & Humanities	3	Select 1 course from	General Education Arts and H	umanities (Goal 4)

Major Required Courses			43 CREDIT HOURS
	Credit Hours	Course No.	Course Title
	1	MET 231	Structures and Properties of Materials Lab
	3	MET 232	Properties of Materials
	4	MET 220/220L	Mineral Processing and Resource Recovery w/Lab
	4	MET 320	Metallurgical Thermodynamics
	1	MET 333	Process Measurements and Controls
	4	MET 422	Transport Phenomena
	4	MET 321/321L	High Temp Extraction, Concentration, and Recycling w/Lab
Metallurgical	2	MET 352/352L	Principles of Metallurgical Design
Engineering	4	MET 330/330L	Physics of Metals w/Lab
	3	MET 332	Thermomechanical Processing
	2	MET 464	Senior Design I
	4	MET 310/310L	Aqueous Extraction, Concentration, and Recycling w/Lab
	2	MET 433	Process Control
	4	MET 440/440L	Mechanical Metallurgy w/Lab
	1	MET 465	Senior Design II

Other Required Courses			5 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Economics	2	IENG 301	Basic Engineering Economics
Mathematics	3	MATH 373	Introduction to Numerical Analysis

Elective Courses			13 CREDIT HOURS	
	Credit Hours	Course No.	Course Title	
Major Electives	6		Select from list of Major Electives	
Free Electives	1		Select in consultation with Academic Advisor	
Science Electives	6		Select from list of Science Electives	

Post-Associate Degree Total:	67 CREDIT HOURS
Bachelor of Science – Metallurgical Engineering Total:	130 CREDIT HOURS

GUARANTEES

Students who:

- 1. complete the Associate of Science Engineering degree prescribed curriculum at Gillette College exactly as it is identified in this articulation agreement, and
- 2. have the degree conferred on their education record at Gillette College (post high school graduation), and
- 3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Gillette College, and
- 4. pass all 63 credits for the associate degree, earning a grade C- or higher in each course

are guaranteed the following at the South Dakota School of Mines and Technology (South Dakota Mines):

- 1. junior standing at South Dakota Mines with no more than 67 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Metallurgical Engineering.
- 2. admission to South Dakota Mines
- 3. admission to the Bachelor of Science degree in Metallurgical Engineering.

LIMITATIONS

- 1. This agreement is between the Associate of Science Engineering degree at Gillette College and the Bachelor of Science degree in Metallurgical Engineering at South Dakota Mines only.
- 2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
- 3. Student must have a cumulative grade point average (GPA) at the Gillette College of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
- 4. The credit and course transfer guarantees described in this agreement apply to the Associate of Science degree at Gillette College and the Bachelor of Science degree in Metallurgical Engineering at South Dakota Mines. If the student changes majors at Gillette College or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
- 5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Gillette College, the student will be required to make up the credit deficiency at South Dakota Mines.
- 6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Gillette College.

A2B CONTACT INFORMATION

South Dakota Mines Office of the Provost 605.394.2256 <u>Provost@sdsmt.edu</u>

Gillette College Academic & Student Affairs 307.681.6000 admissions@gillettecollege.org

RENEWAL, REVISION, and TERMINATION

- This Associate to Bachelor Articulation Agreement (A2B) shall be in effect July 1 June 30 each year and will
 automatically renew annually unless action is taken by South Dakota Mines or Gillette College to terminate or
 modify it.
- 2. The South Dakota Mines Office of the Provost and the Gillette College Academic and Student Affairs department will collaborate to coordinate a review the content of the associate and bachelor degrees on a three-year cycle to ensure this A2B is still appropriate.
- 3. South Dakota Mines and the Gillette College each reserve the right to seek revision of this agreement at any time.
- 4. Revision of any content of the agreement (except Appendices content) will be approved by each institution and result in a new agreement being signed, with copies retained by each institution.
 - a. Revision to any Appendices will be communicated to each institution, but do not need to be approved by each institution and will not result in a new agreement being signed by each institution.
- 5. South Dakota Mines and the Gillette College each reserve the right to seek termination of this agreement at any time.
- 6. Should the agreement be terminated, each institution agrees to collaborate and engage in appropriate plans to notify and work with impacted students, providing a minimum one-year advance notice of termination.

APPROVALS

Lance Roberts, Ph.D. Interim President South Dakota Mines	Date	Janell Oberlander, Ed.D. President Gillette College	Date
James Stone, Ph.D. Interim Provost and Vice Presic South Dakota Mines	Date lent for Academic Affairs	Barry Spriggs, Ph.D. Vice President for Academic and Student / Gillette College	Date Affairs
 Mike West Ph D	Date	 Martin Fashhaugh	Date
Department Head	Date	Dean of Arts and Sciences	Date
		256	

Appendix A: Course Sequence

Course Sequence: Gillette College

Engineering - Metallurgical (A.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman	MATH 2200	Calculus I	4	
Year First Somostor	CHEM 1020	General Chemistry I	4	
First Semester	ES 1000	Orientation of Engineering	1	
	ENGL 1010	English Composition	3	
	ES 1060	Intro to Engineering Problem Solving (Program Elective)	3	
		Total Credits	15	

Semester	Course No.	Course Title		Credit Hours	Completed
Freshman	COMM 2010	Public Speaking (Advanced Writing)		3	
Year	CHEM 1030	General Chemistry II (Program Elective)		4	
Second Semester	ES 2110	Statics		3	
	MATH 2205	Calculus II		4	
	PHYS 1310	College Physics I		4	
			Total Credits	17	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore	MATH 2210	Calculus III	4	
Year First Semester	ES 2120	Dynamics	3	
First Semester	Select 1 course from:	Cultural Studies: Foreign Language or Global Diversity areas	3	
	PHYS 1320	College Physics II (ES/PHYS Program Elective)	4	
	ES 2410	Mechanics of Materials I (Program Elective)	3	
		Total Credits	17	

Semester	Course No.	Course Title	Credit Hou	rs Completed
Sophomore	MATH 2310	Applied Differential Equations	3	
Year	Select 1 course from:	Cultural Studies: Social & Behavioral Science area	3	
Second	Select 1 course from:	HIST 1211, HIST 1221, HIST 1251, POLS 1000 (US/WY Const)	3	
Semester	ES 2210	Electric Circuit Analysis (Program Elective)	4	
		Total Credits	14	
		General Education Coursewo	rk Total:	27 credit hours
		Major and Elective Coursewo	rk Total:	36 credit hours

Gillette College Coursework Total:	63 CREDIT HOUR

Course Sequence: South Dakota Mines – Fall Semester Start

Metallurgical Engineering (B.S.) – even year start

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	MET 231	Properties of Materials Lab	1	
First Semester	MET 232	Properties of Materials	3	
– FALL (even vear)	MET 320	Metallurgical Thermodynamics	4	
(0.0.1) 00.1	MET 422	Transport Phenomena	4	
		Arts/Humanities Gen Ed Elective (Goal 4)*	3	
	ENGL 289	Explorations in STEM Communications*	3	
		Total Credits	18	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	MET 220/220L	Mineral Processing and Resource Recovery w/lab	4	
Second	MET 321/321L	High Temperature Extraction, Concentration, & Rec w/lab	4	
Semester – SPRING (odd year)		Science Electives	3	
	MET 352/352L	Principles of Metallurgical Design w/lab	2	
	MATH 373	Introduction to Numerical Analysis	3	
		Free Electives	1	
		Total Credits	17	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester	MET 333	Process Measurements and Control	1	
	MET 464	Senior Design	2	
– FALL (odd year)	MET 330/330L	Physics of Metals w/lab	4	
	MET 332	Thermomechanical Processing	3	
		Major Electives	3	
		Science Electives	3	
		Total Credits	16	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	MET 310/310L	Aqueous Extraction, Concentration, and Recycling w/lab	4	
Second	MET 440/440L	Mechanical Metallurgy w/lab	4	
Semester –	MET 433	Process Control	2	
(even vear)	IENG 301	Basic Engineering Economics	2	
	MET 465	Senior Design II	1	
		Major Electives	3	
		Total Credits	16	
		*General Education Course	work Total:	6 credit hours
		Maior and Elective Coursew	ork Total:	61 credit hours

INIAJOF AND ELECTIVE COURSEWORK TOTAL.	
South Dakota Mines Coursework Total:	67 CREDIT HOUR

Metallurgical Engineering (B.S.) – odd year start

MATH 373

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year	MET 231	Properties of Materials Lab	1	
First Semester	MET 232	Properties of Materials	3	
– FALL (odd vear)	MET 320	Metallurgical Thermodynamics	4	
(,		Arts/Humanities Gen Ed Elective (Goal 4)*	3	
	ENGL 289	Explorations in STEM Communications*	3	
		Total Credits	14	
Semester		Course Title	Cradit Hours	Completed
Junior Voor	COURSE NO.	Mineral Processing and Pescurea Pescurer w/leh		Completed
Second	IVIET 220/220L		4	
Semester –	MET 310/310L	Aqueous Extraction, Concentration, and Recycling w/lab	4	
SPRING	MET 440/440L	Mechanical Metallurgy w/lab	4	
(even year)	MET 352/352L	Principles of Metallurgical Design w/lab	2	
		Total Credits	14	
Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	MET 333	Process Measurements and Control	1	
First Semester	MET 422	Transport Phenomena	4	
– FALL (even vear)	MET 464	Senior Design	2	
	IENG 301	Basic Engineering Economics	2	

Total	Credits	13

3

1

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year	MET 321/321L	High Temperature Extraction, Concentration, & Rec w/lab	4	
Second	MET 433	Process Control	2	
Semester – SPRING (odd year)	MET 465	Senior Design II	1	
		Science Elective	3	
		Major Elective	3	
		Total Credits	13	

Introduction to Numerical Analysis

Free Elective

Semester	Course No.	Course Title	Credit Hour	s Completed
Senior Year	MET 330/330L	Physics of Metals w/lab	4	
Third	MET 332	Thermomechanical Processing	3	
Semester –		Science Elective	3	
(odd year)		Major Elective	3	
		Total Credits	13	
		*General Education Coursew	ork Total:	6 credit hours
		Major and Elective Coursew	ork Total:	61 credit hours
		South Dakota Mines Coursew	ork Total:	67 CREDIT HOURS

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – I (2) DATE: December 11-12, 2024

SUBJECT

Articulation Agreements – USD

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, the University of South Dakota requests approval to update the following articulation agreement:

 Students who have completed an AAS degree in: Administrative Assistant – Medical, EMS – Paramedic, Firefighter/Paramedic, Physical Therapy Assistant, Sports Medicine-Athletic Training, or Surgical Technology at Western Iowa Tech Community College (WITCC) may apply up to 52 credits toward the BS in Health Sciences at USD.

The revised agreement will replace the August 2017 agreement between USD and WITCC. Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Articulation Agreement

DRAFT MOTION 20241211 5-I(2):

I move to approve the University of South Dakota to finalize and execute the articulation agreement between USD and Western Iowa Tech Community College in substantially similar form to that set forth in Attachment I.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD) and WESTERN IOWA TECH COMMUNITY COLLEGE (WITCC)

Agreement with Respect to Applying the

ADMINISTRATIVE ASSISTANT-MEDICAL EMS-PARAMEDIC FIREFIGHTER/ PARAMEDIC PHYSICAL THERAPY ASSISTANT AND

SURGICAL TECHNOLOGY

Associate of Applied Sciences Degree Programs at WITCC Towards the HEALTH SCIENCES Bachelor of Science Degree Program at USD

I. **Parties**

The parties to this agreement are The University of South Dakota (USD) and Western Iowa Tech Community College (WITCC).

II. Purpose

The purpose of this agreement is to:

A. have a signed articulation agreement that addresses the varying needs of students and the complementary nature of the institutions' programs;

B. provide increased educational opportunities for students from South Dakota and the region;

C. extend and clarify educational opportunities for students;

D. provide WITCC students who have completed an AAS degree in Administrative Assistant-Medical, EMS-Paramedic, Firefighter/Paramedic, Physical Therapy Assistant, and Surgical Technology an opportunity to earn a Bachelor of Science degree with a major in Health Sciences.

E. encourage students to graduate from both the AAS (WITCC) listed programs and Bachelor of Science with a major in Health Sciences (USD) program and work collaboratively on marketing and admissions guidance.

III. Academic Program

Graduation Requirements for the BS in Health Sciences at USD

Revised 2024

Total credits required:	120
Transfer up to 52 additional credits from WITCC AAS Degree:	52
General Education Credits:	24
Health Science Major Requirements:	44

A. Requirements to be completed at USD for the B.S. in Health Sciences are reflected in the catalog website: <u>http://catalog.usd.edu/index.php</u> Select the start year catalog, then click Academic Programs from the menu on the left and find the Health Sciences (B.S.) degree under majors.

B. The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. This coursework may be taken at WITCC if courses are delivered under the current General Education agreement with the Board of Regents. General education coursework will be transferred if the Regental System General Education transfer requirements are met. If students have additional coursework that meets the Health Science degree requirements, a total of 90 transfer credits may be allowed.

USD General Education Re	USD General Education Requirements		WITCC Coursework (Must meet SD Regental System Requirements)	Credit Hours
SGR 1	English 101 Composition	3	ENG 105 Composition I	3
Written Communication and Literacy Skills (6 credits required)	Approved SGR 1 Course	3	ENG 201 Composition II or ENG 221 Intro to Creative Writing	3
SGR 2 Oral Communication (3 credits required)	Approved SGR 2 Course	3	SPC 112 Public Speaking	3
<i>SGR 3</i> Social Sciences (3 credits required; two disciplines)	Approved SGR 3 Course; Discipline 1	3	SOC 110 Intro to Sociology OR SPC 122- Interpersonal Communication	3
	Approved SGR 3 Course; Discipline 2	3	PSYC 111 General Psychology	3
SGR 4 Humanities & Fine Arts (6	Approved Humanities Course	3	PHI 105 Introduction to Ethics	3
credits required; 3 Humanities & 3 Fine Arts	Approved Fine Arts Course	3		
SGR 5 Mathematics	Approved SGR 5 Course	3	MATH 111- Math for Liberal Arts OR MATH 121 College Algebra OR MAT 156 Intro to Stats	3
<i>SGR 6</i> Natural Sciences (6 credits required)	PHGY 220/L Human Anatomy/Physiology I** PHGY 230/L Human Anatomy/Physiology I OR HSC 280/L Essentials of Human Anatomy & Physiology AND Approved SGR 6 Course	8*	BIOL 168 Human Anatomy and Physiology BIO 173 Human Anatomy and Physiology II OR BIOL 163 Essentials of A&P (approved to meet SGR 6 without direct equivalency)	8
Total General Education Cr	edits	24* (32)		32

General Education Course Requirements

Revised 2024

+This is not a comprehensive list of the general education courses that transfer to USD from WITCC. The classes listed are common courses taken at WITCC for the specific AAS degree listed above.				
B.S. in Health Sciences	Coursewo	ork		
Health Science Major Course	Credit	WITCC Coursework	Credit	
	Hours		Hours	
HSC 110 The Interprofessional Health Team	3	Students in the Forward Articulation pathway will complete HSC Elective in place of HSC 110.	3	
HSC 250 Healthcare Terminology in Clinical Setting	3	HSC 114 Medical Terminology	3	
HSC 280/L Essentials of Human Anatomy & Physiology	5	Substitution allowed for BIOL 163 Essentials of Anatomy and Physiology	4	

*Science credits already counted in total for major

****USD PHGY 220/L Requires Chem 106/L or higher as a prerequisite; Chem 106 or higher requires appropriate level math**

The Health Sciences Major requires an anatomy and physiology sequence: either PHGY 220/230 OR HSC 280/281

IV. Pathway One: Reverse Articulation (completing years one and two at USD, years three and four at WITCC, and transferring WITCC credits back to USD for completion of degree)

A. Students will complete the required B.S. in Health Sciences courses through the University of South Dakota during the first two years of their education. During the third year of their education and upon acceptance into the program at WITCC, students will enter one of the Associate of Applied Science programs listed above at WITCC and complete the requirements for the AAS at the end of the fourth year. Students are not guaranteed admission into AAS programs at WITCC.

B. Upon successful completion of the requirements of the AAS degree, the student will transfer back to USD and apply for graduation. At that time, USD will accept a block of up to 52 technical course credits in transfer. In addition to the technical AAS degree course block credits, general education coursework that is equivalent to Regental courses will be transferable and accepted by USD.

C. USD will waive the graduation requirement that 15 of the last 30 credits for the baccalaureate degree must be earned as institutional credit.

D. Students must meet all other Board of Regents and university graduation requirements in order to receive a degree.

E. To return to USD students must submit a new application through the USD admissions office. Students are allowed to waive the admission fee with proper notification.

F. Upon completion of the Technical Program and conferral of the AAS degree, students must notify the Department of Public Health and Health Sciences to complete the block credit transfer form.

G. Upon re-acceptance to USD, students must set up their USD accounts and submit a Degree Audit/ Application for Graduation form to the Registrar's Office, marking the "joint program" box to indicate they are completing an "Articulation" program.

H. To participate in spring commencement, students must reapply to USD through the admissions office, be fully accepted, and complete a degree audit and graduation application form

Revised 2024

through the registrar's office. Students must submit the following documents to the Health Sciences program director: a completed Walk-Early form, degree audit results, transcript from the technical program, and a confirmation letter from the technical school program director.

V. Pathway Two: Forward Articulation (completing the AAS degree at WITCC and transferring to USD to complete the Bachelor of Science in Health Sciences)

A. Upon successful completion of the requirements of the AAS degree students may transfer to USD to complete the BS in Health Sciences. At that time, USD will accept a block of up to 52 technical course credits from the AAS degree. Students must successfully complete the AAS degree from WITCC prior to transferring to USD for the technical course credits to be accepted. Transferable general education coursework in addition to up to 52 technical course block credits will be accepted.

B. Students will complete the requirements for the B.S. in Health Sciences and any other general education or free elective requirements that remain unsatisfied. Students who have earned a health care associates degree and are in the Health Career Advancement pathway may choose one HSC 3 credit hour elective in place of HSC 110.

B. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

VI. Additional requirements

Students transferring coursework from WITCC must have a cumulative GPA of 2.0 on a 4.0 scale.

VII. **Obligations**

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

VIII. Modification

This agreement may be modified periodically by the South Dakota Board of Regents and Western Iowa Tech Community College upon agreement by both parties.

IX. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

X. Effective Date of Agreement:

The agreement applies to students who graduated from WITCC in 2000 or later. This agreement was updated in 2024 and is in effect upon the approval of all parties.

For University of South Dakota:

	Date:
Haifa Abou-Samra	
Dean, School of Health Sciences	
University of South Dakota	
•	
	Date:
Sheila K. Gestring	
President	
University of South Dakota	
For Western Jours Tech Community College	
For western lowa Tech Community College	
	Deter
Darin Maallan	Date:
Darin Moeller	
Executive Dean of Instruction	
western Iowa Tech Community College	
	Date:
Terry A Murrell	
President	
Western Iowa Tech Community College	

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance Consent

AGENDA ITEM: 5 – J DATE: December 11-12, 2024

SUBJECT

SDLTAP Joint Powers Agreement – SDSU & SD Department of Transportation

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.3 – Agreements and Contracts

BACKGROUND / DISCUSSION

The South Dakota Department of Transportation (DOT) has partnered with South Dakota State University (SDSU) for well over two decades to operate the South Dakota Local Transportation Assistance Program (SDLTAP). The predecessor to this agreement was approved by the Board in December 2022. This agreement continues that partnership and provides for the same, running from January 1, 2025 through April 30, 2026. DOT will provide up to \$550,431.00 to SDSU to provide the services contained in the Statement of Work, which is affixed as an exhibit in Attachment I. SDSU will contribute approximately \$22,415.00 in staff services during the term of the agreement.

By way of background, the Federal Highway Administration created the Local Technical Assistance Program (LTAP) in 1982 to provide local agencies with information and training programs to address the maintenance of local roadways and bridges. The LTAP and Tribal Technical Assistance Program (TTAP) are composed of a network of 58 Centers – one in every state, Puerto Rico and regional Centers serving tribal governments. The Centers enable local counties, parishes, townships, cities and towns to improve their roads and bridges by supplying them with a variety of training programs, an information clearinghouse, new and existing technology updates, personalized technical assistance and newsletters.

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

(Continued)

DRAFT MOTION 20241211 5-J:

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

SDLTAP Joint Powers Agreement – SDSU & DOT December 11-12, 2024 Page 2 of 2

IMPACT AND RECOMMENDATION

The attached JPA will allow SDSU to continue to receive funding from DOT to jointly operate the SDLTAP.

Staff recommends approval.

ATTACHMENTS

Attachment I – Joint Powers Agreement SDSU and SDDOT SDLTAP

JOINT POWERS AGREEMENT FOR A RESEARCH STUDY FINANCED WITH FEDERAL FUNDS COST REIMBURSEMENT CONTRACT

Agreement Number _____

This Agreement is made by and between the State of South Dakota, acting by and through its Department of Transportation, referred to in this Agreement as "State," and South Dakota State University, of Brookings, South Dakota, referred to in this Agreement as "Contractor."

BACKGROUND:

- 1. State has indicated the need for work described in this Agreement;
- 2. Contractor is a public institution of research and education, and has personnel able to perform the work; and,
- 3. State wants Contractor to perform the work.

The parties agree that Contractor will perform the work in accordance with the following:

Joint Powers

This Agreement is entered into pursuant to SDCL ch. 1-24. This Agreement does not establish a separate legal entity as contemplated by SDCL § 1-24-5. The cooperative undertaking described in this Agreement will be financed and conducted under the provisions of this Agreement by Contractor and State. Each party has responsibilities under the terms of this Agreement and no joint board or administrator will be used. No real property will be purchased for use for this Agreement.

Project Identity

For purposes of identification, this work will be identified by Project Number HR0018 and the Agreement Number as assigned by State and listed above. All invoices, reports, and correspondence submitted to State in connection with this Agreement will be identified accordingly. All matters relating to this Agreement will be processed through State's Project Manager.

Scope of Work

The parties agree to operate the South Dakota Local Transportation Assistance Program (SDLTAP), the mission of which is to disseminate technical materials, information, and training relative to highways and transportation in general to local government.

Contractor will perform those tasks delineated in Contractor's proposal entitled "2025 SDLTAP Work Plan," which is attached to this Agreement and incorporated by reference as **Exhibit A**.

Organization

SDLTAP will be operated jointly by Contractor and State.

Any officer, employee, or agent deployed in joint action under this Agreement will remain an employee with his or her agency during participation in joint action under this Agreement. Each agency will retain exclusive responsibility for its officers, agents, and employees while these officers, agents, and employees are deployed in joint action under this Agreement, including, but not limited to, responsibility for regular and overtime wages and salaries, unemployment benefits, workers' compensation coverage, health insurance, or other benefits, and liability coverage and indemnity, except as otherwise specifically provided in this Agreement.

State will contribute training and technical advice as defined in this Agreement. State will provide an inhouse contact person whose responsibility will be to coordinate all State efforts in management of SDLTAP. State will provide office space for two (2) SDLTAP staff members who will provide technical assistance in central South Dakota. All State contributions addressed in this paragraph will constitute matching contributions necessary for the total funding of SDLTAP.

Other than the two office spaces provided by State, Contractor will physically house SDLTAP. Contractor will employ the director of SDLTAP and staff for technology transfer coordination. Contractor will provide all necessary secretarial and information specialist assistance for the operation of SDLTAP. Contractor's other faculty and staff may contribute time in the preparation and participation in training and other SDLTAP activities.

An advisory board comprising local government representatives will advise SDLTAP. The advisory board will consist of thirteen (13) members appointed by the following organizations:

- South Dakota Department of Transportation (2)
- South Dakota Municipal League (1)
- American Public Works Association, South Dakota Chapter (1)
- South Dakota Association of County Commissioners (1)
- South Dakota Association of County Highway Superintendents (3)
- South Dakota Engineering Society (1)
- Great Plains Tribal Chairman's Association (1)
- Federal Highway Administration, South Dakota Division (1)
- South Dakota Association of Towns and Townships (1)
- Associated General Contractors of South Dakota, Inc. (1)

The parties agree that a representative of State will serve as chairperson of the advisory board.

Period of Performance

Contractor will perform the required work during the period beginning on January 1, 2025, and ending April 30, 2026, unless all parties to this Agreement agree in writing to a time extension. The Agreement will remain in full force and effect until all the parties' obligations under the Agreement are met or the contract is terminated in accordance with this Agreement.

Agreement Price

State will reimburse Contractor, as full compensation for all services rendered and materials, and supplies furnished under this Agreement, the actual costs incurred by Contractor in an amount up to, but not exceeding, Five Hundred Fifty Thousand Four Hundred Thirty-One Dollars (\$550,431.00), as specified in the budget in the attached **Exhibit A**. Of this amount, up to Two Hundred Ten Thousand Dollars (\$210,000.00) will be paid through the Federal Highway Administration Local Technical Assistance Program. This federal funding will be matched by at least an equal amount of local and state funds. Any federal funds not obligated by SDLTAP at the end of the period of performance will be withdrawn. The remaining reimbursement of up to Three Hundred Forty Thousand Four Hundred Thirty-One Dollars (\$340,431.00) will be paid for out of the State Local Road and Bridge Fund. These funds will be used to match the federal funds. State will withdraw any funds not obligated by SDLTAP at the end of the period of performance funds will be used to match the federal funds. State will withdraw any funds not obligated by SDLTAP at the end of the period of performance.

Contractor will contribute its employees' services toward completion of the 2025 SDLTAP Work Plan and will maintain a record of its labor contribution, including salaries, benefits, indirect costs and expenses. The

value of these staff services is estimated at Twenty-Two Thousand Four Hundred Fifteen Dollars (\$22,415.00).

In addition to the reimbursements made to Contractor, State will contribute its employees' services toward completion of the 2025 SDLTAP Work Plan and will maintain a record of its labor contribution, including salaries, benefits, indirect costs and expenses. The value of these staff services is estimated at Twelve Thousand Three Hundred Forty Dollars (\$12,340.00).

Changes in Scope

Contractor agrees changes in objectives and scope of the work which has significant bearing on the work must have State's written approval prior to proceeding. Contractor must submit to State requests for increases in time or funding before extra work is started and at least thirty (30) days prior to termination of this Agreement. Any increase in time or funding requires State's approval and the execution of an amendment to this Agreement before any extra work is started.

Subcontracting

Contractor will perform all work set out in the 2025 SDLTAP Work Plan, unless otherwise noted in the plan. Contractor will not assign, sublet, or transfer this Agreement or any interest under this Agreement unless State grants written permission to do so. Contractor may subcontract work provided the subcontracted work and the subcontractor is identified in the 2025 SDLTAP Work Plan or Contractor obtains State's prior written approval to subcontract the work.

Costs of subcontracted work incurred prior to execution of the corresponding subcontract will not be eligible for reimbursement.

Each subcontract must contain all of the provisions of this Agreement.

Prompt Payment

Contractor will pay subcontractors or suppliers within fifteen (15) days of receiving payment for work that is submitted for progress payment by State. If Contractor withholds payment beyond this time period, Contractor will submit written justification to State, upon request. If it is determined that a subcontractor or supplier has not received payment due without just cause, State may withhold future estimated payments or may direct Contractor to make such payment to the subcontractor or supplier. Prompt payment will also include retainage monies due to the subcontractor if Contractor elects to utilize retainage on subcontract work. The maximum amount permitted for retainage for any subcontract will be 10%. Retainage will be released within fifteen (15) days of satisfactory completion of the work.

Reports

Contractor will prepare a center assessment report and a program assessment report as required by the Federal Highway Administration's Local Technical Assistance Program and submit it to State for review and comment prior to submission to the Federal Highway Administration.

Payment

State will pay Contractor within thirty (30) days, based on itemized invoices detailed to show the elements of direct costs incurred, the various additives added to the payroll, and the overhead charges. The itemized invoices will also show all elements of costs paid from funding sources other than the funds administered by the State.

Contractor will submit invoices for services rendered and for actual reimbursable expenses incurred during the billing period to the South Dakota Department of Transportation, Office of Research, 700 East Broadway Avenue, Pierre, SD 57501-2586, in triplicate, within forty-five (45) days following the end of the billing period. The invoices and supplements thereto will contain any details that may be required for proper audit. Contractor will not submit billings for costs not permitted under state or federal statutes or regulations. No payment will be due Contractor until the account has been reviewed and approved by State.

State will make final payment to the Contractor for work accomplished under this Agreement upon acceptance by State. Allowable final costs will be determined in accordance with the provisions of OMB 2 CFR Part 200.

Costs incurred prior to the date this Agreement has been signed by all parties are not eligible for reimbursement by State.

Funding

The parties understand and agree that funding for this Agreement is dependent upon continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate funds or grant expenditure authority, or funds become unavailable by operation of law or federal funds reductions, State may terminate this Agreement. Termination for any of these reasons is not a default by State nor does it give rise to a claim against State.

Record Retention and Audit

All project charges will be subject to audit in accordance with the State's current procedures and U.S. Office of Management and Budget (OMB) Circular regulations, found at 2 CFR Part 200. The CFDA Number for these funds is 20.205. Allowable costs will be determined in accordance with 2 CFR Part 200.

The Contractor will maintain accurate cost accounting systems for all costs incurred under this Agreement and clearly identified with activities performed under this Agreement.

Upon reasonable notice, the Contractor will allow the STATE, through any authorized representative to have access to and the right to examine and copy all records, books, papers, or documents related to services rendered under this Agreement. The Contractor will keep these records clearly identified and readily accessible for a period of three (3) years after the date final payment under this Agreement is made and all other pending matters are closed.

If the Contractor expends One Million Dollars (\$1,000,000.00) or more in federal funds during any Contractor fiscal year covered, in whole or in part, under this Agreement, then the Contractor will be subject to the single agency audit requirements of the US Office of Management and Budget (OMB) Circular regulations, found at 2 CFR Part 200. If the Contractor expends less than One Million Dollars (\$1,000,000.00) during any Contractor fiscal year, the STATE may perform a more limited program or performance audit related to the completion of Agreement objectives, the eligibility of services or costs and adherence to Agreement provisions.

Publication

State and the Federal Highway Administration reserve a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, and otherwise use, and to authorize others to use, the work for government purposes.

Any party to this Agreement may initiate a request for publication of the final or interim reports, or any portions thereof. No party to this Agreement will publish or otherwise disclose, or permit to be disclosed or published, the results of the work herein contemplated, or any particulars thereof, during the period of this Agreement, without notifying the other parties and securing their consent in writing. Academic theses and research results may be published without written consent, if the publishing party provides the disclaimers contained in this Agreement. Any party may publish without restriction upon termination of this Agreement.

When the scheduled time for presentation of a paper by one party to this Agreement does not permit the formal review and approval of a complete report by another party, abstracts may be used for notification of intent to present a paper based on the work. Such presentations must protect the interests of each party

by inclusion of a statement in the paper and in the presentation to the effect that the paper has not been reviewed by the other party or parties.

Both written and oral releases are considered to be within the context of publication. However, there is no intention to limit discussion of the work with small technical groups or lectures to employees or students. Lectures to other groups which describe the plans, but disclose neither data nor results, are permissible.

Any report published by Contractor will contain the following Disclaimer in the credit sheet:

The contents of this report, funded in part through grant(s) from the Federal Highway Administration, reflect the views of the authors who are responsible for the facts and accuracy of the data presented herein. The contents do not necessarily reflect the official views or policies of the South Dakota Department of Transportation, the State Transportation Commission, or the Federal Highway Administration. This report does not constitute a standard, specification, or regulation.

If State and Contractor do not reach agreement relative to the publication of the final report, or any progress reports during the period of this Agreement, State reserves the right to publish independently, in which event the non-concurrence of Contractor will be set forth, if requested by Contractor.

If State does not elect to publish the final report, publication by Contractor will then be a matter of province of Contractor's policy.

Publication by either party will give credit to the other party except: a) if the parties do not reach agreement on any report of the work, or b) if either of the parties requests that its credit acknowledgment be omitted.

Ownership of Data

The ownership of data collected under this Agreement, together with summaries and charts derived therefrom, will be vested jointly with State and Contractor.

Proprietary and Patent Rights

State and Contractor agree that if patentable discoveries or inventions should result from the work conducted under this Agreement, the provisions of **Exhibit C**, attached to and made a part of this Agreement, will apply.

Nonexpendable Equipment

Any item of equipment, including instrumentation or component parts, with an acquisition cost in excess of Five Thousand Dollars (\$5,000.00) will be considered nonexpendable equipment.

If any item of nonexpendable equipment is required to conduct this work and is specified in Contractor's proposal, no further approval is required from State. Any item of nonexpendable equipment not budgeted in Contractor's proposal must have State's prior written approval prior to purchase. Any item of nonexpendable equipment which is budgeted but not specifically identified in Contractor's proposal must have State's written approval prior to purchase.

Title to all nonexpendable equipment will rest with State. Ninety (90) days prior to the end of the period of performance, Contractor will supply to State an itemized list, including descriptions, purchase costs, and estimated salvage value, of all nonexpendable equipment purchased during the course of the work.

If, at the conclusion of the work, Contractor desires to acquire title to nonexpendable equipment from State, Contractor may ask State for title. If State elects to grant title, State will be allowed a credit from Contractor's final payment equal to the current salvage value as determined by mutual agreement between Contractor and State, subject to applicable surplus property laws.

Contractor certifies that no costs for using any item of nonexpendable equipment purchased for the work have been included in the indirect costs that are approved by State for this work.

Rental of Space, Equipment, or Facilities

The actual cost to Contractor of renting any additional space, special equipment, or facilities not owned by Contractor but required for the work and listed in Contractor's proposal are approved by State, subject to a limitation of the period of performance of this Agreement.

State approves the items and classes of items, such as office equipment, typewriters, computers, files, tables, laboratory, or other items shown in Contractor's proposal as the indirect costs of the work. Those costs are included in the Agreement price.

Travel

Contractor will charge no out-of-state travel costs against this Agreement without prior consultation with and written approval of State. For purpose of this Agreement, out-of-state travel is defined as travel to or from states other than Contractor's location and the State of South Dakota. If no in-state travel is specifically called for in Contractor's proposal but becomes necessary, such travel must have State's prior approval.

Americans With Disabilities Act

Contractor will provide services in compliance with the Americans with Disabilities Act of 1990 and any amendments.

Civil Rights

Contractor will be bound by the requirements of Title VI of the Civil Rights Act of 1964, which is attached as **Exhibit B** and are made a part of this Agreement.

Code of Conduct

Contractor warrants that Contractor has not employed or retained any company or person, other than a bona fide employee working solely for Contractor, to solicit or secure this Agreement, and that Contractor has not paid or agreed to pay any company or person, other than a bona fide employee working solely for Contractor, any fee, commission, percentage, brokerage fee, gifts, or any other consideration, contingent upon or resulting from the award or making of this Agreement. For breach or violation of this warranty, State will have the right to annul this Agreement without liability, or, in its discretion, deduct from the Agreement price or consideration, or otherwise recover, the full amount of such fee, commission, percentage, brokerage fee, gift, or contingent fee and prosecute under applicable criminal law.

Certification Regarding Lobbying

Contractor certifies, to the best of Contractor's knowledge and belief, that no federal appropriated funds have been paid or will be paid, by or on Contractor's behalf, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a federal contract, grant, loan, or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any of the above-mentioned parties, Contractor will complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

Contractor will require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients will certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification will be subject to a civil penalty or not less than \$10,000.00 and not more than \$100,000.00 for each such failure.

Compliance with SDCL §5-18A

Contractor certifies and agrees that the following information is correct:

In preparing its response or offer or in considering proposals submitted from qualified, potential vendors, suppliers, and subcontractors, or in the solicitation, selection, or commercial treatment of any vendor, supplier, or subcontractor, Contractor is not an entity, regardless of its principal place of business, that is ultimately owned or controlled, directly or indirectly, by a foreign national, a foreign parent entity, or foreign government from China, Iran, North Korea, Russia, Cuba, or Venezuela, as defined by SDCL §5-18A.

Contractor further agrees that, if this certification is false, such false certification will constitute grounds for the State to terminate this Agreement. Contractor further agrees to provide immediate written notice to the State if during the term of this Agreement it no longer complies with this certification and agrees such noncompliance may be grounds for termination of this Agreement.

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion

Contractor certifies, by signing this Agreement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Protection of Contracting Authority

Contractor and State agree that each will be solely responsible for any and all claims, actions, suits, damages, or liability arising from the negligence of its officers, agents and employees in the performance of this Agreement. Nothing in this Agreement will be construed as a waiver of either party's sovereign immunity or any other defenses allowed by law.

Employment Status

Any officer, employee, or agent deployed in joint action under this Agreement will remain an officer, employee, or agent of his or her governmental entity during participation in joint action under this Agreement. Contractor and State will each retain exclusive responsibility for their officers, agents, and employees while they are deployed in joint action under this Agreement, including, but not limited to regular and overtime wages and salaries, unemployment benefits, workers' compensation coverage, health insurance or other benefits, and liability coverage and indemnity, except as otherwise specifically provided in this Agreement.

Worker Protection

Contractor will perform all work within a highway right-of-way in accordance with State's standards for work zone traffic control and will request any necessary traffic control from State two (2) weeks in advance of anticipated work.

Contractor agrees that all of Contractor's employees, agents and subcontractors working within a highway right-of-way who are exposed either to traffic (vehicles using the highway for purposes of travel) or to work vehicles or construction equipment will wear high-visibility safety apparel that meets the Performance Class 2 or 3 requirements of the ANSI/ISEA 107–2004 publication entitled "American National Standard for High-Visibility Safety Apparel and Headwear" (see Section 1A.11), or equivalent revisions, and labeled as meeting the ANSI 107-2004 standard performance for Class 2 or 3 risk exposure.

Reporting of Injury or Loss

Contractor will report to State any event encountered in the course of performance of this Agreement which results in injury to any person or property, or which may otherwise subject Contractor, or State, its officers, agents, or employees to liability. Contractor will report any such event to State immediately upon discovery.

Contractor's obligation under this section will only be to report the occurrence of any event to State and to make any other report provided for by Contractor's duties or applicable law. Contractor's obligation to report will not require disclosure of any information subject to privilege or confidentiality under law (such as

attorney-client communications). Reporting to State under this section will not excuse or satisfy any obligation of Contractor to report any event to law enforcement or other entities under the requirements of any applicable law.

Termination of Agreement

This Agreement may be terminated upon (30) days' written notice by either party. If Contractor breaches any of the terms or conditions of this Agreement, this Agreement may be terminated by State at any time with or without notice.

If the Agreement is terminated by State without fault on the part of Contractor, Contractor will deliver to State all work product completed to the date of termination. Such work product will be the property of State and Contractor will be paid for work satisfactorily performed and delivered up to the date of termination. Actual costs to be reimbursed will be determined by audit of such costs to the date of termination except that actual costs to be reimbursed will not exceed the Agreement Price.

If the Agreement is terminated by State for fault on the part of Contractor, State will be entitled to recover payments made to Contractor on the work which is the cause of the at-fault termination. Contractor will be paid only for work satisfactorily performed and delivered to State up to the date of termination. Any payments due to Contractor at the time of termination may be adjusted to cover any additional costs to State due to Contractor's default. After audit of Contractor's actual costs to the date of termination and after determination by State due to Contractor's default, State will determine the amount to be paid to Contractor.

Upon termination, State may take over the work and may award another party an agreement to complete the work under this Agreement. If, after State terminates for a default by Contractor, it is determined that Contractor was not at fault, Contractor will be paid for eligible services rendered and expenses incurred up to the date of termination.

State reserves the right to suspend this Agreement at any time. Such suspension may be initiated by State giving Contractor written notice and will be effective as of the date established in the suspension notice. Payment for Contractor's services will be made by State to the date of such suspension, in accordance with the above paragraphs.

Severability

If any court of competent jurisdiction holds any provision of this Agreement unenforceable or invalid, such holding will not invalidate or render unenforceable any other provision of this Agreement.

Supersession

All other prior discussions, communications, and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided in this Agreement, this Agreement constitutes the entire agreement with respect to its subject matter.

Controlling Law

This Agreement will be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement will be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

Certification of No Prohibited State Legislator Interest

Contractor: (i) understands neither a state legislator nor a business in which a state legislator has an ownership interest may be directly or indirectly interested in any contract with the State that was authorized by any law passed during the term for which that legislator was elected, or within one year thereafter, and (ii) has read South Dakota Constitution Article 3, Section 12, and has had the opportunity to seek independent legal advice on the applicability of that provision to this Agreement. By signing this Agreement, Contractor hereby certifies that this Agreement is not made in violation of the South Dakota Constitution Article 3, Section 12.

Disputes

Prior to the filling of any suit or claim arising under this Agreement, the parties agree to discuss the matter in good faith to find a resolution to the matter. In the event such negotiation does not result in a settlement the parties may file suit in an appropriate court of proper jurisdiction.

Other Conditions

None.

Signatures

By signature of their representatives below, each party certifies that approval of this Agreement by ordinance, resolution, or other appropriate means has been obtained by that party's governing body or officer pursuant to SDCL §§ 1-24-3 and 1-24-6.

South Dakota State University	State of South Dakota Department of Transportation
Ву:	Ву:
Name:	Joel M. Jundt
Title:	Title: Department Secretary
Date:	Date:
	Recommended
	Ву:
	Name: Thad M. Bauer
	Title: Research Program Manager
	Approved as to Form:
	By: Special Assistant Attorney General

State Agency Coding (MSA Center): 111224

State Agency MSA Company for which contract will be paid: 2033/3040 Object/Subobject MSA account to which voucher will be coded: 52041400 Name and phone number of contact person in State Agency who can provide additional information regarding this contract: Thad Bauer, 605.773.4404, thad.bauer@state.sd.us

2025 SDLTAP WORK PLAN

SUBMITTED TO

SOUTH DAKOTA DEPARTMENT OF TRANSPORTATION (SDDOT)

AND

THE FEDERAL HIGHWAY ADMINISTRATION (FHWA)

BY

SOUTH DAKOTA STATE UNIVERSITY (SDSU)

SOUTH DAKOTA LOCAL TRANSPORTATION ASSISTANCE PROGRAM (SDLTAP)

Located at SD State University, Jerome J. Lohr College of Engineering

PREPARED BY:

Greg Vavra, Program Manager, SDLTAP

Total funding for this project is **\$585,186**. Of that amount, **\$210,000** is requested from the Federal Highway Administration's Local Technical Assistance Program (LTAP). The remaining amount of **\$375,186** will be obtained from various state and local agencies as outlined in Attachment 3. The period of Contractor's performance is January 1, 2025, through April 30, 2026.

Greg Vavra SDLTAP Program Manager

Sanjeev Kumar, Dean/Professor Jerome J. Lohr College of Engineering Nadim Wehbe, PhD, PE SDLTAP Director

Daniel Scholl VP For Research & Sponsored Programs

SOUTH DAKOTA LOCAL TRANSPORTATION

ASSISTANCE PROGRAM (SDLTAP)

WORK PLAN AND BUDGET FOR CONTRACT YEAR 2025

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INTRODUCTION

The South Dakota Local Transportation Assistance Program (SDLTAP) has now served local transportation agencies throughout South Dakota for 36 years. The program was established in 1988 and has operated continuously since that time. SDLTAP maintains a strong reputation for meeting its customers on their premises, listening to their needs and delivering quality service to them. Services have been extended where possible to tribal transportation departments, private contractors involved in local projects and the engineering consulting community. Strong partnerships have been built with many agencies and companies to support both SDLTAP and those we work with. The 2025 SDLTAP Work Plan provides a summary of the services provided in the past year and plans for service and the methods of assisting our clients in the coming year.

The SDDOT Office of Research oversees the SDLTAP program and provides insight into the program, manages the financial and contractual agreements between the DOT, FHWA and SDSU, and approves out of state travel requests for LTAP staff. The Office of Research also provides office space for SDLTAP technical assistance providers who work in Pierre. Research Program Manager Thad Bauer coordinates two semi-annual LTAP Advisory Board meetings attended by the entire SDLTAP staff, SDLTAP Advisory Board members, and various partners in the transportation industry.

In 2024, the annual contribution from FHWA increased from \$150,000 to \$210,000 annually. The \$60,000 increase will be used to provide additional matches from the SDDOT, allow travel to NLTAPA events, and increase our presence in both training and technical assistance to customers. SDLTAP is looking to add an additional staff member in 2025, which would not have been possible without the increase. SDLTAP's customer base continues to grow and the needs and time requirements to complete our tasks will require additional staff.

The SDLTAP Advisory Board consists of members of various associations and organizations with which we have direct contact. The Advisory Board members represent:

- South Dakota Department of Transportation
- Federal Highway Administration
- South Dakota Association of Counties
- South Dakota Municipal Street Managers Association
- South Dakota Associated General Contractors
- South Dakota Association of Towns and Townships
- American Public Works Association
- Great Plains Tribal Chairman's Association
- South Dakota Association of County Highway Superintendents
- South Dakota Engineering Society
- SD APWA

The Advisory Board oversees the LTAP program and offers input as to what LTAP is doing positively and where the individual groups would like to see improvements or opportunities for their customers. Advisory Board meetings are held to update members on current activities and reflect on results following the previous meeting.

REVIEW OF SDLTAP ACTIVITIES IN 2024

As of September 30, 2024, SDLTAP conducted or actively participated in 39 training sessions. The data compiled thus far shows 795 people participated in 1,875 cumulative hours of training. To accomplish this, significant use of partnerships continues to be a great help to SDLTAP. Our greatest support is from the SDDOT, which allows access to their video conference network, works with us to develop, and provides training, coordinates communication and meetings with our Advisory Board, allocates, and approves our funding. Another key partnership is training delivery via the Transportation Learning Network (TLN). The single greatest benefit of TLN is being able to offer management level courses for our customers, which would cost a great deal if we had to bring the instructors to our state. Our customers are also able to access recorded training and make it available to their staff at any time.

Again, in 2025, there will continue to be greater emphasis on returning to face-to-face training in classrooms and the field. Our customers responded very favorably as reflected in their interest and willingness to attend. Greg Vavra, Program Manager, Andrew Peterson, Field Services Manager, and field staff have devoted a significant amount of time to facilitating increased personal contact and in-house training to meet customer needs. Greg's experience in local transportation and good communication skills have been put to good use in the classroom and the field. Classroom and field training in the use of motor graders in gravel construction and maintenance continues to be the most requested service in this area. We will also look at new ways to reach our customers through online platforms where we can remotely communicate with customers anywhere at any given time. We currently have access to many online training options that we are trying to integrate into our customers' training plans.

In 2024, SDLTAP staff increased their ability to train. We continue to cross train each staff member on many different subjects allowing us to meet the training demands. The ability of staff members to train and present will ease the pressure from other staff members and allow us to be more efficient on our trips. With the addition of Gill to the staff, we have revamped our asphalt training presentations. We have created a series of five different modules of pavement maintenance. Asphalt maintenance is the second most requested training we deliver.

Building upon work in previous years, SDLTAP staff provided technical assistance in aggregate quality to many agencies in 2024. We continue to see a lack of a defined specification for gravel road projects, chip seal projects, base construction and bedding for pipe or box culvert construction. SDLTAP continues to provide guidance on the cost associated with non-specified material which leads to a significant decrease in life cycle costs of projects. Testing and inspecting of materials are a very important part of the overall performance of the project and continual reminders to our customers are essential in this process.

In general, all SDLTAP staff members have been called on to provide more and more on-site technical assistance to county, city, town, township, and tribal transportation agencies. The scope of this work is very broad. Some examples are:

Proposed access and problems with existing agribusiness access routes, which nearly always involve impact on the surface from heavy trucks, but sometimes safety and geometry issues as well.

Aging, failing culverts and small structures on the local road system are becoming a very big issue. We estimate requests for information on this matter doubled this past year.

General road safety issues ranging from simple questions on sign installation to realignment of road sections to correct safety problems.

Assistance with processes such as gravel road reshape, placing new surface gravel and the correct way of preparing the surface for stabilization.

Assistance in assessing road conditions and making presentations to commissions and councils.

Providing resources and information to elected officials to help guide decisions which will impact their respective organizations moving forward.

SDLTAP coordinated three conferences in 2024. In February, SDLTAP hosted the 63rd Annual SD Asphalt Conference. The conference was well received, with 135 in attendance. The Asphalt Conference was geared towards bringing the locals back to the conference and this proved to be successful. We are also reaching other organizations by building an agenda suited for workforce development through management and engineers. In October, SDLTAP hosted the 39th Annual Regional Local Road Conference in Sioux Falls, SD. This year we had a great agenda geared towards innovation at the local level. We had many high-level speakers that discussed pavement maintenance, safety, gravel roads and winter maintenance. We will once again utilize the volunteer services of Kris Jacobsen from the South Dakota Association of Counties to manage our increasing number of vendors at this conference. We are already making changes to bring an even better conference in 2025. Next year's conference will again be held at the Sioux Falls Convention Center. This venue will provide ample space for the growing conference. Finally, in December, SDLTAP coordinated the annual SD Association of Towns and Townships Annual Meeting, which was held at The Cedar Shore Resort in Oacoma, SD, on December 7th and 8th. These three conferences will bring over 600 local road managers, engineers, and elected officials together to provide training and networking opportunities. SDLTAP also supports the annual County and Municipal League conventions and is committed to build on these accomplishments in 2025. In 2025, SDLTAP will also participate in the Commissioner workshop to be held in Pierre, SD.

HOW SDLTAP WILL DELIVER ITS SERVICES IN 2025

SDLTAP's general scope of service will be delivered in five primary ways:

- 1. Visit each county in SD at least once within two years. County highway departments will be visited along with cities, towns and townships as time allows.
- 2. Provide technical assistance upon request, either on-site if needed, or by phone or email. Facebook will continue to be used for general information updates.
- 3. Develop and provide formal training in workshops, seminars, or conference presentations. Some delivery by web and video conference will also be made.
- 4. Continuing conference support for the local highway and street management associations, as well as overall management of the Regional Local Road Conference in Sioux Falls and the SD Asphalt Conference in Pierre.
- 5. Visit each new highway superintendent within the first three months of employment. This is key to the success of many of the new superintendents who have little or no managerial experience. Supply them with necessary documents and books to ensure they have the needed resources to perform their duties.

There will be continued emphasis on face-to-face training and additional hands-on field demonstration which has proven to be a great need. Customer feedback was very positive again in 2024. It will be hard

to expand those activities, but we are committed to sustaining them. SDLTAP will continue using video conferencing and webinar delivery when possible. The website and our Facebook page will be expanded to provide basic information on training and information delivery. We will strive to do Facebook posts at least once or twice a week. We utilize Facebook as another tool to communicate with our customers. We post training, important information and conference activities. We see Facebook as another platform of communication and utilize it as such. On occasion we do get technical assistance requests through the direct messaging feature. The number of Facebook followers continues to grow. Partnerships with other organizations will continue to be a critical link to reach customers and to provide some financial and logistical support. Our primary partner continues to be SDDOT and its Office of Research.

Working with Mr. Thad Bauer, SDDOT Research Program Manager, and the Local Government Assistance Office, we will continue to coordinate many activities with the SDDOT.

Use of SDDOT sites on the Dakota Digital Network in-state video conferencing system for access to 14 sites will be continued across the state at no charge. The reduction in travel for virtually anyone to less than 75 miles to participate in training is a great benefit. Using the same sites, we will continue to use the Transportation Learning Network (TLN) to both deliver and receive training cooperatively with four other states - CO, ND, WY, and MT. Other web-based training will be used as opportunities arise. We continue to evaluate this with special attention to the topic and time needed for delivery. Web-based delivery does not work for all topics and does not suit all presenters. A survey was completed to look at our customers' desires regarding how we operate the TLN sites. It was unanimous that our customers would like LTAP to host sites and make sure the connection is fully functional.

On-site training, either in the classroom, or in the field, will continue. A mixture of training deliveries is necessary to serve SDLTAP customers. The classroom, followed by field training, has proven to be the most effective way to convey information. We will carefully evaluate how to be as effective as possible in time allocation, location, and content of our training. Gravel road-related training will continue to be our priority but will be expanded to build upon what we have learned specifically to material quality and good stabilization techniques where needed. We intend to offer this in several locations across the state. Three to five counties can be accommodated at each classroom location. Field demonstrations with smaller groups allowing hands-on instruction in the use of the motor grader will be conducted as time allows. We intend to cooperatively offer training to counties as hosts and include townships, towns, tribes, and contractors as much as possible.

In 2025, SDLTAP plans to collaborate with NDLTAP and the SDDOT Local Government Office to provide a series of training events. The three organizations will team up to provide training in many areas in South Dakota where we can efficiently travel and reach many customers. Each program has experts in many different technical areas which we will utilize to strengthen the areas of weakness in our training programs. We will work on three major topics with the expansion of curriculum as needed in the area we are training. The primary training will consist of bridge training, gravel road maintenance and materials and pavement maintenance. We will choose other topics as needed and defined by the region we will be training in. Our partnership with NDLTAP and SDDOT has proven very successful in the past and we will expand the partnership in 2025.

We will expand our service by providing the best advice possible to rehabilitate aging and deterioration of asphalt surfaces. We have added to our knowledge base and training resources on this topic by looking at gravel, stabilized gravel, and blotter surfacing alternatives. A life-cycle cost calculation tool, which was originally developed by SDLTAP using a simple Microsoft Excel[™] spreadsheet, was modified by the Upper Great Plains Transportation Institute and is now available online to help local management and elected officials make databased decisions on the best rehabilitation option.

Some time and effort need to be reserved in 2025 to accommodate special requests from our customers, such as more requests for on-site evaluation of road surfaces, culverts, traffic safety issues, and right-of-way problems to name a few. This often leads to follow-up requests to attend commission, council or board meetings which are often held in the evenings to present recommended solutions. As in the past, we continue to recognize it may be difficult to sustain all the services we promise to our customers. We will strive to be as efficient as possible in scheduling training, making sure advertisement reaches everyone who may wish to attend, to avoid duplicate requests for the same service by a neighboring agency and use electronic delivery when possible. In 2025, SDLTAP will also provide training, news media blasts and workshops to help our customers stay up to date on training and events.

Once again, the plans we have for serving our customers can only happen with good partnerships. We remain committed to maintaining or building partnerships with others to serve our customers. At the same time, we will strive to avoid unethical situations such as allowing a corporate sponsor to use a training forum to exclusively promote their product. Our primary partners are:

- SD Department of Transportation
- SD Association of County Highway Superintendents (SDACHS)
- SD Association of Towns and Townships (SDATAT)
- SD Street Maintenance Managers Association (SDSMMA)
- SD Counties (County Commissioners & County Officials)
- SD Associated General Contractors Highway & Heavy Construction Division (SDAGC)
- Safety Benefits Inc.
- South Dakota Engineering Society
- SD Municipal League (SDML)
- North American Salt Inc.
- Butler Machinery Company
- SD Chapter of the APWA
- Gravel Roads Academy
- Dust Busters Inc.
- RDO Equipment
- Other LTAPs nationwide
- Recognize our partnership with NELTAP, COLTAP, NDLTAP, WYLTAP and MTLTAP as partners in the Regional Local Road Conference.

Department visits to the local highway and street departments will continue as staff time allows. Our priorities are accommodating direct requests for on-site assistance, visiting new managers, and identifying local agencies that have demonstrated success in managing their road and street systems. If an agency is willing to share, staff members will travel there, gather information, and get photos (if applicable) so the technology or methods can be transferred to others. These visits will generally be accomplished in assigned geographic areas as shown in Attachment 2 on page 13 of this document.

The SDLTAP will continue to support several conferences, conventions, and meetings across the state. Examples are the SD Association of County Highway Superintendent's Annual Short Course and Summer Meetings, the SD Street Maintenance Managers Association's Spring and Fall Meetings, and the SD Association of Towns and Townships Annual Road Conference. This includes not only making presentations, but also sitting on planning committees for some of these conferences, as well as providing audio/visual equipment support, if needed. SDLTAP will take the lead in facilitating the Annual Local Road Conference and managing the SD Asphalt Conference in 2025. In 2025 the Asphalt Conference will once again have a new location in Mitchell, SD. The move is to provide a more conference friendly environment
and centralize the conference geographically to the asphalt needs of South Dakota. The 40th Annual Local Road Conference will also remain in Sioux Falls to better serve the growing conference. In 2025, we will once again expand the vendor area and have more space available for large vendors. From these activities, we not only maintain direct contact with our customers, but also gain valuable input for future training needs and technical assistance. Support will also be given to the SD County Association, South Dakota Towns and Townships and Municipal League Annual Conventions, along with the Elected Official's Workshops.

SDLTAP has been awarded another one-year grant in partnership with UPGTI in North Dakota to conduct Tribal outreach in South Dakota. SDLTAP will provide technical services as well as training to all 9 Tribes in South Dakota. SDLTAP will also have an annual meeting with each Tribe to discuss the past year's work and discuss the needs of the Tribes moving forward. SDLTAP will look to add one additional part time employee in 2025 to enhance their Tribal program as well as serve the LTAP customers in a timely manner. SDLTAP is looking into the possibility of hosting a day and half workshop to enhance the Tribal workforce development.

We continue to explore delivery of more services via our website, but strict content supervision is still an issue in that area. Our Facebook page has proven to be a great tool for keeping our customers aware of our services and activities. Our toll-free number 1-800-422-0129 and generic email address sdltap@sdstate.edu will continue to be available for any LTAP customer to reach us for direct technical assistance.

ACTIVITY PLAN TO ADDRESS THE FOUR FHWA FOCUS AREAS FOR LTAP/TTAP

1) ROADWAY AND WORKER SAFETY

- a) Conduct Mine Safety and Health Administration (MSHA) compliance training in ±35 locations across SD in partnership with Safety Benefits, Inc.
- b) Offer both Work Zone and Routine Traffic Control training as an in-house seminar upon request.
- c) Advertise the ATSSA Northland Chapter's "How To" Safety Conference.
- d) Advertise appropriate highway and worker safety courses offered via TLN.
- e) Do additional work on documentation of safety issues on local roads to improve our training visuals and content.
- f) Support the SDDOT Transportation Safety Conference.
- g) Emphasize safety in every presentation that is applicable.

2) INFRASTRUCTURE MANAGEMENT

- a) Continue to partner with the SDDOT Office of Research to update cost data in the Surface Selection Criteria Study previously published in 2004.
- b) Work with NDSU to deliver an online platform for our customers to evaluate costs of doing business and to define costs more accurately in their five-year plans.
- c) Continue to work on developing resources and training about alternatives to paving.
- d) Provide technical assistance during on-site visits utilizing the experience of our staff at a practical level.
- e) Manage the 2025 SD Asphalt Conference. Andrew will serve as the conference coordinator and three of our staff members will serve on the planning committee. All are actively involved in recruiting speakers and/or making presentations.
- f) Continue to study the impact of Agribusiness and Industrial and Commercial Development on SD local roads and streets. We continue to add to our training resources and topics and will present

updated information as opportunities arise.

g) Share results of the SDDOT Gravel Guidelines project with all customers and work towards a final report with the contractor.

3) WORKFORCE DEVELOPMENT

- a) Provide training in fundamental design and material specifications as requested.
- b) Provide hands-on instruction on surface maintenance of gravel surfaced roads along with rehabilitation if requested.
- c) Provide Management training if requested. (This has been a great challenge. We see the need for this, but customers often do not.)
- d) Conduct department visits to all new highway superintendents to make them aware of LTAP services.
- e) Assist the SD Association of County Highway Superintendents with training and oversight of the exam for the SD Highway Superintendent Certification Program.

4) MISCELLANEOUS SERVICE

- a) Maintain our toll-free number for our customers, LTAP/TTAP, or others to reach us for assistance.
- b) Hold a staff/team development activity twice annually.
- c) Continue promoting social media in delivering information on our Facebook site.
- d) Continue to serve as conference coordinator and host the Regional Local Road Conference to be held in Sioux Falls, SD in 2025. Trudy Anderson, SDLTAP's Program Assistant, will continue to manage registration and budget for the conference as a service to our neighbors in eight surrounding states.
- e) Strive to continue to provide miscellaneous services to our friends and partners around the country such as sharing of our large photo log, presentations, and other resources.
- f) Support the National and Regional LTAP/TTAP Conference and NACE Conference.
- g) Support SDDOT in various research projects and deliver the findings to our customers in a timely manner.
- h) Support the EDC initiatives that the DOT has adopted and bring awareness and training to our customers that are pertinent to the locals.

The budget allocated to accomplish these activities is shown in Attachment 3, page 16.

ATTACHMENT 1: SDLTAP STAFF

Office and Administrative Staff:

Dr. Nadim Wehbe, P.E., Director Mr. Greg Vavra, Program Manager Mr. Andrew Peterson, Field Services Manager Ms. Trudy Anderson, Program Assistant

Field Staff:

Mr. Cliff Reuer, Technical Assistance Provider, Western Area Mr. Chuck Fromelt, Technical Assistance Provider, NE & SE Areas Mr. Gill Hedman, Technical Assistance Provider, Central

ABBREVIATED RESUMES OF STAFF - 2021





Dr. Nadim Wehbe, PhD., PE - Nadim is the John M. Hanson Professor in Structural and Construction Engineering and head of the Civil and Environmental Engineering department. He also has served as the SDSU program director of the program Mountain Plains Consortium (MPC) University Transportation since he established the program in 2007. His main research interests include resilient and sustainable transportation infrastructural systems and bridge engineering. He is a fellow of the American Society of Civil Engineers (F. ASCE). the American Concrete Institute (FACI), and the Structural Engineering Institute (F.SEI).

Greg Vavra - In October 2012, Greg started as SDLTAP's Field Services Manager and became Program Manager in October 2015. He previously worked as Jerauld County's Highway Superintendent for 18 years and has served as Mayor of Wessington Springs for the past 13 years. Greg provides technical assistance in gravel road maintenance, culvert installation, presentation development, and various cooperative efforts. He has extensive background in county and township maintenance and has served as Past President and Secretary treasurer for the SDACHS Association.



Andrew Peterson - Andrew joined LTAP as the field services manager in March 2016. He received his Bachelor of Science degree from South Dakota State University in Construction Management with a minor in Business. He served in the Air National Guard as a Pavement and Construction Equipment Specialist. Before starting at LTAP, Andrew worked for Knife River Midwest in Sioux City, IA as project manager and estimator, where he managed asphalt projects in Nebraska, Iowa, and South Dakota.



Trudy Anderson - Trudy joined LTAP in July 2017. She worked 9 years for SDSU in the Division of Technology & Security as a Budget Assistant. Prior to working for SDSU, she worked in various administrative and accounting positions in Brookings. Trudy has an associate degree in Executive Secretarial from Nettleton College, Sioux Falls, SD.



Cliff Reuer - Cliff worked for the SDDOT for 40 years as a Field Technician, Highway Beautification Agent, Maintenance Analyst, Project Engineer, Traffic and Safety Engineer and at the Office of Project Development. He has a Bachelor of Science degree from SDSU in Agricultural Business (Economics). Cliff has received specialized training from Northwestern University - Traffic Institute at Evanston, IL, training from the Institute of Transportation Engineers (ITE) and from the FHWA. Cliff joined SDLTAP in 2010.



Chuck Fromelt - Chuck joined SDLTAP in June 2015 and has a life-long background in the road and bridge environment. Chuck holds an AAS in Civil Engineering Technology from the ND State School of Science. He has 22 years of experience as a certified Day County Highway Superintendent and has eight years of experience leading and managing the construction, development, and designs for Waste Management and Tricon-Kent Construction. Chuck was president of the SD Association of County Highway Superintendents (SDACHS) and has served as a committee member of Bylaws and Resolutions of SDACHS, and as an executive board member of SDACHS.

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Staff Changes:None

Gil Hedman - Gil joined SDLTAP in July 2017 and has been involved in road and bridge for many years. Gill is a graduate of the South Dakota School of Mines in 1975 with a BS in Civil Engineering, Gill worked 29+ years with South Dakota Department of Transportation the last 25 as Pavement Design Engineer specializing in pavement design, pavement rehabilitation, and pavement preservation activities.

ATTACHMENT 2: GEOGRAPHIC STAFF RESPONSIBILITIES

This map shows the general geographic areas covered by each of the four members of the field staff in doing on-site technical assistance or local department visits.



CI - Cliff (13 counties)

G - Gill (17 counties) G&A - Greg & Andrew (20 counties) Ch - Chuck (16 counties)

Location of SDLTAP Staff X

ATTACHMENT 3: PROPO	DSED BUD	GET FOR 2025	CALENDAR YEA	R			•	
CALARY AND WAGES		SC	DSU	SDDOT		Total	SDSU FTE	
SALART AND WAGES	FIE	Billed	Donated	Donated		lotal	Fringe Calcs	
Director (N Wehbe) (Less 10% Donated)	0.10	10,639	10,172		\$	20,811	0.10	
Program Manager (Vavra)	0.85	73,382			\$	73,382	1.00	
Program Assistant (Anderson)	0.90	47,625			\$	47,625	1.00	
Field Services Manager (Peterson)	0.90	66,990			\$	66,990	1.00	
Technical Assistance Provider (Fromelt)	0.30	22,057			\$	22,057	0.40	
Technical Assistance Provider (Reuer)	0.30	24,988			\$	24,988	0.40	
Technical Assistance Provider (Hedman)	0.30	20,854			\$	20,854	0.40	
Technical Assistance Provider (New Hire) (6 months' salary)	0.40	9,670			\$	9,670	0.40	
SDDOT Contact (Bauer)	0.05			5,930	\$	5,930		
SDDOT Contact (Brooks)	0.05			2,194	\$	2,194		
Subtotal	4.15	276,205	10,172	8,124	Ş	294,501	4.70	
FRINGE BENEFITS		SC	SU	SDDOT	1	Total		
		Billed	Donated	Donated	Ļ	70.057		
SDSU (14.266%+11,851/FTE) PT FTE/Fringe at 9%		69,354	2,703		\$	/2,05/		
SD DOT (51.9% S&W)	1			4,216	\$	4,216		
Subtotal		69,354	2,703	4,216	Ş	76,273		
TRAVEL & PERDIEM		SD	SU	SDDOT	1	Total		
		Billed	Donated	Donated				
National/Regional LTAP Travel		20,000			\$	20,000		
All Other Travel-Trng & Tech Support		10,000			\$	10,000		
Advisory Board		500			\$	500		
Subtotal		30,500			Ş	30,500		
VEHICLES		SC	SU	SDDOT	1	Total		
		Billed	Donated	Donated	⊢			
Car Lease at SDSU		17,500			\$	17,500		
Car Lease in Pierre	1	10,500			\$	10,500		
Subtotal		28,000			Ş	28,000		
PUBLICATIONS AND POSTAGE		SD	SU	SDDOT	1	Total		
		Billed	Donated	Donated	Ļ			
Newsletters & Marketing		900			\$	900		
Subtotal		900			Ş	900		
OTHER DIRECT COSTS		SD	SU	SDDOT		Total		
		Billed	Donated	Donated				
Supplies & Copying		2,500			\$	2,500		
Telephones		1,915			\$	1,915		
Meeting Rooms		1,500			\$	1,500		
National LTAP Dues		/50			\$	/50		
Publications & Videos		1,400			\$	1,400		
Training Consultants		12,000			\$	12,000		
maining computers & Equipment		5,000			-	5,000		
Subtotal		25,065			1 >	25,065		
TOTAL DIRECT COSTS		430,024	12,875	12,340	\$	455,239		
INDIRECT COSTS		SD	DSU	SDDOT		Total		
INDIRECT COSTS		Billed	Donated	Donated		IUtai		
SDSU (28%) total direct billed & (1.34%) donated costs		120,407	5,762		\$	126,169		
SDSU (29.34%) of total direct donated costs			3,778		\$	3,778		
Subtotal		120,407	9,540		\$	129,947	Grand Total	
GRAND TOTAL by Organization		550,431	22,415	12,340	\$	585,186	585,186	
					1			
FUNDING SOURCES	i	AMOUNT	PERCENT					
EHWA Local Technical Assistance Program		\$ 210,000	35.88					
SD Local Road & Bridge Fund		\$ 340 431	58 18					
SDSU (donated)		\$ 22,415	3.83					
SDDOT (donated)		\$ 12.340	2.11					
TOTAL		\$ 585.186	100.00					
10112			200.00				1	

ATTACHMENT 4: ANNUAL WORK PLAN ADDENDUM

LTAP Center: South Dakota

Period of Performance: October 1. 2024 - December 31, 2024

Address the following components (only address time of addendum)

- No change in center personnel resources.
- Planned training. See Table 1 below.
- We continue to work in state works groups. Ex. STIP, EDC, and research panels.
- We will continue as much in-person training as possible.

TRAINING

Four training courses will be presented during the fourth quarter of CY2024:

Course Title	Delivery Method	Duration (hours)	Delivery Period (month/year)	Delivery Location	Trainer/ Organization
Motor Grader	InPerson	8	Oct & Nov	Multiple	SDLTAP
Region Training	In Person	2	Dec	Multiple	SDLTAP
SD Association of Towns and Townships	InPerson	6	Dec	Aberdeen	SDLTAP
Tribal Safety Summit	In Person	6	Oct	Flandreau	SDLTAP
Local Road Conf.	In Person	1	Oct	Sioux Falls	SDLTAP

BUDGET

We expect to spend approximately 25% of the CY2025 budget during this quarter of the year. Exact expenditure amounts will not be known until mid-January 2026.

EXHIBIT B

STATE OF SOUTH DAKOTA DEPARTMENT OF TRANSPORTATION STANDARD TITLE VI / NONDISCRIMINATION ASSURANCES APPENDIX A & E MARCH 1, 2016

During the performance of this Agreement, the Contractor, for itself, its assignees, and successors in interest (hereinafter referred to as the "contractor") agrees as follows:

- Compliance with Regulations: The contractor (hereinafter includes consultants) will comply with the Acts and the Regulations relative to Non-discrimination in Federally-assisted programs of the U.S. Department of Transportation, Federal Highway Administration, as they may be amended from time to time, which are herein incorporated by reference and made a part of this contract.
- 2. Non-discrimination: The contractor, with regard to the work performed by it during the contract, will not discriminate on the grounds of race, color, or national origin in the selection and retention of subcontractors, including procurements of materials and leases of equipment. The contractor will not participate directly or indirectly in the discrimination prohibited by the Acts and the Regulations, including employment practices when the contract covers any activity, project, or program set forth in Appendix B of 49 CFR Part 21.
- 3. Solicitations for Subcontracts, Including Procurements of Materials and Equipment: In all solicitations, either by competitive bidding, or negotiation made by the contractor for work to be performed under a subcontract, including procurements of materials, or leases of equipment, each potential subcontractor or supplier will be notified by the contractor of the contractor's obligations under this contract and the Acts and the Regulations relative to Non-discrimination on the grounds of race, color, or national origin.
- 4. Information and Reports: The contractor will provide all information and reports required by the Acts, the Regulations, and directives issued pursuant thereto and will permit access to its books, records, accounts, other sources of information, and its facilities as may be determined by the Recipient or the Federal Highway Administration to be pertinent to ascertain compliance with such Acts, Regulations, and instructions. Where any information required of a contractor is in the exclusive possession of another who fails or refuses to furnish the information, the contractor will so certify to the Recipient or the Federal Highway Administration.
- 5. **Sanctions for Noncompliance**: In the event of a contractor's noncompliance with the Nondiscrimination provisions of this contract, the Recipient will impose such contract sanctions as it or the Federal Highway Administration may determine to be appropriate, including, but not limited to:
 - a. withholding payments to the contractor under the contract until the contractor complies; and/or
 - b. cancelling, terminating, or suspending a contract, in whole or in part.
- 6. Incorporation of Provisions: The contractor will include the provisions of paragraphs one through six in every subcontract, including procurements of materials and leases of equipment, unless exempt by the Acts, the Regulations and directives issued pursuant thereto. The contractor will take action with respect to any subcontract or procurement as the Recipient or the Federal Highway Administration may direct as a means of enforcing such provisions including sanctions for noncompliance. Provided, that if the contractor becomes involved in, or is threatened with litigation by a subcontractor, or supplier because of such direction, the contractor may request the Recipient to enter into any litigation to protect the interests of the Recipient. In addition, the contractor may request the United States.

During the performance of this Agreement, the Contractor, for itself, its assignees, and successors in interest (hereinafter referred to as the "contractor") agrees to comply with the following non-discrimination statutes and authorities; including but not limited to:

Pertinent Non-Discrimination Authorities:

- Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq., 78 stat. 252), (prohibits discrimination on the basis of race, color, national origin); and 49 CFR Part 21.
- The Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, (42 U.S.C. § 4601), (prohibits unfair treatment of persons displaced or whose property has been acquired because of Federal or Federal-aid programs and projects);
- Federal-Aid Highway Act of 1973, (23 U.S.C. § 324 et seq.), (prohibits discrimination on the basis of sex);
- Section 504 and 508 of the Rehabilitation Act of 1973, (29 U.S.C. § 794 et seq.), as amended, (prohibits discrimination on the basis of disability); and 49 CFR Part 27;
- The Age Discrimination Act of 1975, as amended, (42 U.S.C. § 6101 et seq.), (prohibits discrimination on the basis of age);
- Airport and Airway Improvement Act of 1982, (49 USC § 471, Section 47123), as amended, (prohibits discrimination based on race, creed, color, national origin, or sex);
- The Civil Rights Restoration Act of 1987, (PL 100-209), (Broadened the scope, coverage and applicability of Title VI of the Civil Rights Act of 1964, The Age Discrimination Act of 1975 and Section 504 of the Rehabilitation Act of 1973, by expanding the definition of the terms "programs or activities" to include all of the programs or activities of the Federal-aid recipients, sub-recipients and contractors, whether such programs or activities are Federally funded or not);
- Titles II and III of the Americans with Disabilities Act, which prohibit discrimination on the basis of disability in the operation of public entities, public and private transportation systems, places of public accommodation, and certain testing entities (42 U.S.C. §§ 12131-12189) as implemented by Department of Transportation regulations at 49 C.F.R. parts 37 and 38;
- The Federal Aviation Administration's Non-discrimination statute (49 U.S.C. § 47123) (prohibits discrimination on the basis of race, color, national origin, and sex);
- Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, which ensures Non-discrimination against minority populations by discouraging programs, policies, and activities with disproportionately high and adverse human health or environmental effects on minority and low-income populations;
- Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency, and resulting agency guidance, national origin discrimination includes discrimination because of Limited English proficiency (LEP). To ensure compliance with Title VI, you must take reasonable steps to ensure that LEP persons have meaningful access to your programs (70 Fed. Reg. at 74087 to 74100);
- Title IX of the Education Amendments of 1972, as amended, which prohibits you from discriminating because of sex in education programs or activities (20 U.S.C. 1681 et seq).

EXHIBIT C

PROPRIETARY AND PATENT RIGHTS

(1) Contractor agrees to disclose each subject invention to State within a reasonable time after it becomes known to Contractor personnel responsible for the administration of patent matters, and that State may receive title to any subject invention not disclosed to it within such time.

(2) Contractor agrees to make a written election within two (2) years after disclosure to State (or such additional time as may be approved by State) whether Contractor will retain title to a subject invention: provided, that in any case where publication, on sale, or public use, has initiated the one (1) year statutory period in which valid patent protection can still be obtained in the United States, the period for election may be shortened by State to a date that is not more than sixty (60) days prior to the end of the statutory period: and provided further, that State may receive title to any subject invention in which Contractor does not elect to retain rights or fails to elect rights within such times.

(3) When Contractor elects rights in a subject invention, Contractor agrees to file a patent application prior to any statutory bar date that may occur under 35 USCS Section 1 et seq. due to publication, on sale, or public use, and will thereafter file corresponding patent applications in other countries in which Contractor wishes to retain title within reasonable times, and that State may receive title to any subject inventions in the United State or other countries in which Contractor has not filed patent applications on the subject invention within such times.

(4) With respect to any invention in which Contractor elects rights, State and United States government will have a nonexclusive, nontransferable, irrevocable, paid-up license to practice or have practiced for or on behalf of State or the United States Government any subject invention throughout the world: provided, that the funding agreement may provide for such additional rights; including the right to assign or have assigned foreign patent rights in the subject invention, as are determined by State or United States Government as necessary for meeting the obligations of the United States under any treaty, international agreement, arrangement of cooperation, memorandum of understanding, or similar arrangement, including military agreement relating to weapons development and production.

(5) State retains the right to require periodic reporting on the utilization or efforts at obtaining utilization that are being made by Contractor or Contractor's licensees or assignees: provided, that any such information as well as any information on utilization or efforts at obtaining utilization obtained as part of a proceeding under 35 USCS Section 203 will be treated by State as commercial and financial information obtained from a person and privileged and confidential and not subject to disclosure under 5 USCS Section 552.

(6) Contractor agrees that in the event a United States patent application is filed by or on Contractor's behalf or by any assignee of Contractor there will be included within such application and any patent issuing thereon, a statement specifying that the invention was made with State support and that State has certain rights in the invention.

(7) In the case Contractor is a nonprofit organization, (A) Contractor agrees to prohibit the assignment of rights to a subject invention in the United States without the approval of State, except where such assignment is made to an organization which has as one of its primary functions the management of inventions (provided that such assignee will be subject to the same provisions as Contractor): (B) Contractor will share royalties with the inventor; (C) except with respect to a funding agreement for the operation of a Government-owned-contractor-operated facility, that the balance of any royalties or income earned by Contractor with respect to subject inventions, after payment of expenses (including payments to inventors) incidental to the administration of subject inventions, will be utilized for the support of scientific research or education; (D) that, except where it proves infeasible after a reasonable inquiry, in the licensing of subject inventions will be given to small business firms; and (E) with respect to funding agreement for the operation of a Government-owned-contractor-operated facility, (i) that after payment of patenting costs, licensing costs, payments to inventors, and other expenses incidental to the administration of subject inventions of subject inventions, 100 percent of the balance of any royalties or income earned and retained by Contractor during any fiscal year up to an amount equal to 5 percent of the annual budget of the facility, will be

ATTACHMENT I 31

used by Contractor for scientific research, development, and education consistent with the research and development mission and objectives of the facility, including activities that increase the licensing potential of other inventions of the facility; provided that if said balance exceeds 5 percent of the annual budget of the facility, that 75 percent of such excess will be paid to State and the remaining 25 percent will be used for the same purposes as described above in this clause (D); and (ii)) that, to the extent it provides the most effective technology transfer, the licensing of subject inventions will be administered by Contractor employees on location at the facility.

(8) The requirements of 35 USCS Sections 203 and 204 apply to this research.

(9) If Contractor does not elect to retain title to a subject invention in cases subject to this section, State may consider and after consultation with Contractor grant requests for retention of rights by the inventor subject to the provisions of 35 USCS Section 202 and regulations promulgated hereunder.

Budget and Finance Consent

AGENDA ITEM: 5 – K DATE: December 11-12, 2024

SUBJECT

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

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6.6 – Maintenance and Repair

BACKGROUND / DISCUSSION

In accordance with BOR Policy 6.6 – Maintenance and Repair, any projects not included on an approved list and estimated to exceed \$250,000 must receive Board approval. Additionally, any modifications to an approved project that surpass \$250,000—excluding funding realignments and transfers—also require BOR approval. Below is a summary of the projects submitted by the Regental institutions:

Northern State University

Locker Room Remodel: NSU seeks to realign funds from various projects to complete the Barnett Center Locker Room. They are requesting a transfer of \$335,771 from general funds, \$71,032 from higher education fee funds, and \$433,197 from deferred maintenance and repair funds. This totals an additional funding request of \$840,000, bringing the overall project cost to \$1,775,000.

South Dakota State University

Student Union Roof Repairs: SDSU is requesting \$1,400,000 from auxiliary renewal, repair, and replacement funds to partially replace the student union roof. The existing roof has surpassed the typical 20-year lifespan and requires replacement. SDSU plans to initiate the planning phase for this partial roof replacement, with project design and bid document development to be handled by an external project architect. The project will be publicly bid and awarded to the lowest acceptable bidder.

IMPACT AND RECOMMENDATIONS

Staff recommend approval of these projects.

ATTACHMENTS

None

DRAFT MOTION 20241211_5-K:

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

Budget and Finance Consent

AGENDA ITEM: 5 – L DATE: December 11-12, 2024

SUBJECT

FY26 HEFF M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL § 13-51-2</u> – Educational Facilities Fund – Purposes <u>SDCL § 13-53-15</u> – Receipt by State Treasurer of Institutional Moneys - Distribution <u>SDCL § 13-53-15.3</u> – Medical School Funds <u>BOR Policy 6.6</u> – Maintenance and Repair

BACKGROUND / DISCUSSION

The Higher Education Facilities Fund (HEFF) represents eleven and one-half percent of all tuition (on-campus and off-campus) collected minus one hundred seventy-five thousand dollars related to the medical school. The funds are used for maintenance and repair (M&R) needs of the universities, long-term indebtedness for capital improvements, and new construction. The FY26 available M&R funding is \$11,500,000.

The HEFF allocation formula is now based on replacement values, gross square footage for academic buildings and HEFF revenues, all weighted equally. (March 2018 Board Minutes, Item 7-Z) Attachment I provides the formula distribution for the FY24 HEFF allocation. The campuses can allocate funds towards planning and design to assist the universities in determining appropriate work scope and cost of each proposed project. The funding for planning and design is identified as part of the allocation.

Attachment II provides the FY26 maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Other according to Board Policy 6:6. The policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost \$100,000 to \$250,000 must be submitted for the Executive Director's approval and projects more than \$250,000 must be submitted for Board approval. Projects under \$100,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

(Continued)

DRAFT MOTION 20241211 5-L:

I move to approve the FY26 HEFF M&R projects as presented in Attachment II.

FY26 HEFF M&R Projects December 11-12, 2024 Page 2 of 2

IMPACT AND RECOMMENDATIONS

The FY26 available funding is \$11,500,000.

Approval of the FY26 HEFF Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – Formula distribution for the FY26 HEFF allocation Attachment II – FY26 HEFF Maintenance and Repair projects requested by the institutions

1/3 HEFF Buildings Square Footage, 1/3 HEFF Buildings Replacement Values, and 1/3 HEFF Revenues Generated FY26 HEFF M&R Allocation

\$8,300,770 33.33% \$575,000 \$3,833,333 \$25,813,247 \$11,500,000 \$1,193,096 \$1,431,134 100.00% 33.33% 100.00% 33.33% \$3,833,333 100.00% \$184.382.656 \$120,103.718 \$205,418,005 \$224,013,102 \$777,717,367 \$655,448,195 \$20,385,000 \$47,821,424 \$2,235,289,467 \$3,833,334 6,599,22 TOTAL \$9,166 \$81,184 2.14% 0.71% \$0 \$0 2.12% 0.71% 0.53% \$183,326 0.18% \$20,133 \$174,160 139,761 \$82,010 \$135,571 **USD-SF** 0.30% \$34,153 0.91%0.30% \$108,017 \$0\$ \$102,616 0.89% 1.01%\$5,401 \$34,959 0.34%\$261,984 58,795 \$38,905 BHSU-RC 9.77% 32.90% \$3,506,673 \$321,290 \$175,334 \$2,581,728 \$1,121,583 29.32% 10.97% 1,930,84629.26% 9.75% \$8,491,780 \$428,322 \$1,124,038 \$1,261,051 USD \$4,056,916 \$1,357,379 \$9,197,259 \$584,189 \$202,846 \$2,748,498 \$1,333,720 35.41% 11.80% 34.79% 11.60%35.63% 11.88%\$521.383 2,336,777 \$1,365,817 SDSU \$1,018,658 9.05% 3.02% \$346,753 \$1,937,617 7.51% 2.50% \$0 \$233,704 \$50,933 10.02%3.34% \$384,164 \$734,021 596,948 \$287,741 **TMSDS** \$939,830 9.54% 3.18% 3.06% 5.79% 1.93%\$0 \$46,991 \$758,018 \$365,524 9.19% \$352,275 \$1,495,133 \$134,820 629,263 \$222,031 NSU 5.65% 1.88%\$216,407 1.79%\$2,378,356 \$775,566 \$0 \$145,976 \$38,778 \$590,812 5.37% 9.21% 3.07% 372,552 \$205,968 \$353,192 DSU 534,279 8.10% 2.70% \$310,350 \$911,015 \$145,976 \$45,551 \$610,916 \$11,500,000 \$2,235,289,467 \$25,813,247 8.25% 2.75% \$1,915,547 7.42% 2.47% \$108,572 \$316,201 6,599,221 \$284,464 BHSU 17 Campus HEFF M&R Allocation for FY26 (Line 8 + Line 12 + Line 16) Campus % of Total HEFF Academic Replacement Value (Line 9 / Line 3) Campus % of Total HEFF Academic Building Sq. Ft. (Line 5 / Line 2) Current FY Replacement Value Disbursement Factor (Line 10 * 1/3) Allocation of 1/3 of Total HEFF M&R Funding (Line 11 * Line 1) Allocation of 1/3 of Total HEFF M&R Funding (Line 15 * Line 1) Allocation of 1/3 of Total HEFF M&R Funding (Line 7 * Line 1) 13 FY 24 HEFF Revenues Generated by Campuses14 Campus % of Total FY24 HEFF Revenues (Line 13 / Line 4) Current FY Gross Sq. Ft. Disbursement Factor (Line 6 * 1/3) Current FY Revenues Disbursement Factor (Line 14 * 1/3) Balance of HEFF Allocation for M&R Projects **HEFF** Academic Buildings Replacement Value HEFF Academic Buildings Gross Square Feet 5% Planning and Design (Line 17 * 5%) Total HEFF M&R Funding Available FY24 Total HEFF Revenues Series 2011 M&R Bond Series 2020 M&R Bond Replacement Value FY26 Debt Service Gross Sq. Feet 15 16 4 9 11 \mathfrak{c} 2 8 1 6 2

301

ATTACHMENT I 3

\$12,000,000

\$190,118

\$100,170

\$3,626,032

\$4,234,545 (\$177,629)

\$1,062,730 (\$44,072)

\$1,029,261 (\$89,431)

\$796,581 (\$21,015)

\$960,563 (\$49,548)

Increase/(Decrease) from FY25

FY25 Allocation

(\$119,359)

\$7,847

(\$6,792)

(\$500,000)

ATTACHMENT II 4

FY26 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
Black Hills	State University				
6H2601		M&R Bond - 2011			\$108,572
6H2602		Planning & Design			\$45,551
6H2603		M&R Bond - 2020			\$145,976
6H26XX	Jonas Academic	Mechanical Upgrade Phase I	D. Energy and Utility Savings	C. Renovation	\$610,916
Plack Uill	State University DC			FY26 HEFF M&R Projects Total	\$911,015
6H2652	State University - KC	Planning & Design			\$5 401
6H26XX	BHSU-Rapid City	HVAC Control System	D Energy and Utility Savings	D Alteration	\$50,000
6H26XX	BHSU-Rapid City	Interior & Exterior Painting & Caulking	B. Building Integrity	B. Repair	\$52,616
	* *	~ ~	~ ~ .	FY26 HEFF M&R Projects Total	\$108,017
Dakota Sta	te University				
8H2602		Planning & Design			\$38,778
8H2603	K 1.0 /	M&R Bond - 2020		A 36 * /	\$145,976
8H26XX	Museum	Roof Replacement	B. Building Integrity	A. Maintenance	\$325,000
8H26XX	Heston Hall	Office Renovations	C Programmatic Suitability	D Alteration	\$125,000
8H26XX	Campus Wide	Academic Building Repairs	C. Programmatic Suitability	C. Renovation	\$45,000
8H26XX	Fieldhouse	Locker Room and Office Renovations	C. Programmatic Suitability	C. Renovation	\$35,812
				FY26 HEFF M&R Projects Total	\$775,566
Northern S	tate University				
5H2601		M&R Bond - 2011			\$134,820
5H2602		Planning & Design			\$46,991
5H26XX	Barnett Center	Bathroom Remodel	B. Building Integrity	C. Renovation	\$600,000
5H26XX	Jewett Science Center	Light Controls Upgrade	B. Building Integrity	C. Renovation	\$158,018
South Dake	ata Sahaal of Minas & Taabnalagy			FY26 HEFF M&R Projects Total	\$939,830
4H2602	ta School of Whites & Technology	Planning & Design			\$50,933
4H2603		M&R Bond - 2020			\$233,704
4H26XX	Various	General HVAC	E. Campus Infrastructure	A. Maintenance	\$100,000
4H26XX	Various	Fire Life & Safety	A. Public Health, Safety, and Compliance	A. Maintenance	\$50,000
4H26XX	Various	Building Integrity	B. Building Integrity	A. Maintenance	\$50,000
4H26XX	CBEC	Lab Renovation	C. Programmatic Suitability	C. Renovation	\$100,000
4H26XX	Civil Mechanical	HVAC (AHUs & Heat Exchanger)	B. Building Integrity	A. Maintenance	\$100,000
4H26XX	Mineral Industries	Mineral Industry Tear Down	B. Building Integrity	A. Maintenance	\$200,000
4H26XX 4H26XX	Campus	ADA Romp Repairs	E. Campus Infrastructure	A. Maintenance	\$74,021
4H26XX	Campus	Railing Repair	A. Public Health, Safety, and Compliance	A. Maintenance	\$30,000
	Cumpus	Anning Ropan	The round, Surely, and Comphanee	FY26 HEFF M&R Projects Total	\$1,018,658
South Dake	ota State University			v	
3H2601		M&R Bond - 2011			\$521,383
3H2602		Planning & Design			\$202,846
3H2603		M&R Bond - 2020			\$584,189
3H26XX	CMP 2219, 2170, & 2820	Emergency HVAC Repairs	B. Building Integrity	B. Repair	\$200,000
3H26XX	CMD 2115 2202 2222 2225	Phase Three Upgrades & Repairs	D. Energy and Utility Savings	C. Renovation	\$600,000
3H26XX	CMF 2115, 2205, 2222, 2255	Accessibility Improvements	A Public Health Safety and Compliance	B. Repair	\$280,000
3H26XX	Central Chiller Plant	Utility Upgrades & Repairs	D. Energy and Utility Savings	B. Repair	\$75,000
3H26XX	Campus	Chilled Water Distribution - Annual PPM	D. Energy and Utility Savings	B. Repair	\$100,000
3H26XX	Campus	Steam Distribution - Annual PPM	D. Energy and Utility Savings	B. Repair	\$140,000
3H26XX	Yeager Hall	Elevator & Restroom Maintenance & Repairs	A. Public Health, Safety, and Compliance	B. Repair	\$230,000
3H26XX	Morrill Hall	Stormwater & Sanitary Sewer Improvements	B. Building Integrity	B. Repair	\$65,000
3H26XX	Morrill Hall	Masonry & Joint Sealant Repairs	B. Building Integrity	B. Repair	\$430,000
3H26XX	Animal Science Complex	Electrical Upgrades	B. Building Integrity	B. Repair	\$343,498
3H26XX	Cougniin Campanile	Interior Masonry, Plaster, Concrete, & Glazing Repairs	B. Building Integrity	B. Repair	\$255,000
University	of South Dakota			F 126 HEFF M&R Projects Total	\$4,050,910
2H2601	of Bouth Dakota	M&R Bond - 2011			\$428 322
2H2602		Planning & Design			\$175,334
2H2603		M&R Bond - 2020			\$321,290
2H26XX	Campus	Hazardous Materials Abatement (Asbestos, Lead Paint)	A. Public Health, Safety, and Compliance	A. Maintenance	\$50,000
2H26XX	Campus	Mechanical Repairs and Upgrades	D. Energy and Utility Savings	A. Maintenance	\$151,722
2H26XX	Campus	Electrical Repairs and Upgrades	D. Energy and Utility Savings	A. Maintenance	\$125,000
2H26XX	Campus	Roof Repairs	B. Building Integrity	A. Maintenance	\$75,000
2H26XX	Campus	Exterior Tuckpointing Puilding Control Systems Maintenance and Parla	B. Building Integrity	A. Maintenance	\$50,000
2H26XX 2H26XX	Campus	Pointing and Eleoring Repairs and Upgrades	B. Building Integrity	A. Maintenance	\$35,000
2H26XX	Campus	Sidewalk Safety and Accessibility Improvements/Pengirs	A Public Health Safety and Compliance	A Maintenance	\$30,000
2H26XX	Campus	Elevator Repairs	A. Public Health, Safety, and Compliance	A. Maintenance	\$50.000
2H26XX	Campus	Irrigation Line Maintenance and Landscape Upgrades	A. Public Health, Safety, and Compliance	A. Maintenance	\$70,000
2H26XX	Campus	Academic and Classroom Critical Maintenance and Repair	B. Building Integrity	A. Maintenance	\$100,000
2H26XX	Campus	Campus Security Camera and Card Access Upgrades	A. Public Health, Safety, and Compliance	A. Maintenance	\$70,642
2H26XX	Campus	Heating and Cooling Loop Upgrades	D. Energy and Utility Savings	A. Maintenance	\$35,000
2H26XX	Campus	Fire Protection Systems	A. Public Health, Safety, and Compliance	A. Maintenance	\$25,000
2H26XX	Campus	Central Steam Plant Repairs	D. Energy and Utility Savings	A. Maintenance	\$25,000
ZHZ0XX	Deizell	Resuborn Renovation	 Dunding integrity 	C. Kenovation	\$200,000

ATTACHMENT II 5

FY26 HEFF Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
2H26XX	ID Weeks	Exterior Window Replacement	D. Energy and Utility Savings	A. Maintenance	\$200,000
2H26XX	ID Weeks	Roof and Skylight Replacement	B. Building Integrity	A. Maintenance	\$250,000
2H26XX	Fine Arts	Electrical Infrastructure Upgrades	D. Energy and Utility Savings	A. Maintenance	\$280,485
2H26XX	Neuharth	Boiler Replacement	D. Energy and Utility Savings	A. Maintenance	\$400,000
2H265X	SSOM-HSC	Mechanical Repairs and Upgrades	D. Energy and Utility Savings	A. Maintenance	\$50,000
2H265X	SSOM-HSC	Building Repairs and Upgrades	B. Building Integrity	A. Maintenance	\$25,000
2H265X	SSOM-HSC	Roof Replacement	B. Building Integrity	A. Maintenance	\$143,879
				FY26 HEFF M&R Projects Total	\$3,506,673
University	of South Dakota - SF				
2H2662		Planning & Design			\$9,166
2H266X	USDSF	Mechanical Repairs and Upgrades	B. Building Integrity	A. Maintenance	\$114,160
2H266X	USDSF	Electrical Repairs and Upgrades	B. Building Integrity	A. Maintenance	\$20,000
2H266X	USDSF	Exterior Renovations	A. Public Health, Safety, and Compliance	e A. Maintenance	\$20,000
2H266X	USDSF	Interior Renovations	B. Building Integrity	A. Maintenance	\$20,000
				FY26 HEFF M&R Projects Total	\$183,326
			Gra	nd Total FY26 HEFF M&R Projects	\$11,500,000
					-
Refer to BC	OR Policy 6:6 Maintenance & Repair				
(1) M&R Ca	tegory				
А.	Public Health, Safety, and Compliance				
В.	Building Integrity				
C.	Programmatic Suitability				
D.	Energy and Utility Savings				
E.	Campus Infrastructure				

(2) M&R Class

Mark	
А.	Maintenance
В.	Repair
C.	Renovation
D.	Alteration

Budget and Finance Consent

AGENDA ITEM: 5 – M DATE: December 11-12, 2024

SUBJECT

FY26 Auxiliary System M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 6.6</u> – Maintenance and Repair <u>BOR Policy 5.25</u> – Auxiliary Revenue System

BACKGROUND / DISCUSSION

The auxiliary system encompasses all the facilities that are pledged under the Board of Regents' bond covenants – generally it includes the student unions, wellness centers, residential facilities, and a number of parking systems. To achieve an adequate maintenance and repair program for all auxiliary buildings, the goal is to spend an average of two percent a year of the total building replacement value. After the operating costs are covered, excess revenues flow to the Repair and Replacement Reserve Fund which is then available to fund maintenance projects. The fund is used to cover the cost of maintenance and repair, renewals, renovations, and replacements not paid for as part of the ordinary operation.

Each year the institutions identify planned projects that will be funded with auxiliary funds. Approval of the list provides Board approval for the projects. Throughout the year, additional projects can be added, or the list can be revised in accordance with BOR Policy 6.6(8).

IMPACT AND RECOMMENDATIONS

The FY26 2% M&R project total for the auxiliary system is estimated to be \$24.9 million. The campuses must expend two percent on average over a five-year period.

Approval of the FY26 Auxiliary System Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – Auxiliary System M&R Projects (includes the campus designated projects, the estimated project cost, and the project's fund source)

DRAFT MOTION 20241211_5-M:

I move to approve the FY26 Auxiliary System M&R projects as presented in Attachment I.

Project #	Building Name	Project Name	M&R Class ⁽¹⁾	Fund Source	Cost Estimate
Black Hills (State University				
6X26XX	Wenona Cook	Air Conditioning	C. Renovation	RRR	\$1,594,127
Dakota Stat	e University		FY26 Au	ıxiliary M&R Projects Total	\$1,594,127
8X26XX	Residence Halls	Painting Hallways and Rooms	A. Maintenance	Auxiliary Funds	\$65,000
8X26XX	Residence Halls	Bathroom Renovations	C. Renovation	Auxiliary Funds	\$200,000
8X26XX	Hibie Hall	Installation of AC	D. Alteration	Auxiliary Funds	\$500,000
8X26XX	Emry Hall	Chiller Replacement	B. Repair	Auxiliary Funds	\$150,000
8X26XX	Trojan Center	Dining Renovation	C. Renovation	Private/Auxiliary Funds	\$500,000
Northern St	ate University		FY26 Au	ıxiliary M&R Projects Total	\$1,415,000
5X26XX	Steele Hall	Roof Replacement	C. Renovation	RRR	\$250,000
5X26XX	Various Res Halls	Paint	A. Maintenance	Residence Hall Funds	\$40,000
5X26XX	Kramer Hall	Hardwire BAS thermostats	C. Renovation	RRR	\$150,000
			FY26 Au	uxiliary M&R Projects Total	\$440,000
South Dako	ta School of Mines & Lechnol	10 <u>gy</u>			
4X26XX	Surbeck Center	Surbeck General Maintenance	A. Maintenance	Housing Fees/Revenues	\$30,000
4X26XX	Various	Residence Hall General Maintenance	A. Maintenance	Housing Fees/Revenues	\$100,000
4X26XX	Surbeck Center	Controls Upgrade	A. Maintenance	Housing Fees/Revenues	\$80,000
4X26XX	Surbeck Center	Surbeck Addition - Mechanical Upgrade	A. Maintenance	RRR	\$250,000
4X26XX	Connolly Hall	Building Switches	A. Maintenance	RRR	\$115,000
4X26XX	Palmerton Hall	Access Points	A. Maintenance	Housing Fees/Revenues	\$45,000
4X26XX	Subeck Center/Peterson	Hot Water Recirc Line Repair	B. Repair	Housing Fees/Revenues	\$20,000 <u></u>
4X26XX	Placer Hall	Joint Sealing	B. Repair	Housing Fees/Revenues	\$50,000 <u>1</u>
4X26XX	Various	Card Access Upgrade	A. Maintenance	Housing Fees/Revenues	\$50,000 D
South Dakot	ta State University		FY26 Au	ıxiliary M&R Projects Total	1MEI 40,000 1MEI
3X26XX	Campus	Parking Lot Repairs - Crack Seal	B. Repair	Parking	\$35,000 L
3X26XX	Campus	Curb & Gutter Improvements	B. Repair	Parking	\$80,000
3X26XX	Campus	Parking Lot Expansion 8th Street & Jackrabhit Ave	D. Alteration	Bond/Parking Revenue	\$1.330.700

FY26 Auxiliary System Maintenance & Repair Projects

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Project #	Building Name	Project Name	M&R Class ⁽¹⁾	Fund Source	Cost Estimate
3X26XX	Campus	Multimodal Transportation Charging Stations	D. Alteration	Parking	\$40,000
3X26XX	Miller Wellness Center	Elevator Maintenance	A. Maintenance	Operating M&R	\$65,000
3X26XX	Miller Wellness Center	Emergency Repairs (HVAC, Lighting, & Life Safety)	B. Repair	RRR	\$50,000
3X26XX	Hansen Hall	Fire Alarm Upgrades	B. Repair	RRR	\$300,000
3X26XX	Hansen Hall	Roof Replacement	B. Repair	RRR	\$580,000
3X26XX	Brown Hall	Director Apartment Renovation	B. Repair	Rent	\$200,000
3X26XX	Pierson Hall	Director Apartment Renovation (2)	B. Repair	Rent	\$400,000
3X26XX	Pierson Hall	Roof Replacement	B. Repair	RRR	\$490,000
3X26XX	Waneta Hall	Roof Replacement	B. Repair	RRR	\$420,000
3X26XX	Waneta Hall	Shower Room Upgrades	B. Repair	RRR	\$2,850,000
3X26XX	Waneta Hall	Mechanical Upgrades, Unit A/C, Lobby A/C	B. Repair	RRR	\$1,500,000
3X26XX	Meadows North	HVAC - DOAS Units & Controls	B. Repair	RRR	\$135,000
3X26XX	Residence Halls	Concrete Replacement (LLL)	B. Repair	Rent	\$50,000
90 <u>3X26XX</u>	Residence Halls	Emergency M&R Repairs (2810, 0509, 0680, 0675)	B. Repair	Rent	\$180,000
3X26XX	Residence Halls	Unit A/C Replacements (LLL)	A. Maintenance	Rent	\$15,000
3X26XX	Caldwell Hall	Masonry Joint Sealant & Pointing	B. Repair	Rent	\$50,000
3X26XX	University Union	Sanitary Sewer Repairs (NE)	B. Repair	RRR	\$100,000
3X26XX	University Union	Emergency Repairs	B. Repair	Operating M&R	\$200,000
3X26XX	University Union	Concrete Replacement	B. Repair	Operating M&R	\$30,000
3X26XX	University Union	Elevator Maintenance	A. Maintenance	Operating M&R	\$60,000
3X26XX	University Union	HVAC & Control Upgrades (AHU 1, 2, 3)	B. Repair	RRR	\$2,000,000
3X26XX	Dana J. Dykhouse Stadium	Concourse Lighting Upgrades	B. Repair	DJD Stadium Oper M&R	\$12,000
3X26XX	Dana J. Dykhouse Stadium	Bleacher Maintenance	A. Maintenance	DJD Stadium Oper M&R	\$25,000
3X26XX	Dana J. Dykhouse Stadium	Building Envelope Repairs	A. Maintenance	DJD Stadium Oper M&R	\$15,000
3X26XX	Dana J. Dykhouse Stadium	Public Announcement System Repairs	B. Repair	DJD Stadium Oper M&R	\$75,000
3X26XX	Dana J. Dykhouse Stadium	Fiber Optic Upgrades	B. Repair	DJD Stadium Oper M&R	\$210,000 ₹
3X26XX	Dana J. Dykhouse Stadium	Synthetic Turf Maintenance	B. Repair	DJD Stadium Oper M&R	\$16,000
3X26XX	Dana J. Dykhouse Stadium	Synthetic Turf Replacement	B. Repair	DJD Stadium Oper M&R	\$1,000,000
			FY26 Au	uxiliary M&R Projects Total	\$12,513,700

3

<u>University of South Dakota</u>

FY26 Auxiliary System Maintenance & Repair Projects

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k Repair
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Project #	Building Name	Project Name	M&R Class ⁽¹⁾	Fund Source	Cost Estimate
2X26XX	McFadden Hall	Exterior Aluminum Entrances	A. Maintenance	RRR	\$20,000
2X26XX	Muenster University Center	Interior Renovations	C. Renovation	RRR	\$250,000
2X26XX	North Complex	Volleyball Court Replacement	A. Maintenance	Revenue	\$20,000
2X26XX	Olson Hall	Building Renovation	C. Renovation	RRR	\$3,000,000
2X26XX	Wellness Center	Gym Scoreboard Replacement	A. Maintenance	RRR	\$25,000
2X26XX	Wellness Center	Climbing Wall Repairs	A. Maintenance	Revenue	\$60,000
			FY26 Aux	kiliary M&R Projects Total	\$3,375,000

Grand Total FY26 Auxiliary System M&R Projects \$20,077,827

Refer to BOR Policy 6:6 Maintenance & Repair

(1) M&R Class

- Maintenance Repair Renovation Alteration
- D. C. B. A.

Budget and Finance Consent

AGENDA ITEM: 5 – N DATE: December 11-12, 2024

SUBJECT

FY26 AES M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 38-20A-4 SDCL § 38-20A-59 BOR Policy 6.6 – Maintenance and Repair

BACKGROUND / DISCUSSION

Maintenance and repair projects for the Agricultural Experiment Station (AES) are funded by the pesticide tax, enacted by the South Dakota Legislature in 1998 and amended by the 2020 Legislature (SB24). For each annual application fee of \$165.00 collected, the Agricultural Experiment Station receives \$15 and the Cooperative Extension Service receives \$10.

IMPACT AND RECOMMENDATIONS

The pesticide fee revenue allotted to AES is to be used entirely for AES maintenance and repair projects. The pesticide fee revenue for AES is projected to be \$200,000; however, the attached project list total is greater than the estimated revenue generated. AES will supplement the pesticide funds with available local funds to ensure the projects can be accomplished. Other additional funding sources will be identified when the project work orders are submitted.

A portion of the funding for the Poultry Unit Storage Building A will be sourced from insurance proceeds, as this facility was among those destroyed in the derecho several years ago. Authorization for this project was granted through HB1032 during the 2023 legislative session.

Approval of the FY26 AES M&R projects will allow SDSU to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I - FY26 AES M&R projects requested by SDSU

DRAFT MOTION 20241211_5-N:

I move to approve the AES M&R projects for FY26 as requested.

Project

\$200,000 **FY26 Pesticide Revenue Projection:**

(Activity #)	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾ (Cost Estimate
3AE261	Campus	West River	E. Campus Infrastructure	A. Maintenance	\$10,000
3AE26X	Campus	East River	E. Campus Infrastructure	A. Maintenance	\$26,000
3AE26X	West River Center	HVAC Upgrades & Teller Renovations	B. Building Integrity	B. Repair	\$280,000
3AE26X	Animal Science Complex	Planning & Design Meat Lab Upgrades	B. Building Integrity	B. Repair	\$164,000
3AE26X	SE Farm	Fence Repairs	B. Building Integrity	B. Repair	\$20,000
3AE26X	Animal Science Complex	Laboratory Equipment Upgrades	C. Programmatic Suitability	C. Renovation	\$218,000
3AE26X	Poultry Unit Storage Building A	Rebuild Storage Building	B. Building Integrity	D. Alteration	\$1,250,000
3AE26X	Sturgis Research Facility	Repair Metal Roof & Vents	B. Building Integrity	B. Repair	\$130,000
				FY26 M&R Projects Total	\$2,098,000

with the projects on the list are for the full amount and may include funding above and beyond the Pesticide M&R funds. As work requests for the individual projects are approximated to the control of the individual projects are approximated to the individual projects are approximated to the control of the

Refer to BOR Policy 6:6 Maintenance & Repair

(1) M&R Category

- Public Health, Safety, and Compliance Ъ.
 - **Building Integrity**
- **Programmatic Suitability** ЮĊ
- Energy and Utility Savings Campus Infrastructure

⁽²⁾ M&R Class

- Maintenance
 - Repair
- Renovation Alteration . Д. С. В. А.

Academic and Student Affairs Consent

AGENDA ITEM: 5 – O DATE: December 11-12, 2024

SUBJECT

Intent to Plan Requests

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Per BOR Policy 2.3.2, Intent to Plan requests are reviewed by the Executive Director (or designee) and if approved to the next step are then reviewed by the Academic Affairs Council for feedback, consultation, and possible collaboration. BOR academic leadership then provides a report to the Board's Committee on Academic and Student Affairs regarding submitted Intent to Plan requests with a report to the full Board placed under the Consent section of the agenda as a routine informational item. The approval of an Intent to Plan proposal does not overwrite the Full Proposal process and does not guarantee approval of the Full Proposal by the Board.

IMPACT AND RECOMMENDATION

This report will provide the intent to plans that were approved by the Executive Director and will be followed by a full proposal in a future Board meeting.

1. <u>DSU – MS in Data Privacy</u>

The proposed program will prepare students to assess, track, and mitigate the evolving threats to data privacy and to understand the complex role that privacy plays in shaping online services. The program offers a foundation in the technical, policy and legal debates in privacy from a global perspective, and it examines the value that digital data represents to government, corporate, and nation-state actors. Additionally, the program explores topics in data privacy technology and management, equipping students with the necessary skills and awareness to assist entities in protecting their critical and sensitive information.

2. <u>SDSMT – BS in Data Science</u>

The proposed program will provide students with a comprehensive foundation in the core principles, tools, and techniques of data science. This interdisciplinary program combines elements of computer science, statistics, mathematics, and

(Continued)

INFORMATIONAL ITEM

Intent to Plan Requests December 11-12, 2024 Page 2 of 2

> domain-specific knowledge to equip students with the skills necessary to collect, analyze, and interpret large datasets. Graduates will be prepared to solve complex problems in a wide range of industries, including biology, environmental science, biomedical engineering, materials science, mining engineering, social science, and more.

ATTACHMENTS

None

<u>Informational Items</u> <u>Consent</u>

AGENDA ITEM: 5 – P DATE: December 11-12, 2024

SUBJECT

Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1.1.4 – Executive Director BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination BOR Policy 5.4 – Purchasing BOR Policy 6.6 – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS

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

South Dakota School of Mines & Technology

Paleo Research Lab Emergency Heating Project: SDSM&T requests the use of \$160,000 in deferred HEFF funds for the Paleo research lab emergency heating project. The Paleo building is heated by ~250 linear foot of direct bury hot water line going to the building from a steam heat exchanger under the O'Harra parking. We have a hot water leak underground on the closed system and we did some investigation but cannot find it. We need to install boilers at the building to ensure we do not freeze up the building this winter. This is an emergency request as the building currently has no heat. We plan to purchase the equipment at a cost of \$97,200 and then use the competitively bid contract for boiler, HVAC, and plumbing maintenance labor to install it. We would like this project delegated back to us.

South Dakota State University

Berg Agriculture Hall Room Renovation: SDSU is requesting the use of \$100,000 in Facilities & Administration indirect cost recovery from grants and \$100,000 of foundation funds for Berg Agriculture Hall renovation of room 166 for Executive Conference Room. Work will include full design and construction via a combination of internal resources and contracted services. Scope includes renovations of room 166 to create an executive conference room.

Davis Dairy Plant Replace Cooling Tower: SDSU is requesting to utilize \$116,000 of institutional plant funds to replace the Alfred dairy science cooling tower for the Davis dairy plant. The project is for full design and construction for the replacement of the existing cooling tower with a new model of the same size. Project will be constructed using SDSU's standing mechanical and temperature control contractors. SDSU request delegation to the University.

Barn Kiln Room Renovation: SDSU is requesting an additional \$185,000 of plant art discipline fees for a project total of \$335,000 to renovate the Barn Kiln Room. The project will add two new kilns to the ceramic's studio along with mechanical and electrical work. The project will also add a welding room to the West end of the building along with some demolition, new mechanical, and electrical equipment and epoxy floors.

			Current		%
Institution	Employee Name	Title	Salary	New Salary	Increase
		Associate Dean of			
BHSU	John Ginther	Students	\$64,981	\$71,000	9.3%
		Director of Systems			
SDSU	Jason Davis	Information	\$64,544	\$69,062	5%
		Associate Athletic			
SDSU	Ryan Christy	Director for Development	\$57,200	\$65,000	13.6%
		Vice President for			
		Research and Sponsored			
USD	Dan Engebretson	Programs	\$236,384	\$260,022	10%
		Associate Head Football			
		Coach/Defensive			
USD	Travis Johansen	Coordinator	\$124,239	\$136,663	10%

Executive Employment Approvals

Budget and Finance Consent

AGENDA ITEM: 5 – Q DATE: December 11-12, 2024

SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6.5 – Building Committees

BACKGROUND / DISCUSSION

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

On November 4, 2024, the building committee for the USD Churchill-Haines Laboratory Building Renovation represented by Regent Rasmussen, approved the Facility Program Plan.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

Budget and Finance

AGENDA ITEM: 5 – R DATE: December 11-12, 2024

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL § 5-14-1</u> – Classification of Capital Improvements

- <u>SDCL § 5-14-2</u> Supervision by Bureau of Administration of capital improvement projects Payment of appropriated funds
- <u>SDCL § 5-14-3</u> Preparation of plans and specifications for capital improvements State building committees - Approval by board or commission in charge of institution 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.

INFORMATIONAL ITEM

Capital Projects List December 11-12, 2024 Page 2 of 2

- 5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
- 6. Final Design Plan submitted for Board approval.
- 7. The Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
- 8. The Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

N/A

ATTACHMENTS

Attachment I – Capital Projects List

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Amount	Most Recent Board Action	Project Status	Completion Date	Committee Rep.
<u>EMIC FACILITIES</u> 34 Hills State University								
BHSU-RC Addition & Renovation for West River Nursing		SB43-2022	ARPA HEFF Private	\$8,000,000 \$5,114,644 \$2,000,000	Dec. 23 Design Plan	Construction	2025	Partridge
		SB172-2023	General	<u>\$1,500,000</u> \$16,614,644				
ota State University								
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
them State University								
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Final Inspection	2021	Morrison
Lincoln Hall Replacement		SB44-2022 SB173-2023	ARPA Capital Projects Funds General Funds Auxiliary Plant Funds	\$29,500,000 \$1,500,000 <u>\$450,000</u> \$31,450,000	Dec-23 Design Plan	Construction	2025	Frederick
Gerber Hall Renovation		HB1049-2023	General Funds HEFF/General FundsM&R Match	\$2,500,000 <u>\$2,500,000</u> \$5,000,000	Apr-24 Design Plan	Construction	2025	Frederick
th Dakota School of Mines and Technology								
Nucor Mineral Industries Building		SB156-2021 SB33-2023	Private Local State	\$12,000,000 \$6,400,000 <u>\$23,400,000</u> \$41,800,000	Dec-21 Facility Design MP Approved by BC	Final Inspection	2024	Partridge
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning	TBD	Dittman
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection	TBD	Lochner
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection	TBD	Lochner
h Dakota State University								
Cottonwood Range and Livestock Field Station		SB 84 - 2022	General Funds Grant Funding	\$6,000,000 \$1,500,000 \$7,500,000	Aug-24 Design Plan	Construction	2025	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	2026	Roberts
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning		Rasmussen
SJ Marshall Center - Addition, Phase 2		HB1022-2022	Private Local HEFF M&R	\$44,000,000 \$4,000,000 <u>\$6,000,000</u> \$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	Planning	TBD	TBD

South Dakota Board of Regents Capital Improvement Projects - December 2024

$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$		Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislauve / Approved Amount	Most Recent Board Action	Current Project Status	rrojected Completion Date	bunding Committee Rep.
Texture variable interfacione intervalue inter	-						Facility Stmt			
Teal Refinition Total Refinition </td <td></td> <td>Swine Unit - Wean To Finish Barn Addition</td> <td></td> <td></td> <td>Donations</td> <td>TBD</td> <td>Jul-24 Facility Stmt</td> <td>Planning</td> <td>TBD</td> <td>TBD</td>		Swine Unit - Wean To Finish Barn Addition			Donations	TBD	Jul-24 Facility Stmt	Planning	TBD	TBD
Toout And Falay Toout And Falay Found 5.400 Design to the constant		The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds Private	\$7,500,000 <u>\$3,315,000</u> \$10,815,000	Jun-2020 Facility Stmt	Planning	TBD	Frederick
Units fragments. Variation fragments. Variatio fragments. Variation fragments. Variation fragments. Variation fr		Transient Animal Facility		HB1032-2023	Insurance	\$1,400,000	Dec-23 Facility Stmt	Planning	2026	Exempted
And Contribution And Control Data And Control Data<		Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY 12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	\$5,000,000 <u>\$5,043,000</u> \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2029	Roberts
$\label{eq:constants} \begin{tabular}{ c c c c c c c c c c c c c c c c c c c$	sity of	South Dakota								
Sub Data Union Renovation Own Filter Stands S.43,000 Nac 33,000 Nac 30,000		Health Science Building		SB40-2020	HEFF Bond M&R Bond One-Time State Funds Private Funds Local Funds	\$7,500,000 \$5,000,000 \$4,500,000 \$4,500,000 \$875,000 \$22,875,000 \$22,875,000	Oct-21 Design Plan (Revised)	Construction	2022	Partridge
Chronic Building Renoration Conc Time P 72: Mole H F Funds \$801507: \$801307 Facial Sinut Degin 2071 Remonention Compondence Compondence \$801507 Facial Sinut Decine Decine Decine Decine Decine Partility Decine Partility Decine Partility Partility Partility Decine Partility Partity <td></td> <td>South Dakota Union Renovation</td> <td></td> <td></td> <td>One-Time State Funds M&R HEFF M&R General</td> <td>\$3,430,000 \$54,631 <u>\$4,335,369</u> \$7 820,000</td> <td>Mar-23 Design Plan</td> <td>Construction</td> <td>2024</td> <td>TBD</td>		South Dakota Union Renovation			One-Time State Funds M&R HEFF M&R General	\$3,430,000 \$54,631 <u>\$4,335,369</u> \$7 820,000	Mar-23 Design Plan	Construction	2024	TBD
Excitities interstructures Int		Churchill-Haines Building Renovation			One-Time FY25 M&R HEFF Funds Campus M&R Local Funds	\$9,015,027 \$1,034,973 \$350,000 \$10,400,000	Apr-24 Facility Stmt	Design	2027	Rasmussen
University Wellness Center Addition Dev-16 Planning TBD Puntings State Lineweity Exclisity Wellness Center Addition Exclisity Sunder Life Facility Exclisity Sunder Life Facility TBD Puntings	IE FA Hills St	<u>CILTTIES</u> tate University								
State University Auxiliary Bonds \$12,000,00 Dec. 19 Completed Aug. 21 Roberts New Residence Hall & Student Life Facility Section Dec. 19 Completed Aug. 21 Roberts Anter Activity End State Center Audridon State Center Audridon Design Plan Aug. 24 Bid 2026 Morrison Anter Activity End State University State University State University State University Design Plan 2026 Morrison Inson Commons Renovations & Remodeling - Phase Provider State University Inversity Student Union Renovations & Remodeling - Phase 4 Oneral Activity Fees State University Design Plan 2025 Roberts University Student Union Renovations & Remodeling - Phase 4 State University Fees State University Design Plan 2023 Roberts State University	_	University Wellness Center Addition			GAF & Private		Dec-16 Facility Stmt	Planning	TBD	Partridge
New Residence Hall & Student Life Facility New Residence Hall & Student Residence Hall & Studence Hall & Stude	State	· University								
Jakita School of Nines and Technology Jake School of Nines and Technology Jake School of Nines and Technology Jake School of Nines 24 Bid 2026 Morrison Jake School of Nines and Technology School of Nines 31,00,000 Jake School of Nines 18,10,000 Cort-22 Construction 2025 Roberts Jake A state University Larson Commons Renovation - Phased Project School of S		New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 $\underline{$500,000}$ \$12,500,000	Dec-19 Design Plan	Completed	Aug-21	Roberts
Brithwate Brithwate State Mark Mark Mark akords Design Plan Design Plan 2026 Montion akords Design Plan Design Plan 2026 Montion akords Earon Commons Renovation - Phased Project Design Plan 2025 Roberts Larson Commons Renovation - Phased Project Revenue Bonds Ss.190,000 Oct-22 Construction 2025 Roberts Larson Commons Renovation - Phased Project Nanciary Ss.190,000 Protect 2026 Roberts Larson Commons Renovation - Phased Project Total Ss.190,000 Protection 2025 Roberts University Student Union Renovations & Remodeling - Phase 4 General Activity Fees 7.90.30 Jun-23 Design 2024	Dakot	a School of Mines and Technology								
Date Larsen State University Sk.190,000 Oct-22 Construction 2025 Roberts Larsen Commons Renovation - Phased Project Revenue Bonds Sk.000,000 Facility Stutt 2025 Roberts Total S.1.810,0000 Facility Stutt 51.810,0000 Facility Stutt 2024 University Student Union Renovations & Remodeling - Phase 4 General Activity Fees S7,920,300 Jun-23 Design 2024	_	Surbeck Center Addition			Private	\$10,206,000	Aug-24 Design Plan	Bid	2026	Morrison
Laison controls Retrovatori - Frascu 1705ct Record Bonds Station - 2022 Construction - 2022 NOOCIS Rectainty 51.810,0000 Facility Stimt Total 51.810,0000 University Student Union Renovations & Remodeling - Phase 4 General Activity Fees 57,920,300 Jun-23 Design 2024 Program Plan	Dakot	a State University I accord Commons Demonstrate Demonstrate			Duitates (Eased Court Duscriptee)	\$8 100 000	Oct 33	Construction	2005	Dobote
University Student Union Renovations & Remodeling - Phase 4 General Activity Fees \$7,920.300 Jun-23 Design 2024 Program Plan		Larson Commons Renovation - Phased Project			Provate (Food Serv Provider) Revenue Bonds Auxilary Total	\$8,190,000 \$8,000,000 <u>\$1,810,000</u> \$18,000,000	Oct-22 Facility Stmt	Construction	62 02	Koberts
		University Student Union Renovations & Remodeling - Phase 4			General Activity Fees	\$7,920,300	Jun-23 Program Plan	Design	2024	

South Dakota Board of Regents Capital Improvement Projects - December 2024

University of South Dakota Wellness Center Expansion

Roberts

2024

Construction

Jun-22

\$5,000,000

Auxiliary Funds

	Building Committee Rep.
	Projected Completion Date
	Current Project Status
nber 2024	Most Recent Board Action Design Plan (Revised)
ojects - Decen	Legislative / Approved 33,900,000 \$13,989,588 <u>\$8,360,412</u> \$31,250,000
nprovement Pro	Fund Type Auxiliary Bonds Private Funds Local Funds
nts Capital In	Legislative Action/YR SB42-2022
a Board of Rege	Ten-Year Plan
South Dakot	
	Facility Name

Board Action:
1) Preliminary Facility Statement
2) Facility Program Plan
3) Design
4) Bid - Board approves substantive changes from program Plan

Project Status: 1) Planning 2) A/E Selection 3) Design 4) Bid 5) Construction ATTACHMENT I 5

Budget and Finance Consent

AGENDA ITEM: 5 – S DATE: December 11-12, 2024

SUBJECT

Audit Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR By-Laws, Section 3.1.3: Audit Committee

BACKGROUND / DISCUSSION

This is a review of the actions taken by the Audit Committee since the last Board meeting.

On December 6, 2024, the Audit Committee met to discuss the Auxiliary System Agreed Upon Procedures report, Internal Controls over Cash Reviews, and the Semi-Annual Internal Control Framework Attestation process.

IMPACT AND RECOMMENDATION

None

ATTACHMENTS

None

INFORMATIONAL ITEM
SOUTH DAKTOA BOARD OF REGENTS

Budget and Finance Consent

AGENDA ITEM: 5 – T DATE: December 11-12, 2024

SUBJECT

SDSU Football Stadium FY24 Financials

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

During the December 2013 Board of Regents meeting, the Board approved the SDSU football stadium project, with the authorizing legislation following in 2014. A key stipulation of this approval required SDSU to provide the Board with annual updates on the stadium's actual performance compared to the submitted pro forma. In June 2019, the Board further refined the financial reporting requirements for the stadium, ensuring that the SDSU financial report would continue to be submitted annually to the full Board as an informational item.

The actual financial performance for the stadium in fiscal year 2024, along with projections for future years, is detailed in Attachment I.

As of June 30, 2024, the stadium fund reported a cash balance of \$341,000, while the Maintenance and Repair (M&R) fund held \$2.1 million, and the Stadium Debt Service Reserve had \$2.5 million.

Revenues for FY24 exceeded projections, primarily due to increased ticket sales and concessions, driven by higher-than-expected attendance. This revenue boost allowed SDSU to allocate an additional \$500,000 to football operations.

However, the rise in attendance also led to increased operational costs. Gameday expenses, which correlate with attendance, are expected to continue rising alongside revenue. SDSU must closely monitor Facility Operating Costs, which, similar to FY23, were nearly ten times higher than projected. These costs are generally more fixed, meaning that a decline in attendance may not result in a proportional decrease in expenses

(Continued)

INFORMATIONAL ITEM

SDSU Football Stadium FY24 Financials December 11-12, 2024 Page 2 of 2

In FY24, SDSU transferred \$809,000 to the Stadium Repair and Replacement (RRR) fund, which is in line with our expectations. The RRR fund is set aside for major repair projects. While there has not been a need to tap into these funds during the stadium's early years, it is important to ensure we have a reliable revenue source for future repairs as the facility continues to age.

IMPACT AND RECOMMENDATIONS

In FY24, the debt service coverage ratio was 1.31, slightly above the projected 1.29. This indicates that the stadium is generating sufficient net revenue to meet its debt service obligations. However, there is room for improvement in this ratio to ensure it can adequately support the necessary Maintenance and Repair (M&R) transfers.

ATTACHMENTS

Attachment I – SDSU Football Stadium Financial Information

SDSU Football Stadium Historical and Projected Financial Update(in \$000's)

				Acti	uals				Projected	
Ref		FY19 Actuals	FY20 Actuals	FY21 Actuals	FY22 Actuals	FY23 Actuals	FY24 Actuals	FY24	FY25	FY26
	OPERATING REVENUES									
1	Ticket Sales - SDSU Football	\$322	\$474	\$191	\$476	\$663	\$841	\$581	\$581	\$621
2	Ticket Sales - SDSU Football (Sixth Game)	\$140	\$115	\$0	\$115	\$135	\$171	\$124	\$124	\$133
3	Ticket Sales SDSU Football- Demand Games	\$571	\$761	\$0	\$764	\$870	\$1,104	\$963	\$893	\$1,011
4	Facility Fee (\$2/ticket sold)	\$65	\$75	\$26	\$89	\$131	\$162	\$105	\$105	\$105
5	Premium Seating Leases	\$2,043	\$1,986	\$1,219	\$1,981	\$2,410	\$2,320	\$2,084	\$2,125	\$2,168
6	Premium Seating Stadium Gifts	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0
7	Advertising & Sponsorship	\$515	\$283	\$292	\$300	\$310	\$319	\$319	\$328	\$338
	Addtl Advertising funds (Athletics)			\$1,200						
7a	Interest Revenue	\$20	\$54	\$67	\$41	\$22	\$66	\$0	\$0	\$0
8	Ticket Sales - Other Events	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	Gross Concessions	\$65	\$108	\$4	\$152	\$206	\$368	\$131	\$138	\$145
10	Net Catering	\$45	\$38	\$0	\$0	\$92	\$0	\$60	\$63	\$66
11	Net Novelties	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0
12	Gross Game Day Parking	\$29	\$31	\$0	\$27	\$74	\$53	\$36	\$37	\$38
13	Other Revenue	\$56	\$53	\$0 \$0	\$50	\$30	\$67	\$70	\$74	\$77
1/		¢3 871	\$3 978	¢2 000	¢3 005	51 Q 1 2	\$5 //71	\$1 173	\$1.468	\$4 703
14		,5,67 I	JJ,J70	JZ,JJJ	JJ,JJJ	,J+,J+J	,,,,,,,	,+,-,J	J+,+00	J + ,703
16										
17	Existing Football Ticket Sales	(\$675)	(\$689)	\$0	(\$600)	(\$731)	(\$745)	(\$745)	(\$760)	(\$776)
18	Existing Football Concessions	(\$42)	(\$42)	\$0	(\$40)	(\$45)	(\$46)	(\$46)	(\$47)	(\$48)
19	Existing Football Event Parking	(\$40)	(\$40)	\$0	(\$40)	(\$43)	(\$44)	(\$44)	(\$45)	(\$45)
19a	Additional Transfer to Athletic Operations	\$0	\$0	\$0	\$0	\$0	(\$500)	\$0	\$0	\$0
20	TOTAL REVENUES	\$3,114	\$3,207	\$2,999	\$3,315	\$4,124	\$4,136	\$3,638	\$3,617	\$3,834
21										
22	OPERATING EXPENDITURES									
23	Salary - Permanent Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24	Benefits - Permanent Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25	General & Administrative	\$106	\$63	\$87	\$145	\$113	\$80	\$117	\$118	\$119
26	Utilities	\$72	\$64	\$122	\$103	\$130	\$70	\$69	\$71	\$73
27	Annual Facility Operating Costs	\$36	\$25	\$125	\$124	\$227	\$300	\$24	\$25	\$25
28	Event Insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
29	Advertising	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
30	Miscellaneous	\$32	\$11	\$9	\$0	\$8	\$21	\$30	\$30	\$30
31	Gameday Expenses	\$78	\$118	\$0	\$156	\$326	\$293	\$76	\$79	\$81
32	Insurance/Service Fee (3% Bldg Authority)	\$78	\$78	\$78	\$78	\$77	\$78	\$77	\$77	\$77
33	Total Operating Expenses	\$402	\$359	\$421	\$606	\$881	\$842	\$393	\$400	\$406
34										
35 36										
37	Facility Related Expenses and Transfers									
38	Annual Debt Service	\$2.510	\$2.510	\$2,510	\$2.511	\$2.510	\$2,510	\$2.512	\$2.514	\$2.514
39	Stadium Capital Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
41	M&R Contribution	\$287	\$448	\$0	\$150	\$600	\$809	\$809	\$825	\$858
42	M&R Additional Contribution	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
43	Additional Debt Service Reserve	\$0	\$54	\$67	\$0	\$0	\$0	\$0	\$0	\$0
44	Total Facility Related Expenses	\$2,797	\$3,012	\$2,577	\$2,661	\$3,110	\$3,319	\$3,321	\$3,339	\$3,372
40	Transfer from Debt Service Reserve	(\$267)	\$0	\$0	(\$39)	\$0	\$0	(\$80)	(\$130)	\$0
45	TOTAL EXPENDITURES	\$2,932	\$3,371	\$2,998	\$3,228	\$3,991	\$4,161	\$3,634	\$3,609	\$3,778
10	Tatal Davanua / Evnanditures ast	6400	100 CAN	64	607	6400	(éar)	Ć.	<u>ćo</u>	6F.C
46 17	Finding Cash Balance	\$182 \$382	(\$164) ¢72	1ڊ دير	/ ۶۵ ۱۶۶	\$133 \$262	(\$25)	\$4 \$418	۶۶ مزعوں	\$26 \$106
4/		202ب	د رد	LOC	001¢	۲۵۵۲	<u>۲</u> +۲	-+T0	٥ددې	00+ ټ
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SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance Consent

AGENDA ITEM: 5 – U DATE: December 11-12, 2024

SUBJECT

Reduced Tuition Annual Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition

<u>SDCL § 3-20-1</u> – Reduced Tuition for Certain State Employees

SDCL § 33-6-5 – Tuition Benefits for National Guard Members

SDCL § 13-55-2 – Veterans Entitled to Free Tuition at State Institutions

- <u>SDCL § 13-55-6</u> Free Education of Children of Residents Who Died During Service in the Armed Forces
- <u>SDCL § 13-55-10</u> Free Tuition to Child or Spouse of NG Member Disabled or Deceased in the Line of Duty

<u>SDCL § 13-55-11</u> – Free Tuition and Fees for Visually Impaired Persons

- <u>SDCL § 13-55-22</u> Free Tuition for Survivors of Certain Firefighters, Certified Law Enforcement Officers, and Emergency Medical Technicians
- <u>SDCL § 13-55-24</u> Reduced Tuition for Elementary or Secondary Teachers or Vocational Instructors

BACKGROUND/DISCUSSION

Board Policy 5.5.1 outlines the tuition reduction programs available to students. The tuition reduction programs included in this report cover both Board approved and legislatively mandated programs and relate to on-campus courses for the 2024 academic school year (summer 2023, fall 2023, and spring 2024).

BOARD APPROVED PROGRAMS

- <u>Persons 65 Years of Age or Older (SC)</u>: The tuition for resident students sixty-five (65) years of age or older during the calendar year enrolled shall be one-fourth (1/4) of the cost of resident tuition.
- <u>Reserve Officer Training Corps Cadets (**ROT**)</u>: South Dakota residents who are junior and senior students and who are contracted senior Reserve Officer Training Corps (ROTC) cadets shall be charged fifty percent (50%) of the undergraduate resident tuition rate established by the Board of Regents for not more than four semesters.

INFORMATIONAL ITEM

Reduced Tuition Annual Report December 11-12, 2024 Page 2 of 4

- <u>Western Regional Graduate Program (WRG)</u>: Students from the WICHE states can participate in the Western Regional Graduate Program. The graduate programs that have been approved by the Board for South Dakota allow students to pay in-state tuition rates.
- <u>Western Undergraduate Exchange Tuition Rate for Residents of WICHE States</u> (<u>MWUE – SDSMT</u>): Undergraduate residents of WICHE states are eligible to attend any of the SD universities at 150% of the resident on-campus tuition rate. Students attending SDSM&T who are new freshmen and first-time transfers starting the summer of 2016 shall be charged the Western Undergraduate Exchange (WUE) tuition rate for undergraduate courses. The states included are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming.
- <u>Active-Duty Military Personnel (MIL</u>): The undergraduate on-campus tuition rate assessed to active-duty military personnel may not exceed the federal tuition assistance benefit for active-duty military. In addition, active-duty military personnel will not be charged mandatory or discipline fees.
- <u>Spouse and Dependent of Active Military (MILDS)</u>: The reduced rate is offered to spouse or dependent of and activity military, undergraduate and graduate students attending courses at Ellsworth Air Force Base and online courses through BHSU. Rate was approved June 2021.
- <u>Department of Defense Civilians (DODCV)</u>: The reduced rate is offered to DOD Civilians, undergraduate and graduate students attending courses at Ellsworth Air Force Base, online courses through BHSU and at the BHSU Rapid City Center. Rate was approved June 2021
- <u>Children of Alumni (COAB/COAD/COAN/COAM/COAS/COAU)</u>: Effective summer 2015, first-time freshmen and new transfer students who attend the same university where their parent or legal guardian received a degree, provided the student meets eligibility criteria established by the home institution, shall be assessed the resident tuition rate. The Board expanded this program to certain graduate students beginning in FY24, if they received an undergraduate degree from an SDBOR institution.
- <u>South Dakota Advantage (ISR/PHARI/LAWIS)</u>. Beginning in summer of 2019, firsttime freshmen and new transfer students from Colorado, Illinois, Iowa, Montana, Nebraska, North Dakota, Wisconsin, and Wyoming shall be assessed the resident tuition rate. Beginning in FY24, the Board expanded this program to the states of Kansas, Missouri, and Minnesota. They also expanded the program to graduate students from those same states, provided they received an undergraduate degree from an SDBOR institution.

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LEGISLATIVE APPROVED PROGRAMS

- <u>Child of Deceased Veteran (SDCL § 13-55-6) (CDV)</u>: Any person under the age of twenty-five years, a resident of this state, and is a child of a deceased parent, mother or father who was a veteran as defined in § 33-17-2, is entitled to free tuition to pursue any course of study in any state educational institution under the control and management of the Board of Regents.
- Dependents of National Guardsmen Disabled or Deceased in Line of Duty (SDCL § 13-55-10) (DDD): South Dakota residents under the age of 25 years whose father, mother, or spouse died or sustained a total permanent disability resulting from duty as a South Dakota National Guard member, while on state active duty or any authorized training duty, shall be entitled to tuition without cost and be entitled to attend any course or courses of study.
- <u>Employees of the State of South Dakota (SDCL § 3-20-1) (SDE/LAWSE)</u>: Employees of the state who meet eligibility requirements and are admitted to the university may be eligible for a fifty percent (50%) tuition reduction for undergraduate and graduate courses up to a maximum of six credit hours per semester.
- <u>Survivors of Fire Fighters, Certified Law Enforcement Offices and Emergency Medical</u> <u>Technicians (SDCL § 13-55-22) (SFP):</u> If a firefighter or certified law enforcement officer or an emergency medical technician dies as a direct result of injuries received in performance of official duties, the survivor, upon being duly accepted for enrollment into any state-supported university of higher education or state-supported technical or vocational school, shall be allowed to obtain a bachelor's degree or vocational degree for so long as the survivor is eligible, free of any tuition. However, the bachelor's degree or vocational degree shall be earned within a thirty-six month or eight semester period or its equivalent.
- <u>Certain Elementary and Secondary Teachers and Vocational Instructors (SDCL § 13-55-24) (TC/TCHST/TCSC)</u>: Certain elementary and secondary school teachers and vocational instructors may pursue any undergraduate or graduate course on campus upon payment of fifty percent (50%) of tuition and 100% of required fees.
- <u>Veterans and Others Who Performed War Service (SDCL § 13-55-2 through 13-55-4)</u> (**OV**): Veterans and others who performed active war service may pursue any undergraduate course or courses without payment of charges for tuition for each month of qualified service or major fraction thereof a month in academic time. No eligible person shall be entitled to less than one or more than four academic years of free tuition.
- <u>Dependents of Prisoner of War or Missing in Action (SDCL §13-55-9.2)</u> (**DPM**): Any dependent of a prisoner of war or a person missing in action, upon his being duly accepted for enrollment into any state-supported institution of higher education or state-supported technical or vocational school, shall be entitled to eight semesters or twelve quarters, free of tuition and mandatory fees other than subsistence expenses, for either

Reduced Tuition Annual Report December 11-12, 2024 Page 4 of 4

full or part-time study, for so long as he is eligible.

- <u>Visually Impaired Persons (SDCL §§ 13-55-11 through 13-55-13) (VH)</u>: Residents of South Dakota who are visually impaired and are eligible for admission may pursue any course of study without payment of tuition and fees that other students are required to pay directly to the university until they have received two hundred twenty-five (225) semester hours of credit or its equivalent.
- <u>National Guard Members (SDCL § 33-6-5) (NGS/NGF/PHNGF/PHNGS)</u>: National Guard students are entitled to a benefit of fifty percent (50%) of the in-state resident tuition to be paid or otherwise credited by the Board of Regents. Beginning in FY24, this benefit will be expanded to one hundred percent (100%) of the in-state resident tuition. National Guard students that receive partial FTA will also receive STA if eligible.
- <u>Resident Tuition for Rehabilitation Services Clients (VR)</u>: All nonresidents who are receiving tuition support from the South Dakota Division of Rehabilitation Services are entitled to pay tuition at resident rates.

IMPACT AND RECOMMENDATIONS

For the academic year of 2023-2024, total tuition waived was \$17,032,745, which includes National Guard waived tuition of \$1,479,670. Fees totaling \$107,239 were waived for qualifying students. Total revenue collected from students receiving some type of reduced tuition amounted to \$75,630,477.

Attachment I provides the amount of tuition dollars waived for each of the programs including the National Guard program explained above.

ATTACHMENTS

Attachment I – All Campus Tuition Reduced Tuition Programs for Academic Year 2023 – 2024 Estimate of System Tuition Waived

					TUIT	NOI	FEES			Housing	2	Aeals
			Total Credit					Savings to				
	Board Approved	Number of Students	Hours	Billed to Stude	ent	avings to Student	Billed to Student	Student		BILLED	8	ILLED
SC	Senior Citizen	20	135	\$ 39,0)55 (\$ 7,483	\$ 4,608	ې ۲				
ROT	ROTC UG Resident Rate	1	32	\$ 4,1	170	\$ 4,168	\$ 4,521	۔ خ				
WRG	Western Regional Grad Prog	138	1,627	\$ 688,3	330	\$ 149,036	\$ 77,728	ې خ	Ŷ	10,605	ŝ	3,646
MWUE	SDSMT WUE rate	148	3,072	\$ 1,181,5	564	\$ 41,383	\$ 284,557	ې ک	Ŷ	242,249	Ŷ	169,531
MIL	Reserves, act Resr, act Military	166	1,612	\$ 408,1	167	\$ 147,192	÷ ۲	\$ 96,06	ې 8	18,645	Ŷ	13,981
MILDS	Military Dependent or Spouse	11	181	\$ 47,2	863	\$ 7,437	\$ 4,889	ې ج	Ŷ		Ŷ	993
DODCV	DOD Civilian	1	6	\$ 2,7	002	\$ 1,534						
COAB	BHSU Child of Alum	7	174	\$ 48,4	801	\$ 13,649	\$ 6,340	\$ '	Ś	19,917	ŝ	11,039
COAD	DSU Child of Alum	4	114	\$ 30,3	352	\$ 10,340	\$ 6,682	\$ '	ŝ	12,250	ŝ	7,308
COAM	SDSMT Child of Alum	28	767	\$ 216,8	310	\$ 99,516	\$ 73,779	\$ '	ŝ	67,224	ŝ	42,578
COAN	NSU Child of Alum	5	146	\$ 39,0	080	\$ 13,028	\$ 6,631	\$ '	Ŷ	29,112	ŝ	18,394
COAS	SDSU Child of Alum	315	8,674	\$ 2,417,4	175	\$ 823,253	\$ 689,816	ۍ ۱	Ŷ	780,605	Ŷ	477,710
COAU	USD Child of Alum	42	1,154	\$ 320,8	378	\$ 107,640	\$ 77,108	ۍ ۲	Ŷ	81,078	Ŷ	67,904
ISR	In-State Res Rate Adj State	4,998	125,174	\$ 35,304,1	[48	\$ 11,684,262	\$ 8,709,961	ې ک	Ŷ	11,010,998	\$ 7	670,939
PHARI	Pharmacy Adj State	27	445	\$ 262,4	187	\$ 297,327	\$ 264,675	ې ۲	Ŷ	11,016	Ŷ	6,640
LAWIS	Law NR w/LSAT for Res Rate	65	1,981	\$ 782,1	151	\$ 1,282,475	\$ 315,973	ۍ ۲			Ŷ	12,344
	Total Board Aproved	5,976	145,298	\$ 41,793,0	073	\$ 14,689,723	\$ 10,527,268	\$ 96,06	8 \$	12,283,699	\$ 8	503,007
			<u>-</u> - -		TUIT	ION	FEES			Housing	2	Aeals
			Total Credit					Savings to				
	Legislature Approved	Number of Students	Hours	Billed to Stude	ent S	savings to Student	Billed to Student	Student		BILLED	8	ILLED
DDD	Dep Dead/Disabled SDNG	30	832	- \$		\$ 240,219	\$ 48,675	۔ خ	Ş	55,663	Ş	39,818
SDE	Resident SD Employee	153	1,196	\$ 283,2	63	\$ 144,719	\$ 59,010	۔ ج				
TC	Resident Teacher Certificate	299	1,995	\$ 579,1	118	\$ 266,189	\$ 10,356	۔ ج	ŝ	752		
S	Qualified Veteran Undergrad	27	510	\$ 27,6	548	\$ 130,716	\$ 17,302	\$ '				
ΗΛ	Visually Handicapped	12	212	۰ ج		\$ 66,638	\$ 221	\$ 10,94	2 \$	7,355	Ŷ	10,832
NGF	NG full rate partial STA	122	2,165	\$ 454,3	347	\$ 174,646	\$ 153,841	ې خ	Ŷ	86,384	ŝ	78,835
NGS	NG 100% rate full STA	224	4,446	ۍ ۲		\$ 1,258,080	\$ 258,587	۔ خ	Ŷ	185,674	Ŷ	133,399
PHNGS	NG Pharm ful rate partial STA	1	34	۰ ج		\$ 10,192	\$ 10,233	ې ۲				
LAWGS	Law NGS	2	120	۔ ج		\$ 46,944	\$ 19,733	ې ج				
LAWSE	Law state employee	сц	10	\$ 2,3	382	\$ 3,902						
DPM	Dependent of POW or MIA	1	3	¢	•,	\$ 777	¢ -	\$ 22!	6			
	Total Legislature Approved	875	11,524	\$ 1,346,7	158	\$ 2,343,021	\$ 577,959	\$ 11,17	1 \$	335,829	Ş	262,885
	Grand Total	6,851	156,821	\$ 43,139,8	31	\$ 17,032,745	\$ 11,105,227	\$ 107,23	و ج	12,619,527	\$ 8	765,891
	E,	Fotal Savings to Students		\$ 17,139,9	384							
		Fotal billed to Students		\$ 75,630,4	£1							

ATTACHMENT I 5

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance Consent

AGENDA ITEM: 5 – V DATE: December 11-12, 2024

SUBJECT

Student Accounts Receivable Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.5 – Tuition and Fees General Procedures BOR Policy 5.21 – System Collection Policy SDCL 1-55 – Obligation Recovery Center ARSD 10:11 – Obligation Recovery Center

BACKGROUND / DISCUSSION

A report on outstanding student receivables is presented to the Board annually. While debt can be taken off the books, the debt remains on the students' record indefinitely. It should be noted that the receivables represent less than 1% of total student revenues for years FY18 through FY24. According to a NACUBO 2023 survey, the average dollar amount invoiced outstanding at the end of FY23 was 4.2%.

There are a number of reasons a student might owe the institution money, and the account would go into collection. Not all students have their financial aid in place when they start school. Students may be admitted assuming they will have sufficient aid or family contribution, and in the end, they are short. Students who pay the majority of their bill are usually retained, but if they do not return the next term, they may end up with an amount due. Students who incur fines and fees throughout the semester may not have funds to pay until the following semester. Again, if they do not return the following term, they end up owing money. There are many circumstances that arise, and the campuses have discretion to manage the exceptions.

A common way to gauge receivables is to compare them with the total dollars collected. The BOR institutions have good collection rates with receivables no higher than two percent for the fiscal years reported, including the latest concluded fiscal year. The overall outstanding receivables rate for the five-year period is 0.48% of total student revenues. The table attached identifies the total amounts uncollected for FY2020 through FY2024 and prior as of the end of fiscal year 2024. The receivables amount includes all student debt and includes amounts that have been written off.

(Continued)

INFORMATIONAL ITEM

Student Accounts Receivable Report December 11-12, 2024 Page 2 of 2

Student Accounts Receivable Activity

Throughout the year the universities use in-house collections, third-party collection agencies for older accounts, and the services of the Obligation Recovery Center (ORC) to collect outstanding student receivables. BOR 5:21, System Collection Policy, provides that when in-house and Obligation Recovery Center (ORC) collection efforts are exhausted and the account is at least two years delinquent, the account will be submitted to the South Dakota Board of Finance for write-off. Note that the bad debt accounts are written off the financial statements while the receivable remains on the student's account in Student Banner with a HOLD marker.

The period in which institutions submit requests to the Board of Finance varies. The institutions usually submit write-offs annually.

The table in Attachment I shows the dollar amount of receivables the campuses have written off for the years presented as of 6/30/24. The amounts written off represent less than 1% of the total charges for the fiscal years 2019 through 2024.

Obligation Recovery Center Activity

BOR 5:21, System Collection Policy, provides that when in-house collections have been exhausted, accounts under \$250 may be referred and accounts over \$250 shall be referred to the State of South Dakota's Obligation Recovery Center (ORC) for collection. Attachment II summarizes the activity with ORC for the past two fiscal years. ORC has collected 27.17% of the debt they are holding as of 6/30/2024.

The ORC was created to be a central repository for the collection of debts owed to any agency or department of the State of South Dakota. The center works to collect those bad debts and determines the appropriate method of collection through powers granted by codified law. For debt equal to or greater than \$1,000, the center shall provide notice to the licensing agency that the debtor may not renew, obtain, or maintain any motor vehicle registration, motorcycle registration, boat registration, or driver license unless the debt and cost recovery fee is paid in full or the debtor has entered into a payment plan and the plan remains current. For debt equal to or greater than \$50, the center shall provide notice to the licensing agency that the debtor may not obtain any hunting or fishing license, or state park or camping permit unless the debt and cost recovery fee is paid in full, or the debtor has entered into a payment plan and the plan remains current.

IMPACT AND RECOMMENDATIONS

The BOR institutions have particularly good collection rates. The overall outstanding system receivables for the four-year period of FY19 - FY24 is 0.48% of total student charges.

ATTACHMENTS

Attachment I – Student Charges and Outstanding Balances thru FY24 Attachment II – FY23-FY24 BOR Activity with ORC

USD	1990 / Spring 2017 Summer 2018 / Spring 2019 / FY19 Summer 2019 / Spring 2020 / FY20 Summer 2020 / Spring 2021 / FY21 Summer 2021 / Spring 2022 / FY23 Summer 2022 / Spring 2024 / FY24	Balance as of 6/30/2020 \$ 3,252,185 \$ 560,831 \$ 1,085,208 \$ 4,898,224	FY 20 % Outstanding from FY Charges n/a 0.512% 1.038%	Balance as of 6/30/2021 \$ 3,080,096 \$ 447,448 \$ 473,383 \$ 1,321,914	FY 21 % Outstanding from FY Charges n/a 0.409% 0.453% 1.279%	Balance as of 6/30/2022 \$ 2,967,474 \$ 411,351 \$ 372,810 \$ 631,289 \$ 978,838 \$ 978,838 \$ 5,361,762	FY 22 % Outstanding from FY Charges n/a 0.376% 0.611% 0.939%	Balance as of 6/30/2023 \$ 2,898,151 \$ 382,958 \$ 321,575 \$ 510,936 \$ 524,002 \$ 1,090,788 \$ 5,728,411	FY 23 % Outstanding from FY Charges n/a 0.350% 0.308% 0.494% 0.502% 1.016%	Write/off Balance included in 6/30/2023 balance \$ 1,651,205 \$ 207 \$ 104 \$ 207 \$ 1,651,516	ORC Balance included in 6/30/2023 balance \$ 1,191,798 \$ 368,253 \$ 335,978 \$ 490,089 \$ 490,089 \$ 230,502 \$ 230,502 \$ 3,097,819	Balance as of 6/30/2024 \$ 2,820,267 \$ 346,770 \$ 292,628 \$ 409,654 \$ 409,654 \$ 435,910 \$ 1,201,988 \$ 5927,846	FY 24 % Outstanding from FY Charges n/a 0.317% 0.280% 0.407% 0.393% 0.406% 1.080%	Write/off Balance included in 6/30/2024 balance 5 2,035,641 \$ 9,939 \$ 11,303 \$ 3,143 \$ <tr< th=""><th>ORC Balance included in 6/30/2024 balance \$ 788,586 \$ 331,994 \$ 338,782 \$ 421,694 \$ 402,626 \$ 398,418 \$ 313,388 \$ 2,965,489</th></tr<>	ORC Balance included in 6/30/2024 balance \$ 788,586 \$ 331,994 \$ 338,782 \$ 421,694 \$ 402,626 \$ 398,418 \$ 313,388 \$ 2,965,489
SDSU	1990 / Spring 2017 Summer 2018 / Spring 2019 / FY19 Summer 2019 / Spring 2020 / FY20 Summer 2020 / Spring 2021 / FY21 Summer 2021 / Spring 2023 / FY23 Summer 2022 / Spring 2023 / FY23 Summer 2023 / Spring 2024 / FY24	Balance as of 6/30/2020 \$ 3,208,270 \$ 631,066 \$ 1,904,100 \$ 5,743,436	FY 20 % Outstanding from FY Charges n/a 0.439% 1.416%	Balance as of 6/30/2021 \$ 2,919,411 \$ 477,844 \$ 7726,058 \$ 1,597,702 \$ 5,721,015	FY 21 % Outstanding from FY Charges n/a 0.332% 0.540% 1.176%	Balance as of 6/30/2022 § 2,801,595 § 399,359 § 555,115 § 716,254 § 1,639,929 § 6,112,254	FY 22 % Outstanding from FY Charges n/a 0.278% 0.413% 0.527% 1.171%	Balance as of 6/30/2023 \$ 2,702,850 \$ 355,078 \$ 571,967 \$ 751,339 \$ 1,340,437 \$ 6,173,949	FY 23 % Outstanding from FY Charges n/a 0.247% 0.336% 0.421% 0.536% 0.946%	Write/off Balance included in 6/30/2023 balance \$ 917,209 \$ 2,704 \$ 305 \$ 3,333 \$ 923,550	ORC Balance included in 6/30/2023 balance \$ 1,657,470 \$ 334,302 \$ 412,959 \$ 522,419 \$ 521,379 \$ 223,7934 \$ 3,686,462	Balance as of 6/30/2024 \$ 2,619,196 \$ 326,905 \$ 406,205 \$ 475,289 \$ 532,997 \$ 401,029 \$ 927,313 \$ 5,688,935	FY 24 % Outstanding from FY Charges n/a 0.227% 0.302% 0.300% 0.380% 0.283% 0.631%	Write/off Balance included in 6/30/2024 balance \$ 1,387,210 \$ 221 \$ 3,329 \$ 3,341 \$ 1,394,101	ORC Balance included in 6/30/2024 balance \$ 1,205,598 \$ 313,489 \$ 382,949 \$ 461,779 \$ 472,600 \$ 324,970 \$ 324,970 \$ 356,805
DSU	1990 / Spring 2017 Summer 2018 / Spring 2019 / FY19 Summer 2019 / Spring 2020 / FY20 Summer 2020 / Spring 2021 / FY21 Summer 2021 / Spring 2022 / FY23 Summer 2022 / Spring 2024 / FY24	Balance as of 6/30/2020 \$ 1,115,665 \$ 148,029 \$ 215,138 \$ 1,478,831	FY 20 % Outstanding from FY Charges n/a 0.531% 0.766%	Balance as of 6/30/2021 \$ 1,048,932 \$ 123,289 \$ 114,481 \$ 397,792 \$ 1,684,494	FY 21 % Outstanding from FY Charges n/a 0.442% 0.407% 1.399%	Balance as of 6/30/2022 \$ 1,030,071 \$ 114,291 \$ 90,540 \$ 195,253 \$ 546,644 \$ 1,976,799	FY 22 % Outstanding from FY Charges n/a 0.410% 0.322% 0.687% 1.883%	Balance as of 6/30/2023 \$ 1,006,301 \$ 105,507 \$ 80,582 \$ 163,762 \$ 186,152 \$ 598,690 \$ 2,140,994	FY 23 % Outstanding from FY Charges n/a 0.378% 0.287% 0.576% 0.641% 1.997%	Write/off Balance included in 6/30/2023 balance \$ 380,157	ORC Balance included in 6/30/2023 balance \$ 548,552 102,842 \$ 107,860 \$ 144,341 \$ 150,787 \$ 1,184,980	Balance as of 6/30/2024 \$ 979,812 \$ 99,710 \$ 68,411 \$ 140,591 \$ 127,658 \$ 253,241 \$ 291,115 \$ 1,960,538	FY 24 % Outstanding from FY Charges n/a 0.358% 0.243% 0.40% 0.445% 0.440% 0.845% 0.915%	Write/off Balance included in 6/30/2024 balance \$ 387,496 \$ 92 \$ 387,588	ORC Balance included in 6/30/2024 balance \$ 513,037 \$ 97,045 \$ 97,045 \$ 97,045 \$ 92,249 \$ 121,246 \$ 121,246 \$ 122,7666 \$ 227,666 \$ 61,805 \$ 61,805 \$ 1,237,310
NSU	1990 / Spring 2017 Summer 2018 / Spring 2019 / FY19 Summer 2020 / Spring 2020 / FY20 Summer 2020 / Spring 2021 / FY21 Summer 2021 / Spring 2022 / FY23 Summer 2021 / Spring 2023 / FY33	Balance as of 6/30/2020 \$ 1,000,973 \$ 104,012 \$ 150,883	FY 20 % Outstanding from FY Charges n/a 0.511% 0.804%	Balance as of 6/30/2021 \$ 941,344 \$ 82,546 \$ 57,477 \$ 170,658	FY 21 % Outstanding from FY Charges n/a 0.405% 0.306% 0.911%	Balance as of 6/30/2022 \$ 918,110 \$ 69,480 \$ 48,413 \$ 103,001 \$ 138,647	FY 22 % Outstanding from FY Charges n/a 0.341% 0.258% 0.550% 0.712%	Balance as of 6/30/2023 \$ 906,036 \$ 66,528 \$ 38,692 \$ 79,799 \$ 81,370	FY 23 % Outstanding from FY Charges n/a 0.327% 0.206% 0.426% 0.418%	Write/off Balance included in 6/30/2023 balance \$ 623,931 \$ 322 \$ 382	ORC Balance included in 6/30/2023 balance \$ 192,416 \$ 66,443 \$ 34,905 \$ 75,230 \$ 75,230 \$ 74,803	Balance as of 6/30/2024 \$ 894,455 \$ 58,998 \$ 29,582 \$ 50,927 \$ 66,862	FY 24 % Outstanding from FY Charges n/a 0.290% 0.158% 0.272% 0.343%	Write/off Balance included in 6/30/2024 balance \$ 754,884 \$ 1,211 \$ 603 \$ 3,473 \$ 462	ORC Balance included in 6/30/2024 balance \$ 141,126 \$ 58,549 \$ 26,833 \$ 58,848 \$ 58,848 \$ 64,361
	Summer 2023 / Spring 2024 / FY24	\$ 1,255,867		\$ 1,252,024		\$ 1,277,650		\$ 150,068 \$ 1,322,492	0.813%	\$ 624,345	\$ 60,710 \$ 504,507	\$ 76,558 \$ 174,058 \$ 1,351,440	0.415% 0.926%	\$ 760,633	\$ 59,823 \$ 58,788 \$ 468,327
SDSMT	Summer 2023 / Spring 2024 / FY24 1990 / Spring 2017 Summer 2018 / Spring 2019 / FY19 Summer 2020 / Spring 2020 / FY20 Summer 2020 / Spring 2022 / FY22 Summer 2021 / Spring 2023 / FY23 Summer 2023 / Spring 2023 / FY23	\$ 1,255,867 Balance as of 6/30/2020 6/30/2020 \$ 505,670 \$ 78,906 \$ 254,916	FY 20 % Outstanding from FY Charges n/a 0.212% 0.733%	\$ 1,252,024 Balance as of 6/30/2021 6/30/2021 \$ 463,624 \$ 63,571 \$ 123,099 \$ 246,237	FY 21 % Outstanding from FY Charges n/a 0.171% 0.354% 0.769%	\$ 1,277,650 Balance as of 6/30/2022 6/30/2022 \$ 442,487 \$ 92,207 \$ 92,207 \$ 57,474 \$ 114,552	FY 22 % Outstanding from FY Charges n/a 0.285% 0.179% 0.328%	\$ 150,068 \$ 1,322,492 Balance as of 6/30/2023 \$ 433,180 \$ 32,099 \$ 83,244 \$ 63,393 \$ 58,649 \$ 176,575	0.813% FY 23 % Outstanding from FY Charges n/a 0.086% 0.239% 0.188% 0.168% 0.504%	\$ 624,345 Write/off Balance included in 6/30/2023 balance \$ 313,271	\$ 60,710 \$ 504,507 ORC Balance included in 6/30/2023 balance \$ 113,668 \$ 31,877 \$ 83,025 \$ 61,188 \$ 42,381 \$ 42,381 \$ 43,792	\$ 76,558 \$ 174,0558 \$ 174,054 \$ 1,351,440 Balance as of 6/30/2024 \$ 426,363 \$ 30,717 \$ 72,790 \$ 51,155 \$ 34,988 \$ 78,804 \$ 137,362	0.415% 0.926% FY 24 % Outstanding from FY Charges n/a 0.082% 0.209% 0.160% 0.100% 0.225% 0.389%	\$ 760,633 Write/off Balance included in 6/30/2024 balance \$ 340,847	\$ 59,823 \$ 58,788 \$ 468,327 ORC Balance included in 6/30/2024 balance \$ 117,987 \$ 30,494 \$ 72,283 \$ 30,494 \$ 5,0,213 \$ 33,307 \$ 33,307 \$ 5,1,591
SDSMT	Summer 2023 / Spring 2024 / FY24 1990 / Spring 2017 Summer 2018 / Spring 2019 / FY19 Summer 2019 / Spring 2021 / FY21 Summer 2020 / Spring 2022 / FY22 Summer 2022 / Spring 2024 / FY24 1990 / Spring 2017 Summer 2018 / Spring 2019 / FY19 Summer 2019 / Spring 2020 / FY20 Summer 2023 / Spring 2024 / FY23 Summer 2023 / Spring 2024 / FY24 Summer 2024 / Spring 2024 / FY24 Summer 2023 / Spring 2024 / FY24 Summer 2024 / FY24 Summer 20	\$ 1,255,867 Balance as of 6/30/2020 6/30/2020 \$ 505,670 \$ 254,916 \$ 254,916 \$ 839,492 Balance as of 6/30/2020 6/30/2020 \$ 1,717,959 \$ 254,742 \$ 554,742	FY 20 % Outstanding from FY Charges n/a 0.212% 0.733% FY 20 % Outstanding from FY Charges n/a 0.778%	\$ 1,252,024 Balance as of 6/30/2021 5 \$ 463,624 \$ 63,547 \$ 5 \$ 123,099 \$ 246,237 \$ 246,237 \$ 18,658,988 \$ 18,658,988 \$ 18,658,988 \$ 186,898 \$ 186,898 \$ 186,898 \$ 186,898 \$ 186,898 \$ 186,898 \$ 186,898 \$ 186,898 \$ 186,898 \$ 186,898 \$ 304,891 \$ 745,852 \$ 2,896,572	FY 21 % Outstanding from FY Charges n/a 0.171% 0.354% 0.769% FY 21 % Outstanding from FY Charges n/a 0.636% 1.085% 2.738%	\$ 1,277,650 Balance as of 6/30/2022 6/30/2022 \$ 442,487 \$ 92,207 \$ 57,474 \$ 114,552 \$ 792,219 Balance as of 6/30/2022 5 \$ 12,574,702 \$ 15,514,702 \$ 372,495 \$ 372,495 \$ 493,600 \$ 2,845,328	FY 22 % Outstanding from FY Charges n/a 0.230% 0.255% 0.328% 0.328% FY 22 % Outstanding from FY Charges n/a 0.541% 0.874% 1.367% 1.858%	\$ 150,068 \$ 1,322,492 Balance as of 6/30/2023 \$ 433,180 \$ 32,099 \$ 83,244 \$ 63,393 \$ 58,649 \$ 176,575 \$ 847,140 Balance as of 6/30/2023 \$ 1,543,731 \$ 158,895 \$ 197,386 \$ 302,922 \$ 1,543,731 \$ 158,895 \$ 197,386 \$ 302,922 \$ 203,786 \$ 449,496 \$ 2,856,216	0.813% FY 23 % Outstanding from FY Charges n/a 0.086% 0.198% 0.198% 0.198% 0.198% 0.198% 0.198% 0.198% 0.198% 0.504% 0.504% 0.504% 0.504% 0.504% 0.702% 1.112%	\$ 624,345 Write/off Balance included in 6/30/2023 balance \$ 313,271 \$ 313,271 \$ 313,271 Write/off Balance included in 6/30/2023 balance \$ 866,496 \$ 866,496	\$ 60,710 \$ 504,507 ORC Balance included in 6/30/2023 balance \$ 113,668 \$ 31,877 \$ 83,025 \$ 61,188 \$ 42,381 \$ 43,792 \$ 375,931 ORC Balance included in 6/30/2023 balance \$ 602,337 \$ 115,963 \$ 176,063 \$ 130,581 \$ 130,581 \$ 1,546,037	\$ 76,558 \$ 174,055 \$ 1,351,440 Balance as of 6/30/2024 \$ 426,363 \$ 30,717 \$ 72,790 \$ 51,155 \$ 34,988 \$ 78,804 \$ 137,362 \$ 3832,180 Balance as of 6/30/2024 \$ 1497,554 \$ 151,654 \$ 152,632 \$ 152,632 \$ 154,632 \$ 15	0.415% 0.926% FY 24 % Outstanding from FY Charges n/a 0.082% 0.205% 0.205% 0.389% FY 24 % Outstanding from FY Charges n/a 0.516% 0.516% 0.565% 0.565% 0.565% 0.505%	\$ 760,633 Write/off Balance included in 6/30/2024 balance \$ \$ 340,847 \$ 340,847 Write/off Balance included in 6/30/2024 balance \$ \$ 340,847 Write/off Balance included in 6/30/2024 balance \$ \$ 23,627 \$ 82 \$ 33 \$ 1,222,205 \$ 82 \$ 33	\$ 59,823 \$ 58,788 \$ 468,327 ORC Balance included in 6/30/2024 balance \$ 117,987 \$ 30,494 \$ 72,283 \$ 72,283 \$ 50,213 \$ 33,307 \$ 33,044 \$ 33,307 \$ 33,044 \$ 33,307 \$ 33,015 ORC Balance included in 6/30/2024 balance \$ 574,572 \$ 115,874 \$ 128,874 \$ 269,706 \$ 172,974 \$ 128,851 \$ 128,852 \$ 128,855 \$ 128,855 \$ 128,855 \$ 128,855 \$ 128,85

100/00/2		BHSU			DSU			NSU		ŝ	SMT		0,	DSU			USD		Tot	al SDE	OR
e/ 30/ 2024	# Accts		Total	# Accts		Total	# Accts	F	otal	# Accts	Tot	al	# Accts	-	otal	# Accts		Total	# Accts		Total
Debts Referred	156	Ş	237,471	110	Ş	255,077	61	\$	95,976	20	\$	2,358	346	\$	1,087,905	328	\$	870,315	1,021	\$	2,559,102
Debts Recalled	50	Ś	12,413	14	∽	29,117	60	Ş	6,069	23	\$	19,911	215	∽	551,712	198	⇔	461,824	560	∽	1,111,046
Debts Adjusted	499	⇔	(7,630)	388	∽	21,294	218	Ş	3,350	95	\$	6,537)	916	∽	20,883	1,037	∽	(1,444)	3,153	Ş	29,916
Debts Closed - Deceased	1	\$	'	-	\$	359	I	\$	1	1	\$	'	1	↔	1	1	\$	1	-	\$	359
Debts Closed - Bankrupt	1	\$	I	I	\$		I	\$	I	1	\$	1	1	\$	1	1	\$	'	I	\$	1
Debts Closed - Paid in Full	82	\$	161,127	85	\$	154,950	44	↔	58,807	32	\$	10,710	181	\$	431,277	218	\$	438,705	642	\$	1,285,576
Payments - Received	1,277	÷	204,101	968	Ş	163,354	468	÷	66,766	209	\$	12,762	2,207	÷	498,817	2,409	Ş	454,797	7,538	∽	1,430,597
Payments - Returned	1	Ş	I	-	÷	(306)	I	∽	1	1	÷	1	1	⇔	'	T	÷	-	1	⇔	(306)
Payments - Net	1,277	Ś	204,101	969	∽	163,048	468	⇔	66,766	209	\$	12,762	2,207	∽	498,817	2,409	⇔	454,797	7,539	∽	1,430,291
Payment Agreements Established	240	\$	342,267	166	↔	243,735	102	∽	102,027	42	\$	53,203	436	\$	872,148	491	\$	850,962	1,477	\$	2,474,342
Total outstanding balances as of 6/30/24	808	↔	1,547,412	613	\$	1,237,310	318	₩	468,327	194	33 \$	9,015	1,271	÷	3,668,591	1,274	÷	2,965,489	4,478	₩	10,226,144

		3HSU			DSU			NSU		SDS	MT		SDSU			OSD	Γ	Tota	al SDBC	DR
p/ 3U/ 2U23	# Accts	Tot	al	# Accts	F	otal	# Accts	F	otal	# Accts	Total	# Accts		Total	# Accts	Tot	al	# Accts	F	otal
Debts Referred	138	\$	352,421	148	Ş	354,313	85	∽	133,921	59	\$ 107,14	0 425	↔	1,198,227	383	\$	961,553	1,238	↔	3,107,574
Debts Recalled	13	\$	40,725	18	Ş	21,258	142	∽	194,591	8	\$ 50,38	5 55	Ş	219,626	219	\$	494,256	455	⇔	1,020,840
Debts Adjusted	626	\$	7,654	276	Ş	22,397	155	∽	6,291	132	\$ (3,648	3) 843	Ś	28,909	918	\$	5,304	2,950	⇔	66,907
Debts Closed - Deceased	1	\$	'	1	\$	'	1	↔	'	1	\$	-	\$	1	'	\$	1	'	\$	I
Debts Closed - Bankrupt	I	\$	1	~	\$	6,371	1	↔	1	1	\$	- 1	\$		2	\$	4,095	m	\$	10,466
Debts Closed - Paid in Full	88	\$	166,150	60	\$	98,742	37	\$	33,977	50	\$ 79,67	6 156	\$	388,918	149	\$	310,055	540	\$	1,077,517
Payments - Received	980	\$	196,625	635	Ş	124,086	331	⇔	47,255	194	\$ 56,69	9 1,489	Ś	422,420	1,843	\$	399,592	5,472	⇔	1,246,677
Payments - Returned	1	\$	'	1	÷	-	1	∽	'	1	\$	-	↔	-	œ	\$	(8,583)	3	÷	(8,583)
Payments - Net	980	\$	196,625	635	÷	124,086	331	⇔	47,255	194	\$ 56,69	9 1,489	÷	422,420	1,840	↔	391,008	5,469	⇔	1,238,094
Payment Agreements Established	242	\$	368,831	154	↔	262,390	82	\$	104,192	63	\$ 86,61	3 376	₩	800,557	486	↔	816,732	1,403	\$	2,439,314
Total outstanding balances as of 6/30/23	665	\$ 1,5	546,037	545	₩	1,184,980	270	\$	504,507	164	\$ 375,93	1 1,205	↔	3,686,462	1, 183	\$ 3,0	97,819	4,032	\$ 7	0,395,736

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance Consent

AGENDA ITEM: 5 – W DATE: December 11-12, 2024

SUBJECT

FY24 Auxiliary System Agreed-Upon Procedures Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.26 – Bond Compliance and Management

BACKGROUND / DISCUSSION

A financial statement for the auxiliary system is required by the bond covenants. To accomplish this, the Board of Regents (BOR) has their Internal Auditor provide an Agreed-Upon Procedures review of the system. The BOR's compliance officer pulls the financial statement information from the universities auxiliary funds, reviews, and combines them, and prepares the footnotes. Those statements and any working papers are then provided to the Internal Auditor to perform certain tests that are outlined in the Agreed-Upon Procedures document. The review by the Internal Auditor includes the following:

- Verifying that the coverage ratio has been calculated properly;
- Making sure that revenue generated by the auxiliary system stays in the system;
- Checking expenditures to make sure that they are proper; and
- Verifying that the proper amount of funds is being allocated to the Repair & Replacement Reserve (RRR).

For FY24, there were no instances of noncompliance with the covenants of the bond. A copy of this year's report is provided as Attachment I. The table below shows the coverage ratios for the last five years for all the campuses and the system. The covenants require a coverage rate of 1.20 or higher.

	FY24	FY23	FY22	FY21	FY20
BHSU	2.13	1.51	1.42	1.43	1.41
DSU	1.71	1.42	1.29	1.53	1.49
NSU	1.54	1.33	1.59	1.73	1.63
SDSMT	1.42	1.34	1.35	1.35	1.30
SDSU	1.51	1.36	1.32	1.64	1.38
USD	1.72	1.52	1.51	1.81	1.67
System	1.60	1.40	1.38	1.62	1.45
*****	*******	******	*******	*******	******

INFORMATIONAL ITEM

FY24 Auxiliary System Agreed-Upon Procedures Report December 11-12, 2024 Page 2 of 2

IMPACT AND RECOMMENDATIONS

The System coverage ratio increased to 1.60 in FY24. This is up from the previous years' rate of 1.40. The coverage for FY24 is comfortably above the minimum required by the bond covenants. Any cushion above the minimum of 1.20 helps protect the system from occasional drops in enrollment and aids the system in maintaining its excellent credit rating.

ATTACHMENTS

Attachment I – FY24 Agreed-Upon Procedures Report

SOUTH DAKOTA BOARD OF REGENTS

FINANCIAL STATEMENTS OF THE HOUSING AND AUXILIARY FACILITIES SYSTEM

Fiscal Year Ended June 30, 2024



South Dakota Board of Regents

306 E Capitol Ave Suite 200 Pierre, SD 57501-5070

BOARD OF REGENTS HOUSING AND AUXILIARY FACILITIES SYSTEM TABLE OF CONTENTS

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INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Mr. Nathan Lukkes Executive Director

and

South Dakota Board of Regents

I have performed the procedures enumerated below, which were agreed to by management of the South Dakota Board of Regents (Board), solely to assist the Board in evaluating its compliance with bond requirements in the Housing and Auxiliary Facilities System for the year ended June 30, 2024. The Board's management is responsible for the Housing and Auxiliary Facilities System financial statements and the underlying accounting records, and for complying with bond requirements.

The South Dakota Board of Regents has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose of assisting users in understanding the Board of Regents Housing and Auxiliary System and its compliance with bond requirements for the year ended June 30, 2024. This report may not be suitable for any other purpose. The sufficiency of these procedures is solely the responsibility of the Board of Regents. Consequently, I make no representations regarding the sufficiency of the procedures enumerated below either for the purpose for which this report has been requested or for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, the users are responsible for determining whether the procedures performed are appropriate for their purposes.

The procedures and the associated findings are as follows:

<u>Statement of Net Position and Statement of Revenues, Expenses and Changes in Net Position</u> <u>– Agreed-Upon Procedures</u>

a. I obtained the Statement of Net Position and the Statement of Revenues, Expenses and Changes in Net Position for the year ended June 30, 2024, as prepared by management. I traced the amounts on the statements to management's worksheets and traced the amounts on management's worksheets to the accounts in the Board's general ledger and other supporting documentation. A materiality limit of 5% was utilized in performing these procedures.

I found no exceptions exceeding the agreed upon materiality limit of 5% as a result of applying these procedures.

b. I traced information in the footnotes to the statements and other supporting documentation.

I found no exceptions as a result of applying this procedure.

c. I traced the information in the supplementary schedules to the Board's general ledger and other supporting documentation. A materiality limit of 5% was utilized in performing this procedure.

I found no exceptions exceeding the agreed upon materiality limit of 5% as a result of applying this procedure.

Compliance – Agreed-Upon Procedures

d. I confirmed that transfers made to the Repair and Replacement Reserve Account for each institution were in compliance with bond covenants during the fiscal year ended June 30, 2024.

The Board's general ledger supported that required minimum distributions were made to the Repair and Replacement Reserve Account in accordance with bond covenants.

e. I confirmed that the bond accounts were maintained separately from all other accounts on the accounting system in accordance with bond covenants.

Separate funds have been established in the Board's general ledger to record bond activity.

- f. I inspected the Board of Regents meeting minutes for meetings occurring during the fiscal year ended June 30, 2024, and obtained representations from management that none of the facilities of the Housing and Auxiliary Facilities System had been sold or otherwise disposed of contrary to bond covenants as of June 30, 2024.
- g. I mathematically checked compliance with the rate covenant for each institution which requires the ratio of net revenues to annual debt service to exceed 120%.

The net revenue to annual debt service ratio exceeded 120% at all universities and for the System as a whole.

I was engaged by the Board to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the American Institute of Certified Public Accountants and *Government Auditing Standards* promulgated by the Comptroller General of the United States. I was not engaged to and did not conduct an audit, examination, or review of the compliance with bond requirements or of the Housing and Auxiliary Facilities System – Statement of Net Position and Statement of Revenues, Expenses and Changes in Net Position for the year ended June 30, 2024, the objective of which would be the expression of an opinion or conclusion on the compliance with bond requirements or the financial statements referred to above. Accordingly, I do not express such an opinion or conclusion. Had I performed additional procedures, other matters might have come to our attention that would have been reported to you.

I am required to be independent of the South Dakota Board of Regents Housing and Auxiliary Facilities System and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

The purpose of this report on agreed upon procedures is solely to describe the procedures performed and the results of those procedures for the information and use of management and members of the Board of Regents and should not be used for any other purpose. As required by South Dakota Codified Law 4-11-11, this report is a matter of public record and its distribution is not limited.

Karlee Rinehart Internal Auditor

October 30, 2024

June 30, 2024 Unaudited

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		Housi Rev	ng & Auxiliary Facilities <u>Jenue Fund</u>	Bon Sir	d & Interest ıking Fund <u>Account</u>	Rese	Repair & iplacement erve Account	(Mem	orandum Only) <u>Total</u>
	Assets Cash and Investments	ዯ	15,095,344	Ŷ	3,398,620	Ŷ	24,764,792	Ŷ	43,258,756
	Total Assets	Ŷ	15,095,344	Ŷ	3,398,620	Ŷ	24,764,792	Ŷ	43,258,756
4	<u>Net Position</u> Unrestricted Externally restricted (Note 3)	Ŷ	15,095,344 -	Ŷ	- 3,398,620	Ŷ	10,932,181 13,832,611	Ś	26,027,525 17,231,231
	Total Net Position	Ś	15,095,344	Ş	3,398,620	Ś	24,764,792	ş	43,258,756

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The accompanying notes are an integral part of these financial statements.

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS SOUTH DAKOTA BOARD OF REGENTS - COMBINED HOUSING AND AUXILIARY FACILITIES SYSTEM FOR THE YEAR ENDED JUNE 30, 2024

Unaudited

	Hous	ing & Auxiliary	Bon	d & Interest	ć	Repair &		(-)
	<u>s</u>	racilities evenue Fund	5	iking runa Account	Res	placement erve Account		rotal
kevenues and other additions: Net revenues from bonded facilities (Note 1) Investment income Net General Activity Fee Proceeds from bond issuance (cap int) Other income	Ś	28,206,203 287,192 7,301,592 - 150,000	Ś	- 145,989 - 15,445,320 130,000	Ś	- 582,985 50,000 -	s	28,206,203 1,016,166 7,351,592 15,445,320 280,000
Total revenues and other additions		35,944,987		15,721,309		632,985		52,299,281
Expenses and other deductions: Bond principal payments Bond interest expense Bond issuance costs Trustee fees and bank charges General and administrative expenses				28,650,000 8,385,943 197,250 6,660		- - 11,476,913		28,650,000 8,385,943 197,250 6,660 11,476,913
Total expenses and other deductions				37,239,853		11,476,913		48,716,766
Revenues and other additions over (under) expenses and other deductions		35,944,987		(21,518,544)		(10,843,928)		3,582,515
Transfers among funds - additions (deductions) Transfers for B&I Transfers for RRR Transfers for Other		(22,708,384) (10,637,786) 56,519		22,940,790 - (1,209,451)		(232,406) 10,637,786 209,309		- - (943,623)
Total transfers among funds - additions (deductions)		(33,289,651)		21,731,339		10,614,689		(943,623)
Net increase (decrease) in Net Position		2,655,336		212,795		(229,239)		2,638,892
Beginning Net Position Prior Period Adjustment		12,140,245 299,763		3,185,825 -		24,994,321 (290)		40,320,391 299,473
Ending Net Position	Ŷ	15,095,344	Ŷ	3,398,620	Ŷ	24,764,792	Ŷ	43,258,756

Note 1: <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES</u>

The Housing and Auxiliary Facilities System (System) is reported in the financial statements of the South Dakota Board of Regents (BOR). The System includes the activity of the Housing and Auxiliary Facilities System Revenue Bonds Series 2006, Series 2007, Series 2008A, Series 2008B, Series 2013A, Series 2014A, Series 2014B, Series 2015, Series 2016, Series 2017, Series 2019A, Series 2019B, Series 2021, and Series 2023 for the year ended June 30, 2024.

The accompanying financial statements have been prepared on the cash basis of accounting and present the financial position and results of financial activity of the System in a format determined by the BOR. The financial statements are not prepared in accordance with generally accepted accounting principles and the notes to the financial statements are not intended to present all disclosures required by generally accepted accounting principles. The significant accounting policies followed are described below.

Revenues from bonded facilities are reported on the Statement of Revenues, Expenses and Changes in Net Position net of maintenance and operating costs. A breakdown of specific revenues and expenses may be found on the supplementary Schedule of Pledged Revenues.

Prior period adjustments were made to Net Position as shown on the Statement of Revenues, Expenses, and Changes in Net Position. These represent adjustments to beginning cash balances for activity in the prior year.

A total column is presented in the statements. The total column includes interfund activity and is not comparable to a consolidated financial statement, but is presented only to facilitate financial analysis.

General Provisions

The Series 2006, Series 2007, Series 2008A, Series 2008B, Series 2013A, Series 2014A, Series 2014B, Series 2015, Series 2016, Series 2017, Series 2019A, Series 2019B, Series 2021, and Series 2023 Bonds are limited obligations of the BOR issued by the Board of Regents of the State of South Dakota, and are secured under the provisions of the Bond Resolution authorizing their issuance. The Bonds are payable and collectible from student housing fees, and the net revenues of the BOR's student housing system and certain auxiliary enterprise facilities and certain other sources as shown in the schedule of pledged revenues. These revenues have been pledged to meet the bond obligations. Neither the credit nor the taxing power of the State of South Dakota nor any state agency, instrumentality, or political subdivision thereof is pledged for the payment of the principal, premium, if any, or interest on the Bonds. The Bonds are not general obligations of the State of South Dakota or any agency, instrumentality, or political subdivision thereof is pledged for the payment of the principal, premium, if any, or interest on the Bonds. The Bonds are not general obligations of the State of South Dakota or any agency, instrumentality, or political subdivision thereof. The South Dakota Board of Regents has no taxing power.

The Series 2006, Series 2007, Series 2008A, Series 2008B, Series 2013A, Series 2014B, Series 2015, Series 2016, Series 2017, Series 2019A, Series 2019B, Series 2021, and Series 2023 Bonds are not insured.

Fund Accounting

The assets, liabilities, and net position of the System are reported in three fund groups as follows:

- The Housing and Auxiliary Facilities Revenue Fund is the fund established to collect and record the gross revenue of the auxiliary institutional system. The moneys in the fund shall be applied to pay all necessary operating expenses, which include current maintenance charges, expenses of reasonable upkeep and repairs, properly allocated share of charges for insurance, and all other expenses incidental to the operation of the institutional system, but exclude depreciation.
- The Bond and Interest Sinking Fund Account is the fund established to maintain an amount sufficient to equal the interest then due on the bonds issued and one-half of the principal due on the bonds within the next 12 months. Transfers to this fund are due semi-annually on March 25 and September 25.
- The Repair and Replacement Reserve Account is a fund established to maintain an amount equal to the Repair and Replacement Reserve Requirement of each Bond issue. All moneys and investments so held in this account shall be used and held for use to pay the cost of unusual or extraordinary maintenance or repairs, renewals, renovations and replacements, and renovating or replacement of the furniture and equipment not paid as part of the ordinary maintenance and operation of the facilities constituting the related Institutional System.

Other Significant Accounting Policies

Other significant accounting policies are set forth in the financial statements and notes thereto.

Note 2: <u>OUTSTANDING DEBT</u>

The bond principal outstanding at June 30, 2024, was \$1,285,000 for Series 2006; \$2,785,000 for Series 2007; \$1,265,000 for Series 2008A; \$1,495,000 for Series 2008B; \$3,930,000 for Series 2013A; \$5,795,000 for Series 2014B; \$14,395,000 for Series 2015; \$15,840,000 for Series 2016; \$70,195,000 for Series 2017; \$11,065,000 for Series 2019A; \$3,745,000 for Series 2019B; \$32,395,000 for Series 2021; and \$13,470,000 for Series 2023.

Note 3: <u>RESERVE BALANCE</u>

Bond indentures for the Housing and Auxiliary Facilities System require the establishment of a Repair and Replacement Reserve consisting of 10% of the amount transferred to the Bond and Interest Sinking Fund Account annually for the Institutional System until an amount equal to 5% of the cost of construction, furnishing and equipping of all facilities in such Institutional System has been accumulated. Transfers to the Repair and Replacement Reserve in accordance with the bond indenture requirements are considered Externally Restricted. Balances in Repair and Replacement Reserve Accounts in excess of the transfer requirement are Unrestricted.

Note 4: <u>Retirement of 2014A Bonds</u>

The 2014A Bonds were retired. This resulted in bond and interest payments for SDSU, BHSU, and SDSMT exceeding the amounts listed in the debt service workpapers. SDSMT and BHSU retired their debt with a refinancing in the Series 2023A. SDSMT paid and additional \$5,190,000 in principal payments and \$66,395.83 in interest expense and BHSU and extra \$6,010,000 in principal payments and \$76,881.94 in interest expense respectively when compared to their debt service schedules. SDSU retired their 2014A with a cash payment resulting in additional principal of \$5,140,000 and interest of \$71,389.

Note 5: Combining Revenue Lines on Schedule of Pledge Revenues

For BHSU and SDSMT on the Schedule of Pledge Revenues, Conference Services was combined with Student Center (Non-GAF). This is reflected in the restatement of the 2023 figures. Other Facility Revenue for SDSMT was combined with Food Service. The 2023 figures have been restated to reflect this change.

SUPPLEMENTARY SCHEDULES

The accompanying supplementary schedules are presented for additional analysis and are not required as part of the financial statements of the Housing and Auxiliary Facilities System of the South Dakota Board of Regents

DUTH DAKOTA BOARD OF REGENTS - COMBINED	HOUSING AND AUXILIARY FACILITIES SYSTEM	SCHEDULE OF PLEDGED REVENUES - CASH BASIS	FOR THE YEARS ENDED JUNE 30, 2024 AND 2023
SOUTI	ОН	SCHE	FOR

Unaudited

			2024			2023	
			Maintenance and	Net Revenues		Maintenance and	Net Revenues
		Gross Revenues	Operating Costs	Pledged	Gross Revenues	Operating Costs	Pledged
	Residential Living	\$ 47,138,602	\$ 23,340,944	\$ 23,797,658	\$ 43,514,347	\$ 20,786,422	\$ 22,727,925
	Food Service	35,645,471	33,479,749	2,165,722	31,209,860	30,476,575	733,285
	Student Center (Non-GAF)	3,121,714	1,971,956	1,149,758	2,296,911	1,718,521	578,390
	Bookstore	3,434,736	3,442,866	(8,130)	3,541,780	3,445,760	96,020
	Wellness Center (Non-GAF)	983,278	872,889	110,389	902,348	789,807	112,541
	Parking	1,970,839	980,033	990,806	1,717,393	932,719	784,674
10	Revenues from facilities	92,294,640	64,088,437	28,206,203	83,182,639	58,149,804	25,032,835
	General Activity Fee	12,595,268	5,243,676	7,351,592	12,783,019	5,642,172	7,140,847
	Interest Income	1,016,166		1,016,166	391,710		391,710
	Other Revenue	280,000	T	280,000	283,670	ı	283,670
	Total	\$ 106,186,074	\$ 69,332,113	36,853,961	\$ 96,641,038	\$ 63,791,976	32,849,062
	Annual Debt Service			22,986,276			23,392,517
	Coverage Ratio			1.60			1.40

SOUTH DAKOTA BOARD OF REGENTS - COMBINED HOUSING AND AUXILIARY FACILITIES SYSTEM DEBT SERVICE SCHEDULE FOR THE YEAR ENDED JUNE 30, 2024 Unaudited

Year	Principal Amount	Interest Amount	<u>Total</u>
2023	14,390,000.00	9,002,517.00	23,392,517.00
2024	12,310,000.00	8,171,275.50	20,481,275.50
2025	12,870,000.00	7,753,303.50	20,623,303.50
2026	13,245,000.00	7,190,400.50	20,435,400.50
2027	13,115,000.00	6,588,668.00	19,703,668.00
2028	13,720,000.00	5,997,563.00	19,717,563.00
2029	12,495,000.00	5,378,415.00	17,873,415.00
2030	12,075,000.00	4,817,975.00	16,892,975.00
2031	11,505,000.00	4,268,857.50	15,773,857.50
2032	12,050,000.00	3,726,105.00	15,776,105.00
2033	12,600,000.00	3,162,567.50	15,762,567.50
2034	12,660,000.00	2,572,995.00	15,232,995.00
2035	9,535,000.00	2,022,587.50	11,557,587.50
2036	9,900,000.00	1,658,795.00	11,558,795.00
2037	6,540,000.00	1,280,650.00	7,820,650.00
2038	6,805,000.00	1,007,250.00	7,812,250.00
2039	6,730,000.00	722,550.00	7,452,550.00
2040	4,240,000.00	443,750.00	4,683,750.00
2041	3,620,000.00	273,450.00	3,893,450.00
2042	2,435,000.00	135,700.00	2,570,700.00
2043	750,000.00	45,600.00	795,600.00
2044	770,000.00	23,100.00	793,100.00
	\$ 204,360,000.00	\$ 76,244,075.00	\$ 280,604,075.00

STATEMENT OF NET POSITION - CASH BASIS

June 30, 2024 Unaudited

		Housin Fa	g & Auxiliary acilities enue Fund	Bond & Int Sinking F <u>Accou</u> r	erest und <u>it</u>	Rep Rep	epair & Ilacement <u>ve Account</u>	(Memo	orandum Only) <u>Total</u>
	Assets Cash and Investments	Ŷ	1,960,991	Ŷ	۱	Ş	3,414,099	Ŷ	5,375,090
	Total Assets	ş	1,960,991	Ŷ	ı	Ŷ	3,414,099	ş	5,375,090
12	<u>Net Position</u> Unrestricted Externally restricted	Ŷ	1,960,991 -	Ś		ŝ	1,490,905 1,923,194	Ś	3,451,896 1,923,194
	Total Net Position	Ŷ	1,960,991	Ŷ	ı	Ŷ	3,414,099	Ŷ	5,375,090

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY HOUSING AND AUXILIARY FACILITIES SYSTEM FOR THE YEAR ENDED JUNE 30, 2024

Unaudited

	Housing Fac	& Auxiliary cilities <u>nue Fund</u>	Bond & Interest Sinking Fund <u>Account</u>	F Re <u>Rese</u>	tepair & placement rve Account	(Memorar <u>T</u> c	ndum Only) <u>ttal</u>
Revenues and other additions: Net revenues from bonded facilities Investment income Net General Activity Fee Proceeds from bond issuance	Ś	2,460,878 2,294 434,355	\$ - 18,501 6,167,585	Ŷ	- 38,392 50,000 -	Ś	2,460,878 59,187 484,355 6,167,585
Total revenues and other additions		2,897,527	6,186,086		88,392		9,172,005
Expenses and other deductions: Bond principal payments (Note 4) Bond interest expense (Note 4) Bond issuance costs Tructao fees and honk charces			7,055,000 444,096 78,788				7,055,000 444,096 78,788
General and administrative expenses					509,190		509,190
Total expenses and other deductions		ſ	7,578,617		509,190		8,087,807
Revenues and other additions over (under) expenses and other deductions		2,897,527	(1,392,531		(420,798)		1,084,198
Transfers among funds - additions (deductions) Transfers for B&I Transfers for RRR		(1,392,531) (823,000)	1,392,531 -		- 823,000		
Total transfers among funds - additions (deductions)		(2,215,531)	1,392,531		823,000		'
Net increase (decrease) in Net Position		681,996			402,202		1,084,198
Beginning Net Position		1,278,995	·		3,011,897		4,290,892
Ending Net Position	Ŷ	1,960,991	¢	Ş	3,414,099	Ş	5,375,090

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM SCHEDULE OF PLEDGED REVENUES - CASH BASIS FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

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				2024						2023		
			Mair	itenance and	Net R	evenues			Mainte	enance and	Net	Revenues
	Gro	ss Revenues	Ope	rating Costs	PIG	edged	Gro	ss Revenues	Opera	iting Costs	4	ledged
Residential Living	Ŷ	3,234,140	Ŷ	1,635,277	Ŷ	1,598,863	Ŷ	3,103,716	Ŷ	1,598,790	Ŷ	1,504,926
Food Service		2,996,318		2,170,413		825,905		2,699,323		2,206,008		493,315
Student Center (Non-GAF)*		7,970		3,478		4,492		4,745		1,238		3,507
Bookstore		1,657,131		1,714,239		(57,108)		1,666,308		1,550,332		115,976
Parking		125,776		37,050		88,726		96,153		28,283		67,870
Revenues from facilities		8,021,335		5,560,457		2,460,878		7,570,245		5,384,651		2,185,594
General Activity Fee		882,088		397,733		484,355		722,461		290,176		432,285
Interest Income		59,188		ı İ		59,188		11,474		·		11,474
Total	Ŷ	8,962,611	Ŷ	5,958,190		3,004,421	Ŷ	8,304,180	Ŷ	5,674,827		2,629,353
Annual Debt Service						1,412,214						1,739,014
Coverage Ratio						2.13						1.51

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM DEBT SERVICE SCHEDULE FOR THE YEAR ENDED JUNE 30, 2024 Unaudited

<u>Year</u>	<u>Pr</u>	<u>incipal Amount</u>	Int	terest Amount		<u>Total</u>
2023		1,255,000.00		484,014.00		1,739,014.00
2024		1,045,000.00		367,214.00		1,412,214.00
2025		1,005,000.00		384,508.00		1,389,508.00
2026		1,050,000.00		340,330.00		1,390,330.00
2027		805,000.00		294,126.00		1,099,126.00
2028		840,000.00		259,327.00		1,099,327.00
2029		875,000.00		223,155.00		1,098,155.00
2030		315,000.00		197,000.00		512,000.00
2031		330,000.00		181,250.00		511,250.00
2032		345,000.00		164,750.00		509,750.00
2033		360,000.00		147,500.00		507,500.00
2034		380,000.00		129,500.00		509,500.00
2035		400,000.00		110,500.00		510,500.00
2036		420,000.00		90,500.00		510,500.00
2037		445,000.00		69,500.00		514,500.00
2038		460,000.00		47,250.00		507,250.00
2039		485,000.00		24,250.00		509,250.00
	\$	10,815,000.00	\$	3,514,674.00	\$	14,329,674.00

June 30, 2024 Unaudited

		Housing Fa	& Auxiliary cilities <u>uue Fund</u>	Bond 8 Sinki	k Interest ng Fund count	Re Rep Reserv	epair & lacement ve Account	(Memoi	andum Only) <u>Total</u>
	Assets Cash and Investments	Ş	2,609,969	ş	28,300	Ŷ	147,658	ş	2,785,927
	Total Assets	Ş	2,609,969	Ş	28,300	Ş	147,658	Ş	2,785,927
16	<u>Net Position</u> Unrestricted Externally restricted	Ś	2,609,969 -	ŝ	- 28,300	ŝ	- 147,658	ŝ	2,609,969 175,958
	Total Net Position	Ŷ	2,609,969	Ŷ	28,300	Ŷ	147,658	Ŷ	2,785,927

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY HOUSING AND AUXILIARY FACILITIES SYSTEM FOR THE YEAR ENDED JUNE 30, 2024

Unaudited

	H	ising & Auxiliary Facilities ievenue Fund	Bond & Intere Sinking Fund <u>Account</u>	st	Repair & Replacemei <u>Reserve Acco</u>	nt bunt	(Memora <u>1</u>	ndum Only) <u>otal</u>	
Revenues and other additions: Net revenues from bonded facilities Investment income Net General Activity Fee	ŝ	2,819,725 47,439 491,801	\$ 1,3	51	\$ 41	- 1,934 -	Ś	2,819,725 90,724 491,801	
Total revenues and other additions		3,358,965	1,3	51	41	1,934		3,402,250	
Expenses and other deductions: Bond principal payments Bond interest expense Trustee fees and bank charges General and administrative expenses			1,060,0 928,6 1,0	00 75 70	1,886	- - 5,306		1,060,000 928,675 1,070 1,886,306	
Total expenses and other deductions			1,989,7	45	1,886	5,306		3,876,051	
Revenues and other additions over (under) expenses and other deductions		3,358,965	(1,988,3	94)	(1,844	t,372)		(473,801)	
Transfers among funds - additions (deductions) Transfers for B&I Transfers for RRR Transfers for Other		(1,989,195) (610,000) 70,000	1,989,1		61C 209	- 7,000 9,309		- - 279,309	
Total transfers among funds - additions (deductions)		(2,529,195)	1,989,1	95	819	9,309		279,309	
Net increase (decrease) in Net Position		829,770	80	01	(1,025	5,063)		(194,492)	
Beginning Net Position		1,780,199	27,4	66	1,172	2,721		2,980,419	
Ending Net Position	Ŷ	2,609,969	\$ 28,3	0	\$ 147	7,658	Ŷ	2,785,927	

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM SCHEDULE OF PLEDGED REVENUES - CASH BASIS FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

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				2024						2023		
			Maint	enance and	Net F	Revenues			Maint	enance and	Net Revenues	
	Gross Rev	enues	Opera	ating Costs	Ы	edged	Gro	ss Revenues	Opera	ating Costs	Pledged	
Residential Living	\$ 3,5(52,284	Ŷ	1,533,449	÷	2,028,835	Ŷ	3,134,691	Ŷ	1,407,438	\$ 1,727,253	
Food Service	3,78	34,163		2,993,273		790,890		3,291,822		2,623,215	668,607	. 1
Revenues from facilities	7,34	16,447		4,526,722		2,819,725		6,426,513		4,030,653	2,395,860	_
General Activity Fee Interest Income	8	28,270 90,724		336,469 -		491,801 90,724		688,167 33,675		296,904 -	391,263 33,675	
Total	\$ 8,2(55,441	Ŷ	4,863,191		3,402,250	Ŷ	7,148,355	Ŷ	4,327,557	2,820,798	
Annual Debt Service						1,988,675					1,980,718	
Coverage Ratio						1.71					1.42	

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM

DEBT SERVICE SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2024

Unaudited

<u>Year</u>	Principal Amount	Interest Amount	<u>Total</u>
2023	1,005,000.00	975,718.00	1,980,718.00
2024	1,060,000.00	928,675.00	1,988,675.00
2025	1,110,000.00	883,447.00	1,993,447.00
2026	950,000.00	835,987.00	1,785,987.00
2027	1,165,000.00	796,739.00	1,961,739.00
2028	1,220,000.00	746,453.00	1,966,453.00
2029	920,000.00	693,785.00	1,613,785.00
2030	935,000.00	653,050.00	1,588,050.00
2031	980,000.00	610,950.00	1,590,950.00
2032	1,030,000.00	561,950.00	1,591,950.00
2033	1,075,000.00	515,600.00	1,590,600.00
2034	1,125,000.00	467,200.00	1,592,200.00
2035	1,170,000.00	416,550.00	1,586,550.00
2036	1,230,000.00	363,850.00	1,593,850.00
2037	1,285,000.00	308,400.00	1,593,400.00
2038	1,335,000.00	256,750.00	1,591,750.00
2039	1,385,000.00	202,900.00	1,587,900.00
2040	1,440,000.00	146,950.00	1,586,950.00
2041	705,000.00	88,650.00	793,650.00
2042	730,000.00	67,500.00	797,500.00
2043	750,000.00	45,600.00	795,600.00
2044	770,000.00	23,100.00	793,100.00
	\$ 23,375,000.00	\$ 10,589,804.00	\$ 33,964,804.00

Unaudited

		Housing Fac	& Auxiliary ilities	Bond Sinki	& Interest ng Fund	Rep Rep	epair & Iacement	(Memo	randum Only)
		Reven	ue Fund	Ac	count	Reser	ve Account		Total
	Assets Cash and Investments	Ş	1,299,471	Ŷ	507,880	Ŷ	5,132,493	Ŷ	6,939,844
	Total Assets	Ş	1,299,471	Ş	507,880	Ŷ	5,132,493	Ŷ	6,939,844
20	<u>Net Position</u> Unrestricted Externally restricted	Ś	1,299,471 -	Ś	- 507,880	ŝ	2,858,823 2,273,670	Ś	4,158,294 2,781,550
	Total Net Position	Ŷ	1,299,471	Ŷ	507,880	Ŷ	5,132,493	Ŷ	6,939,844
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY HOUSING AND AUXILIARY FACILITIES SYSTEM FOR THE YEAR ENDED JUNE 30, 2024

Unaudited

	Hous	ing & Auxiliary Facilities	Bond Sink	& Interest ting Fund	Rep	epair & lacement	(Memora	indum Only)
Dougon of a thor of disjone.	ž	evenue rung	۲I	ccount	Reser	ve Account	-1	OLAI
Net revenues from bonded facilities Interstment income	Ŷ	1,412,486 -	ŝ		Ŷ	- 169,813	Ş	1,412,486 169,813
Net General Activity Fee Other income		373,183 150,000						373,183 150,000
Total revenues and other additions		1,935,669		· ·		169,813		2,105,482
Expenses and other deductions: Bond principal payments				845,000				845,000
Bond interest expense Trustoe face and hank charges				519,453 075				519,453 075
General and administrative expenses						536,945		536,945
Total expenses and other deductions				1,365,378		536,945		1,902,323
Revenues and other additions over (under) expenses and other deductions		1,935,669		(1,365,378)		(367,132)		203,159
Transfers among funds - additions (deductions) Transfers for B&I Transfers for RRR Transfers for Other		(1,364,778) (1,107,586) 10		1,364,778 -		- 1,107,586 -		61
Total transfers among funds - additions (deductions)		(2,472,354)		1,364,778		1,107,586		10
Net increase (decrease) in Net Position		(536,685)		(009)		740,454		203,169
Beginning Net Position		1,836,156		508,480		4,392,039		6,736,675
Ending Net Position	Ŷ	1,299,471	ጭ	507,880	Ŷ	5,132,493	Ŷ	6,939,844

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM SCHEDULE OF PLEDGED REVENUES - CASH BASIS FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

Unaudited

				2024						2023		
	ğ	oss Revenues	Mai Ope	itenance and erating Costs	Net	Revenues Pledged	Gro	ss Revenues	Main Ope	tenance and rating Costs	Net Net	Revenues Pledged
Residential Living Food Service Student Center (Non-GAF) Bookstore	ŝ	2,902,867 2,049,059 4,056 272,971	ŝ	1,623,854 1,842,797 86,163 263,653	Ś	1,279,013 206,262 (82,107) 9,318	Ś	2,732,153 1,957,614 1,803 432,121	Ś	1,530,610 1,784,759 75,352 491,092	Ś	1,201,543 172,855 (73,549) (58,971)
Revenues from facilities		5,228,953		3,816,467		1,412,486		5,123,691		3,881,813		1,241,878
General Activity Fee Interest Income Other Revenue		626,204 169,813 150,000		253,021 - -		373,183 169,813 150,000		640,695 58,739 150,000		263,335 - -		377,360 58,739 150,000
Total	Ś	6,174,970	Ŷ	4,069,488		2,105,482	Ŷ	5,973,125	Ŷ	4,145,148		1,827,977
Annual Debt Service						1,364,453						1,371,660
Coverage Ratio						1.54						1.33

ATTACHMENT I

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM

DEBT SERVICE SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2024

Unaudited

<u>Year</u>	Principal Amount	Interest Amount	<u>Total</u>
2023	820,000.00	551,660.00	1,371,660.00
2024	845,000.00	519,452.50	1,364,452.50
2025	885,000.00	483,892.50	1,368,892.50
2026	930,000.00	446,207.50	1,376,207.50
2027	965,000.00	406,120.00	1,371,120.00
2028	1,010,000.00	364,250.00	1,374,250.00
2029	965,000.00	319,975.00	1,284,975.00
2030	655,000.00	277,625.00	932,625.00
2031	675,000.00	252,707.50	927,707.50
2032	705,000.00	224,155.00	929,155.00
2033	735,000.00	194,267.50	929,267.50
2034	760,000.00	163,045.00	923,045.00
2035	705,000.00	134,087.50	839,087.50
2036	730,000.00	108,195.00	838,195.00
2037	375,000.00	81,400.00	456,400.00
2038	390,000.00	66,400.00	456,400.00
2039	405,000.00	50,800.00	455,800.00
2040	425,000.00	34,600.00	459,600.00
2041	440,000.00	17,600.00	457,600.00
	\$ 13,420,000.00	\$ 4,696,440.00	\$ 18,116,440.00

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TH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA SCHOOL OF MINI	HOUSING AND AUXILIARY FACILITIES SYSTEM
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STATEMENT OF NET POSITION - CASH BASIS June 30, 2024 Unaudited

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		Housing	& Auxiliary	Bon	d & Interest	-	Repair &		
		Fa	cilities ue Fund	Sir	ıking Fund Account	Ree	placement rve Account	(Mem	orandum Only) Total
	Assets Cash and Investments	ş	944,945	Ŷ	2,862,440	Ŷ	4,163,329	Ŷ	7,970,714
	Total Assets	Ŷ	944,945	Ŷ	2,862,440	Ş	4,163,329	Ŷ	7,970,714
2	<u>Net Position</u> Unrestricted	Ś	944,945	Ŷ		Ŷ	2,045,199	Ŷ	2,990,144
24	Externally restricted				2,862,440		2,118,130		4,980,570
	Total Net Position	Ŷ	944,945	Ŷ	2,862,440	Ŷ	4,163,329	Ŷ	7,970,714

ATTACHMENT I

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOT SCHOOL OF MINES AND TECHNOLOGY HOUSING AND AUXILIARY FACILITIES SYSTEM

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS FOR THE YEAR ENDED JUNE 30, 2024

Unaudited

	Housi	ng & Auxiliary acilities	Bond Sin	l & Interest king Fund	Repair & Replacemen	ŧ	(Memora	ndum Only)
Revenues and other additions: Net revenues from bonded facilities Investment income Net General Activity Fee Proceeds from bond issuance (cap int) Other income	No.	renue Fund 2,040,368 80,247 1,370,480 -	w.		\$ \$ 92,	unt ,537 	-I -	2131 2,040,368 226,961 1,370,480 5,326,121 130,000
Total revenues and other additions		3,491,095		5,510,298	92,	,537		9,093,930
Expenses and other deductions: Bond principal payments (Note 4) Bond interest expense (Note 4) Bond issuance costs Trustee fees and bank charges General and administrative expenses				6,725,000 1,180,011 68,069 1,758	\$1,095,07	3.00		6,725,000 1,180,011 68,069 1,758 1,095,073
Total expenses and other deductions				7,974,838	1,095	,073		9,069,911
Revenues and other additions over (under) expenses and other deductions		3,491,095		(2,464,540)	(1,002	,536)		24,019
Transfers among funds - additions (deductions) Transfers for B&I Transfers for RRR Transfers for Other		(2,444,948) (1,060,843) (3,491)		2,677,354 -	(232, 1,060	,406) ,843 -		- - (3,491)
Total transfers among funds - additions (deductions)		(3,509,282)		2,677,354	828	,437		(3,491)
Net increase (decrease) in Net Position		(18,187)		212,814	(174,	(660'		20,528
Beginning Net Position Prior Period Adjustment		663,077 300,055		2,649,626 -	4,337,	,718 (290)		7,650,421 299,765
Ending Net Position	Ş	944,945	Ŷ	2,862,440	\$ 4,163	,329	Ş	7,970,714

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

HOUSING AND AUXILIARY FACILITIES SYSTEM SCHEDULE OF PLEDGED REVENUES - CASH BASIS FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

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				2024						2023		
	Gros	s Revenues	Mair Ope	ntenance and erating Costs	Net	Revenues Iedged	Gro	ss Revenues	Mair Ope	itenance and rating Costs	Net	Revenues Pledged
Residential Living Food Service** Student Center (Non-GAF)* Bookstore	Ŷ	3,796,424 3,926,568 74,954 1,504,634	\$	1,895,379 3,855,312 46,547 1,464,974	Ś	1,901,045 71,256 28,407 39,660	Ŷ	3,754,331 3,418,004 72,928 1,443,351	ŝ	1,535,815 3,654,755 24,427 1,404,336	Ś	2,218,516 (236,751) 48,501 39,015
Revenues from facilities		9,302,580		7,262,212		2,040,368		8,688,614		6,619,333		2,069,281
General Activity Fee Interest Income Other Revenue		1,811,940 226,960 130,000		441,460 - -		1,370,480 226,960 130,000		1,791,101 78,072 130,000		516,268 - -		1,274,833 78,072 130,000
Total	Ŷ	11,471,480	Ŷ	7,703,672		3,767,808	Ŷ	10,687,787	Ŷ	7,135,601		3,552,186
Annual Debt Service						2,648,615						2,649,625
Coverage Ratio						1.42						1.34

ATTACHMENT I

SOUTH DAKOTA BOARD OF REGENTS SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY HOUSING AND AUXILIARY FACILITIES SYSTEM DEBT SERVICE SCHEDULE FOR THE YEAR ENDED JUNE 30, 2024 Unaudited

<u>Year</u>	Principal Amount	Interest Amount	<u>Total</u>
2023	1,415,000.00	1,234,625.00	2,649,625.00
2024	1,535,000.00	1,113,615.00	2,648,615.00
2025	1,540,000.00	1,093,190.00	2,633,190.00
2026	1,615,000.00	1,017,428.00	2,632,428.00
2027	1,685,000.00	937,983.00	2,622,983.00
2028	1,780,000.00	855,083.00	2,635,083.00
2029	1,535,000.00	767,500.00	2,302,500.00
2030	1,605,000.00	690,750.00	2,295,750.00
2031	1,680,000.00	610,500.00	2,290,500.00
2032	1,765,000.00	526,500.00	2,291,500.00
2033	1,855,000.00	438,250.00	2,293,250.00
2034	1,425,000.00	345,500.00	1,770,500.00
2035	830,000.00	274,250.00	1,104,250.00
2036	865,000.00	237,600.00	1,102,600.00
2037	905,000.00	199,400.00	1,104,400.00
2038	945,000.00	159,400.00	1,104,400.00
2039	990,000.00	117,600.00	1,107,600.00
2040	590,000.00	73,800.00	663,800.00
2041	615,000.00	50,200.00	665,200.00
2042	640,000.00	25,600.00	665,600.00
	\$ 25,815,000.00	\$ 10,768,774.00	\$ 36,583,774.00

STATEMENT OF NET POSITION - CASH BASIS June 30, 2024 Unaudited

		Housin F	g & Auxiliary acilities <u>enue Fund</u>	Bond & Interes [:] Sinking Fund <u>Account</u>		Re Repl <u>Reserv</u>	pair & acement <u>e Account</u>	(Memor	andum Only) <u>Fotal</u>
	Assets Cash and Investments	Ŷ	7,290,054	Ŷ	ı	Ş	2,022,127	Ş	9,312,181
	Total Assets	Ş	7,290,054	ş	ı I	Ş	2,022,127	Ş	9,312,181
28	<u>Net Position</u> Unrestricted Externally restricted	ŝ	7,290,054 -	Ś	1 1	Ŷ	- 2,022,127	Ś	7,290,054 2,022,127
	Total Net Position	Ŷ	7,290,054	Ş		ş	2,022,127	Ŷ	9,312,181

ATTACHMENT I

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY HOUSING AND AUXILIARY FACILITIES SYSTEM

FOR THE YEAR ENDED JUNE 30, 2024 Unaudited

	HOH	sing & Auxiliary Facilities evenue Fund	Bond & Interest Sinking Fund <u>Account</u>	Repair & Replacemen Reserve Accou		(Memorandum <u>Total</u>	(yino r
Revenues and other additions: Net revenues from bonded facilities Investment income Net General Activity Fee	Ŷ	12,518,424 157,212 3,600,365	\$ 57,133 57,133	\$ 103,	- .541 -	\$ 12, 3,	518,424 317,886 600,365
Total revenues and other additions		16,276,001	57,133	103,	541	16,	436,675
Expenses and other deductions: Bond principal payments Bond interest expense Trustee fees and bank charges General and administrative expenses		1 1 1 1	10,020,000 3,539,189 1,312	\$6,378,48 ⁻	2.00	10, 3,	020,000 539,189 1,312 378,487
Total expenses and other deductions			13,560,501	6,378,	487	19,	938,988
Revenues and other additions over (under) expenses and other deductions		16,276,001	(13,503,368)	(6,274,	946)	(3,	502,313)
Transfers among funds - additions (deductions) Transfers for B&I Transfers for RRR Transfers for Other		(10,812,819) (4,138,935) (10,000)	10,812,819 - \$2,690,549.00	4,138,	- - -	2,	- - 680,549
Total transfers among funds - additions (deductions)		(14,961,754)	13,503,368	4,138,	935	2,	680,549
Net increase (decrease) in Net Position		1,314,247		(2,136,	011))	821,764)
Beginning Net Position Prior Period Adjustment		5,980,812 (5,005)		4,158,	138	10,	138,950 (5,005)
Ending Net Position	ŝ	7,290,054	\$	\$ 2,022,	127	\$ 9,	312,181

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM SCHEDULE OF PLEDGED REVENUES - CASH BASIS FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

Unaudited

			2024			2023	
		Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
	Residential Living Food Service Student Center (Non-GAF) Wellness Center (Non-GAF) Parking	\$ 22,870,919 14,966,427 407,477 607,420 1,845,063	\$ 11,169,793 14,900,589 480,584 684,933 942,983	\$ 11,701,126 65,838 (73,107) (77,513) 902,080	\$ 20,548,268 12,772,258 429,703 533,032 1,621,240	\$ 9,246,310 13,007,046 384,443 606,600 904,436	\$ 11,301,958 (234,788) 45,260 (73,568) 716,804
30	Revenues from facilities	40,697,306	28,178,882	12,518,424	35,904,501	24,148,835	11,755,666
	General Activity Fee Interest Income Other Revenue	5,393,727 317,886 -	1,793,362 - -	3,600,365 317,886 -	5,285,646 123,622 3,670	2,270,892 - -	3,014,754 123,622 3,670
	Total	\$ 46,408,919	\$ 29,972,244	16,436,675	\$ 41,317,439	\$ 26,419,727	14,897,712
	Annual Debt Service			10,852,800			10,980,000
	Coverage Ratio			1.51			1.36

ATTACHMENT I

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY

HOUSING AND AUXILIARY FACILITIES SYSTEM DEBT SERVICE SCHEDULE FOR THE YEAR ENDED JUNE 30, 2024 Unaudited

<u>Year</u>	Principal Amount	Interest Amount	<u>Total</u>
2023	7,080,000.00	3,900,000.00	10,980,000.00
2024	4,880,000.00	3,467,800.00	8,347,800.00
2025	5,065,000.00	3,143,316.00	8,208,316.00
2026	5,290,000.00	2,939,498.00	8,229,498.00
2027	4,925,000.00	2,703,600.00	7,628,600.00
2028	5,145,000.00	2,480,750.00	7,625,750.00
2029	5,375,000.00	2,247,850.00	7,622,850.00
2030	5,605,000.00	2,006,100.00	7,611,100.00
2031	5,670,000.00	1,759,100.00	7,429,100.00
2032	5,930,000.00	1,502,900.00	7,432,900.00
2033	6,190,000.00	1,234,850.00	7,424,850.00
2034	6,470,000.00	954,900.00	7,424,900.00
2035	4,635,000.00	699,350.00	5,334,350.00
2036	4,790,000.00	545,600.00	5,335,600.00
2037	1,585,000.00	386,600.00	1,971,600.00
2038	1,650,000.00	323,200.00	1,973,200.00
2039	1,720,000.00	257,200.00	1,977,200.00
2040	1,785,000.00	188,400.00	1,973,400.00
2041	1,860,000.00	117,000.00	1,977,000.00
2042	1,065,000.00	42,600.00	1,107,600.00
	\$ 86,715,000.00	\$ 30,900,614.00	\$ 117,615,614.00

June 30, 2024 Unaudited

			5 5 5	5					
		Housing Fa	& Auxiliary cilities nue Fund	Bond & Int Sinking Fu <u>Accoun</u>	erest und <u>it</u>	R Rep <u>Reser</u>	epair & Iacement ve Account	(Memo	randum Only) <u>Total</u>
	Assets Cash and Investments	Ş	989,914	Ŷ	'	Ş	9,885,086	Ŷ	10,875,000
	Total Assets	ş	989,914	Ŷ	'	Ŷ	9,885,086	Ŷ	10,875,000
32	<u>Net Position</u> Unrestricted Externally restricted	Ŷ	989,914 -	Ŷ		Ŷ	4,537,254 5,347,832	Ŷ	5,527,168 5,347,832
	Total Net Position	Ş	989,914	Ş	ſ	Ŷ	9,885,086	Ŷ	10,875,000

ATTACHMENT I

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA HOUSING AND AUXILIARY FACILITIES SYSTEM FOR THE YEAR ENDED JUNE 30, 2024

Unaudited

	Housin F	g & Auxiliary acilities	Bond & Interest Sinking Fund	Repair & Replacement	(Memorandum Only)	
Dovonues and other additions:	Reve	enue Fund	Account	Reserve Account	Total	
neverides and outer additions. The revenues from bonded facilities Investment income Net General Activity Fee	ŝ	6,954,322 - 1,031,408	\$ 14,827 -	\$ 136,768 -	\$ 6,954,322 151,595 1,031,408	
Proceeds from bond issuance		•	3,951,614		3,951,614	4
Total revenues and other additions		7,985,730	3,966,441	136,768	12,088,939	6
Expenses and other deductions: Bond principal payments			2,945,000		2,945,000	0
Bond interest expense			1,774,519		1,774,519	<u> </u>
Trustee fees and bank charges			862		862 862	• ~
General and administrative expenses			ſ	\$1,070,912.00	1,070,912	\sim
Total expenses and other deductions			4,770,774	1,070,912	5,841,686	.0
Revenues and other additions over (under) expenses and other deductions		7,985,730	(804,333)	(934,144)	6,247,253	m
Transfers among funds - additions (deductions) Transfers for B&I Transfers for RRR Transfers for Other		(4,704,113) (2,897,422) -	4,704,113 - (3,900,000)	- 2,897,422 -	- - 000,009,E)	6
Total transfers among funds - additions (deductions)		(7,601,535)	804,113	2,897,422	(3,900,000	<u>î</u>
Net increase (decrease) in Net Position		384,195	(220)	1,963,278	2,347,253	m
Beginning Net Position Prior Period Adjustment		601,006 4,713	220	7,921,808 -	8,523,034 4,713	4 m
Ending Net Position	Ş	989,914	ج	\$ 9,885,086	\$ 10,875,000	

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA HOUSING AND AUXILIARY FACILITIES SYSTEM

SCHEDULE OF PLEDGED REVENUES - CASH BASIS FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

Unaudited

				2024					2023	~		
			Main	tenance and	Ne	t Revenues			Maintenan	ce and	Net	Revenues
		Gross Revenues	Opei	rating Costs		Pledged	5 Gr	oss Revenues	Operating	Costs	-	ledged
	Residential Living	\$ 10,771,968	ዯ	5,483,192	Ŷ	5,288,776	Ŷ	10,241,188	\$ 5,46	;7,459	Ŷ	4,773,729
	Food Service	7,922,936		7,717,365		205,571		7,070,839	7,20	0,792		(129,953)
	Student Center (Non-GAF)	2,627,257		1,355,184		1,272,073		1,787,732	1,23	3,061		554,671
	Wellness Center (Non-GAF)	375,858		187,956		187,902		369,316	18	3,207		186,109
	Revenues from facilities	21,698,019		14,743,697		6,954,322		19,469,075	14,08	4,519		5,384,556
34	General Activity Fee Interest Income	3,053,039 151,595		2,021,631 -		1,031,408 151,595		3,654,949 86,128	2,00)4,597 -		1,650,352 86,128
	Total	\$ 24,902,653	Ŷ	16,765,328		8,137,325	Ŷ	23,210,152	\$ 16,08	9,116		7,121,036
	Annual Debt Service					4,719,519						4,671,500
	Coverage Ratio					1.72						1.52

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ATTACHMENT I

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA

HOUSING AND AUXILIARY FACILITIES SYSTEM

DEBT SERVICE SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2024

Unaudited

<u>Year</u>	<u>Pr</u>	incipal Amount	In	terest Amount		<u>Total</u>
2023		2,815,000.00		1,856,500.00		4,671,500.00
2024		2,945,000.00		1,774,519.00		4,719,519.00
2025		3,265,000.00		1,764,950.00		5,029,950.00
2026		3,410,000.00		1,610,950.00		5,020,950.00
2027		3,570,000.00		1,450,100.00		5,020,100.00
2028		3,725,000.00		1,291,700.00		5,016,700.00
2029		2,825,000.00		1,126,150.00		3,951,150.00
2030		2,960,000.00		993,450.00		3,953,450.00
2031		2,170,000.00		854,350.00		3,024,350.00
2032		2,275,000.00		745,850.00		3,020,850.00
2033		2,385,000.00		632,100.00		3,017,100.00
2034		2,500,000.00		512,850.00		3,012,850.00
2035		1,795,000.00		387,850.00		2,182,850.00
2036		1,865,000.00		313,050.00		2,178,050.00
2037		1,945,000.00		235,350.00		2,180,350.00
2038		2,025,000.00		154,250.00		2,179,250.00
2039		1,745,000.00		69,800.00		1,814,800.00
	\$	44,220,000.00	\$	15,773,769.00	\$	59,993,769.00

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – X DATE: December 11-12, 2024

SUBJECT

General Education Assessment Report 2022-23

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.7 – Baccalaureate General Education Curriculum BOR Policy 2.3.9 – Assessment AAC Guideline 2.3.7.A – General Education Curriculum Requirements AAC Guideline 2.3.9.A – General Education Assessment Reporting

BACKGROUND / DISCUSSION

BOR Policy 2.3.9, Section 2.1, outlining institutional and system responsibilities regarding the assessment of the general education program, states that each institution shall:

"Assess and analyze student achievement of the goals and learning outcomes of the established SDBOR System General Education Requirements. Each university will submit a report of their assessment findings annually to the Board at its December meeting. AAC Guidelines outline the required components of the report."

AAC Guideline 2.3.7.A, Section 5 specifies that each university assess two of the six general education goals per year on a rotating basis, prepare a general education report, and submit the report to the Board of Regents Vice President for Academic Affairs using the University Annual General Education Assessment Report Template.

Each institution assessed Goal 2: Oral Communication and Goal 4: Arts and Humanities in 2022-2023, ensuring that their process included general education courses from across the relevant content areas, modalities, locations, and terms. Student artifacts (papers, assignments, projects, test responses) were evaluated using rubrics aligned to the relevant student learning outcomes listed in AAC Guideline 2.3.7.A General Education Curriculum Requirements.

Across the system, observed proficiency rates were satisfactory across all learning outcomes. Institution-level analyses suggest student performance remained consistent (if not improved) across each student learning outcome compared to the last time Goals 2 and

INFORMATIONAL ITEM

General Education Assessment (2022-23) December 11-12, 2024 Page 2 of 2

4 were evaluated (2019-2020), although it is relevant to note the impact Covid had on student learning in the spring of 2020.

In each of the attached assessment reports, the institutions described the results of their analyses. All of the reports described changes and improvements made to the general education assessment process compared to the previous assessment cycle. This is the second cycle of assessment for Goals 2 and 4 under the revised general education assessment process. Improvements in assessment were noted compared to the last cycle, specifically in increased sample sizes, the inclusion of samples from multiple modalities, and a more diverse representation of courses across the disciplines (particularly for Goal 4).

The plans for continuous improvement included many recommendations specific to the speech and arts/humanities content. However, multiple institutions recommended additional faculty training in assessment. Specific ideas included a "general education assessment of student learning workshop," "a virtual summit," and training that includes the norming of assignments for consistent grading across courses and inter-rater reliability for assessment purposes. System collaboration to provide this training could be an efficient use of time and resources.

IMPACT AND RECOMMENDATION

Informational item.

ATTACHMENTS

Attachment I – BHSU General Education Assessment Report Attachment II – DSU General Education Assessment Report Attachment III – NSU General Education Assessment Report Attachment IV – SDSMT General Education Assessment Report Attachment V – SDSU General Education Assessment Report Attachment VI – USD General Education Assessment Report



Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

2022-2023		
Academic Year Reporting Period		
Dan May	10/4/2024	
Institutional Approval Signature	Date	
Jon L. Kilpinen	10/7/2024 9:50:24 AM MM	D٦
Provost Approval Signature	Date	
	2022-2023 Academic Year Reporting Period Dan May Institutional Approval Signature Jon J. Kilpinen CB3468641FCA4E2 Provost Approval Signature	2022-2023Academic Year Reporting PeriodDateInstitutional Approval SignatureJox J. KilpinenProvost Approval SignatureDateDateDate

Section 1. Introduction

This document is an overview of the assessment of General Education Goal 2: Speech and Goal 4: Arts and Humanities performed at Black Hills State University in 2023-2024. The System General Education Goal 2 for Speech reads: "Students will communicate effectively and responsibly through listening and speaking." The System General Education Goal 4 for Arts and Humanities reads: "Students will understand the diversity and complexity of the human experience through study of the arts and humanities."

Section 2: Goals Assessed

Goal Assessed: Goal 2: Speech

<u>Methodology</u>: BHSU faculty gathered student artifacts, created a rubric to assign performance indicators to the artifacts, and then applied that rubric to the artifacts.

<u>Level of Achievement/Learning Outcome:</u> BHSU faculty used the language in the goal to create specific performance indicators to assess the System General Education Goal. A rubric for applying these indicators was applied to student artifacts across the following Learning Outcomes:

SLO1: Prepare and deliver speeches for a variety of audiences and settings.

SLO2: Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery.

SLO3: Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content.

	Below Proficient	Proficient	Exemplary
SLO1	12%	60%	28%
SLO2	16%	41%	43%
SLO3	22%	35%	43%

Table 1 summarizes the results of the Speech assessment.

Table 1: Speech Student Learning Outcomes

Goal Assessed: Goal 4: Arts and Humanities

<u>Methodology</u>: BHSU faculty gathered student artifacts, created a rubric to assign performance indicators to the artifacts, and then applied that rubric to the artifacts.

<u>Level of Achievement/Learning Outcome:</u> BHSU faculty used the language in the goal to create specific performance indicators to assess the System General Education Goal. A rubric for applying these indicators was applied to student artifacts across the following Learning Outcomes:

SLO1: Demonstrate knowledge of the diversity of values, beliefs, practices or ideas embodied in the human experience.

SLO2: Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities.

SLO3: Demonstrate ability to express creative, aesthetic, formal or stylistic elements of the disciplines.

SLO4: Demonstrate foundational competency in reading, writing, and speaking a non-English language.

SLO5: Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.

Table 2 summarizes the results of the Arts and Humanities assessment.

	Below Proficient	Proficient	Exemplary
SLO1	7%	71%	22%
SLO2	8%	65%	27%
SLO3	3%	48%	49%
SLO4	10%	40%	50%
SLO5	19%	46%	35%

Table 2: Arts and Humanities Student Learning Outcomes

Section 3. Findings

Goal Assessed: Goal 2: Speech

Interpretation of Findings: Drawn from five sections of CMST 101 courses satisfying the Speech general education requirement, 83 total artifacts were collected and assessed by applying a rubric established by the Speech faculty. The rubric guided the faculty in assessing each artifact as being "below proficient," "proficient," or "exemplary" in satisfying each of the three student learning outcomes in the Speech general education goal. Table 3 shows the rubric applied for this goal.

	Level 1 - Below Proficient	Level 2 - Proficient	Level 3 - Exemplary
SLO1: Prepare and deliver speeches for a variety of audiences and settings.	At the discretion of the assessment co selected to assess this outcome was th grade of 90% or higher was scored a "Proficient." An average grade of 65	ordinator, no artifact or rubric was ne he average of student scores on major s "Exemplary." An average grade bet % or lower was scored as "Not Profic	egotiated for this outcome. Data speech assignments. An average ween 70-89% was scored as cient."
	Organization: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful and makes the content of the presentation cohesive.	Organization: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable within the presentation.	Organization: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
SLO2: Demonstrate	Language: Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience	Language: Language choices are accurate and generally support the effectiveness of the presentation. Language is appropriate to audience.	Language: Language choices are unclear and minimally support the effectiveness of the presentation. Language is not appropriate to audience.
speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage,	Delivery: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation clear. Speaker appears adequately prepared.	Delivery: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the clarity of the presentation. Speaker appears uncomfortable.
presentational aids, and delivery.	Supporting Material: A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. Central Message: Central	Supporting Material: Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation and establishes the presenter's credibility/authority on the topic.	Supporting Material: Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that only minimally supports the presentation and fails to establish the presenter's credibility/authority on the topic. Central Message: Central
	message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	message is basically clear.	message can be deduced, but is not explicitly stated in the presentation.
SLO3: Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content.	Relevant, clear, and complete responses consistently demonstrate active listening skills; accurate comprehension of the meaning and tone of listener's questions; and proficiency in handling inappropriate and unclear questions, when necessary.	Relevant, clear, and partially developed responses demonstrate some active listening skills; moderate comprehension of the meaning and tone of listeners' questions; and adequate handling of inappropriate or unclear questions, when necessary.	Irrelevant, unclear or incomplete responses demonstrate little or no evidence of active listening skills; little or no comprehension of the meaning and tone of listener's questions; and an inability to handle inappropriate and unclear questions, when necessary.

Goal 2: Students will communicate effectively and responsibly through listening and speaking.

Table 3: Speech Rubric

The artifacts included the following:

- Persuasive speech outline, submitted in partial completion of the final speech assignment. The final speech assignment occurs at the end of the semester. The outline is one component which is graded as part of the final speech performance.
- The listening assignment was an in-class "Blue Book" activity that was assigned towards the end of the semester, but before the final speech assignment.
- A speech analysis essay which summarized and analyzed a historically or culturally significant public speech from a recorded video.

Table 4 provides more information about the number of artifacts assessed across each learning outcome and the results of the assessment.

	SLO1	SLO2	SLO3
Number of			
artifacts	83	81	82
sampled			
Number of			
artifacts Below	10	13	18
Proficient			
Number of			
artifacts	50	33	29
Proficient			
Number of			
artifacts	23	35	35
Exemplary			
Percentage			
Below	12%	16%	22%
Proficient			
Percentage	60%	41%	35%
Proficient			
Percentage	28%	43%	43%
Exemplary			

Table 4: Speech Student Learning Outcomes artifact counts

<u>Comparison of Findings from Prior Period:</u> In Table 5, the results of the Speech assessment from Table 1 in Section 2 are compared to results from the previous Speech assessment in 2019-2020.

		Below Proficient	Proficient	Exemplary		
	SLO1	15%	85% combined			
2019-	SLO2	7%	93% combined			
2020	SLO3		data unavailable			
	SLO1	12%	60% 28%			
2022-	SLO2	16%	41%	43%		
2023	SLO3	22%	35%	43%		

Table 5: Speech Assessment, 2019-2020 vs. 2022-2023

In general, student achievement on the Speech general education goal was measured to be similar during the 2022-2023 assessment than in the 2019-2020 assessment. While the percentage of artifacts assessed as "below proficient" on SLO1 decreased slightly, the corresponding percentage for SLO2 increased. As such, percentages of students achieving "proficient" and "exemplary" remained fairly stable.

Any minor changes in assessed achievement may have been caused by several factors. Potential factors include sample sizes (a fairly small sample size in the previous assessment), intercoder reliability (different faculty applying the rubric from one assessment to the next), and changes in assessment leadership (new coordinator, different forms). As such, no strong conclusions can be drawn from the minor differences between the 2019-2020 and 2022-2023 assessments.

Goal Assessed: Goal 4: Arts and Humanities

Interpretation of Findings: Drawn from five sections of courses satisfying the Arts and Humanities general education requirement, 85 total artifacts were collected and assessed by applying a rubric established by the Arts and Humanities faculty. The courses were MUS 100, SPAN 102, HIST 122, THEA 101, and PHIL 100. The rubric guided the faculty in assessing each artifact as being "below proficient," "proficient," or "exemplary" in satisfying each of the five student learning outcomes in the Arts and Humanities general education goal. Table 6 shows the rubric applied for this goal.

Goal 4: S	Goal 4: Students will understand the diversity and complexity of the human experiences through study of the arts and humanities.					
	Level 1 - Below Proficient	Level 2 - Proficient	Level 3 - Exemplary			
SLO1	Demonstrates a limited ability to describe the diversity among individuals, cultures, or societies in historical or contemporary contexts using methods and concepts from the arts and humanities.	Demonstrates an adequate ability to describe the diversity among individuals, cultures, or societies in historical or contemporary contexts using methods and concepts from the arts and humanities.	Demonstrates a skillful ability to describe the diversity among individuals, cultures, or societies in historical or contemporary contexts using methods and concepts from the arts and humanities.			
SLO2	Demonstrates a limited ability to identify and explain basic concepts and terminology of the selected arts and humanities disciplines, as illustrated by less than 70% of the information being correct. Theories and concepts show major mistakes in definitions. Students poorly recognize the strengths and weaknesses of contending explanations or interpretations of concepts from the arts and humanities.	Adequately demonstrates an ability to identify and explain basic concepts and terminology of the selected arts and humanities disciplines, as illustrated by at least 70 to 90% of the information being correct. Theories and concepts are generally correct, but some mistakes may be evident. Students can generally recognize the strengths and weaknesses of contending explanations or interpretations of concepts from the arts and humanities.	Adequately demonstrates an ability to identify and explain basic concepts and terminology of the selected arts and humanities disciplines, as illustrated by greater than 90% of the information being correct. Theories and concepts are correct, and demonstrate detailed knowledge. Students consistently recognize the strengths and weaknesses of contending explanations or interpretations of concepts from the arts and humanities.			
SLO3	Students demonstrate a limited creative aesthetic understanding of the	Students demonstrate competent creative and aesthetic understanding of the selected arts and humanities disciplines in				

	selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline, or Students demonstrate a limited ability to explain and interpret formal and stylistic elements of the selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected	their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline, or Students demonstrate a competent ability to explain and interpret formal and stylistic elements stylistic elements of the selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline.	Students demonstrate exemplary creative and aesthetic understanding of the selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline, or Students demonstrate a skillful ability to explain and interpret formal and stylistic elements stylistic elements of the selected arts and humanities disciplines in their own artistic, audiovisual, dramatic, interpretive, literary, and/or musical works, as judged by an independent reviewer applying professional standards of the selected discipline.
SLO4	Students demonstrate limited reading, writing, and/or speaking competency in a non- English language. Major grammatical and/or pronunciation mistakes. Exhibits a mastery level is like that of a preteen native speaker of that language.	Students demonstrate basic reading, writing, and/or speaking competency in a non-English language. Grammar and pronunciation are generally correct, but some mistakes may be evident. Exhibits a mastery level is like that of a young adult native speaker of that language	Students demonstrate advanced reading, writing, and/or speaking competency in a non-English language. Grammar and pronunciation are correct and demonstrate detailed understanding. Exhibits a mastery level like that of an adult native speaker of that language
SLO5	Students poorly distinguish the artistic, audiovisual, dramatic, interpretive, literary, and/or musical contributions from other cultures, as illustrated by less than 70% of the information being correct.	Students can generally distinguish the artistic, audiovisual, dramatic, interpretive, literary, and/or musical contributions from other cultures, as illustrated by 70 to 90% of the information being correct.	Students consistently distinguish the artistic, audiovisual, dramatic, interpretive, literary, and/or musical contributions from other cultures, as illustrated by greater than 90% of the information being correct.

Table 6: Arts and Humanities Rubric

The artifacts included the following:

- An essay (5-page minimum) on Lucretius' *On the Nature of Things*. This was the third of four assigned essays.
- A midterm exam assessing students' understanding and comprehension of the grammatical content and their communicative practice by making creative speaking task productions. The exam also assesses the four basic language skills: reading, writing, speaking, and listening.
- Demonstrations of a skill set on a particular instrument within performance. Students are given study materials which they may use to prepare for the assessments such as study guides, tablature sheets, drum beat, and keyboard notes. Students are expected to research and find these resources on their own to help them learn their parts for performance.

- Analysis of plays, where students answer questions that pertain to style, genre, themes, characters, conflict, how the play makes them feel, etc.
- The final paper, which asks students to compare two of the primary source readings that were assigned and discussed in-class earlier in the semester. The purpose is to link together core issues/themes of the class in different contexts while practicing close-reading analysis.

Table 7 provides more information about the number of artifacts assessed across each learning outcome and the results of the assessment.

	SLO1	SLO2	SLO3	SLO4	SLO5
Number of artifacts	73	85	70	10	37
sampled					
Number of					
artifacts Below	5	7	2	1	7
Proficient					
Number of					
artifacts	52	55	33.5	4	17
Proficient					
Number of					
artifacts	16	23	34.5	5	13
Exemplary					
Percentage					
Below	7%	8%	3%	10%	19%
Proficient					
Percentage	71%	65%	48%	40%	46%
Proficient					
Percentage	22%	27%	49%	50%	35%
Exemplary					

Table 7: Arts and Humanities Student Learning Outcomes artifact counts

For the Arts and Humanities general education requirement, all courses must address both SLO1 and SLO2, and one of SLO3, SLO4, or SLO5. One artifact was assessed as falling between levels of proficiency.

<u>Comparison of Findings from Prior Period</u>: In Table 8, the results of the Arts and Humanities assessment from Table 2 in Section 2 are compared to results from the previous Arts and Humanities assessment in 2020-2021.

		Below Proficient	Proficient	Exemplary	
	SLO1	6%	94% combined		
2019-	SLO2	8%	92% combined		
2020	SLO3	5%	95% combined		
	SLO4	6%	94% combined		
	SLO5	15%	85% combined		
	SLO1	7%	71%	22%	
2022-	SLO2	8%	65%	27%	
2023	SLO3	3%	48%	49%	
	SLO4	10%	40%	50%	
	SLO5	19%	46%	35%	

Table 8: Arts and Humanities Assessment, 2019-2020 vs. 2022-2023

In general, student achievement on the Arts and Humanities general education goal was measured to be similar during the 2022-2023 assessment than in the 2019-2020 assessment. While the percentage of artifacts assessed as "below proficient" on SLO3 decreased slightly, the corresponding percentages for SLO1, SLO4, and SLO5 increased slightly. As such, percentages of students achieving "proficient" and "exemplary" remained fairly stable.

Any minor changes in assessed achievement may have been caused by several factors. Potential factors include sample sizes (a fairly small sample size in the previous assessment), intercoder reliability (different faculty applying the rubric from one assessment to the next), and changes in assessment leadership (new coordinator, different forms). As such, no strong conclusions can be drawn from the minor differences between the 2019-2020 and 2022-2023 assessments.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 2: Speech

Each student learning outcome was satisfied at the "proficient" or "exemplary" level by at least 78% of students sampled. While this number is satisfactory, plans for continuous improvement are ongoing. After completing the assessment and compiling the data, faculty members in Speech were consulted for input on how to increase the number of students who are "proficient" or "exemplary." Here are their recommendations:

- Emphasize keeping our class sizes small. Speech classes happen in real time. We need time for instruction, but we also need actual minutes in class to hear presentations from every student for every assigned speech. When we have large classes, we either need to rush through information or cut something out.
- Find a speech textbook that uses the terminology of classical rhetoric.

Goal Assessed: Goal 4: Arts and Humanities

Each student learning outcome was satisfied at the "proficient" or "exemplary" level by at least 81% of students sampled. While this number is satisfactory, plans for continuous improvement are ongoing. After completing the assessment and compiling the data, faculty members in Arts and Humanities were consulted for input on how to increase the number of students who are "proficient" or "exemplary." Here are their recommendations:

- Ensure papers are scaffolded to encourage students are more closely directed toward critical analysis/thinking.
- Consider implementing a language placement exam 100 and 200 level courses.
- Continued updating of textbooks to ensure they are relevant.
- Offer additional courses during a summer term.
- Allow students to revise submitted essays.
- Use class time for peer editing.
- Require students to visit the Writing Center at least once during the semester.

Section 5. Summary

As this report indicates, most students sampled for this assessment satisfied every learning outcome at the "proficient" or "exemplary" level for both the Speech and Arts and Humanities general education goals. Black Hills State University remains committed to continual review and improvement of general education offerings, in the hopes of maintaining or improving the quality of student outcomes and learning.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

Dakota State University	2022-2023	
Institution	Academic Year Reporting Period	_
Dr. Jeanette McGreevy	Jeanette McGreevy	10/15/2025
Assessment Representative	Institutional Approval Signature	Date
Dr. Rebecca Hoey	Adecca & Hory	10/15/2025
Provost	Provost Approval Signature	Date

Section 1. Introduction

Dakota State University assesses all six general education System Graduation Requirements (SGRs) annually. Each of the six general education areas (Written Communication, Oral Communication, Social Sciences, Fine Arts/Humanities, Math, and Natural Sciences) has a designated faculty assessment leader who, in collaboration with other faculty teaching general education courses during the academic year, determines course-embedded measures aligned with learning outcomes, targets, benchmarks, and use of results for improvement. General education assessment leaders annually report learning outcome results to DSU's Institutional Academic Assessment Coordinating Committee for accountability and feedback.

As required by BOR Policy 2.3.9 Assessment and AAC Guideline 2.3.9.A General Education Assessment Reporting, this report includes learning outcomes results for Dakota State University students for the 2022-2023 academic year in the general education areas of Oral Communication and Arts & Humanities.

Section 2: Goals Assessed 2022-2023:

GOAL #2 (Oral Communication): Students will communicate effectively and responsibly through listening and speaking.

Methodology: For the 2022-23 school year, DSU faculty selectively assessed a fraction of the University's CMST courses. Faculty were also piloting a revised assessment rubric to ensure greater consistency across all sections and courses. The results were shared with the Assessment Committee and University leadership at the end of each semester.

- Number of students assessed: 102
- Measurement instruments selected: As determined by instructor in consultation with program colleagues

GOAL #4 (Arts and Humanities): Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

Methodology: As with Goal #2 (Oral Communication), DSU faculty selectively assessed a fraction of the University's CMST courses, utilizing only spring semester courses. Faculty only taught two sections of foreign languages (Spanish), and the instructor quit mid semester. For that reason, the University has no assessment data for "Foundational Competencies of Non-English Language." The results were shared with the Assessment Committee and University leadership at the end of each semester.

- Number of students assessed: 148
- Measurement instruments selected: As determined by instructor in consultation with program colleagues

Section 3. Findings

GOAL #2 (Oral Communication): Students will communicate effectively and responsibly through listening and speaking.

	F2F	Online	Total
			(F2F+OL)
Active Listening Skill			
Exceeding Proficiency	63.2%	92.9%	71.9%
Meeting Proficiency	7.4%	0.0%	5.2%
Not Meeting Proficiency	29.4%	7.1%	22.9%
Speaking Skills			
Exceeding Proficiency	30.9%	82.4%	48.0%
Meeting Proficiency	54.4%	17.6%	42.2%
Not Meeting Proficiency	14.7%	0.0%	9.8%

Level of Achievement/Learning Outcome:

Interpretation of Findings: The assessment data for oral communications general education courses shows that online students performed at higher levels in both Active Listening and Speaking Skills compared to their in-person peers. Approximately one-third of the students assessed were enrolled in online sections, which included several dual-enrollment students. Over the past year, faculty focused on standardizing the curriculum between two full-time instructors and online instructors, a move that may have contributed to these results by ensuring more consistent learning outcomes across modalities. This suggests that online formats, along with curriculum alignment, might better support key communication skills for certain student populations.

Comparison of Findings from Prior Period:

% of Students Meeting or Exceeding Proficiency in Oral Communication					
Written Communication Goal Areas2021-20222022-2023					
	Academic Year	Academic Year			
Active Listening Skills	86.7%*	77.1%*			
Speaking Skills	88.3%*	90.2%			

*Did not meet benchmark of 90% Meeting or Exceeding Proficiency

The assessment data for arts and humanities general education courses shows a 9% decline in Active Listening proficiency compared with 2021-22, while Speaking proficiency saw a 2% increase relative to the previous year.

GOAL #4 (Arts and Humanities): Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

Level of Achievement/Learning Outcome:

	F2F	Online	Total
			(F2F+OL)
Concepts within A&H			
Exceeding Proficiency	40.9%	66.6%	48.5%
Meeting Proficiency	47.0%	30.9%	42.1%
Not Meeting Proficiency	12.2%	2.4%	9.3%

Cultural Contributions			
Exceeding Proficiency	0%	66.6%	38.1%
Meeting Proficiency	100%	29.1%	59.5%
Not Meeting Proficiency	0%	4.1%	2.4%
Diversity of Values, Beliefs, Practices, Ideas			
Exceeding Proficiency	28%	71.5%	55.2%
Meeting Proficiency	72%	26.2%	43.3%
Not Meeting Proficiency	0%	2.4%	1.5%
Expressive Abilities			
Exceeding Proficiency	37.2%	NA%	37.2%
Meeting Proficiency	48.9%	NA%	48.9%
Not Meeting Proficiency	13.9%	NA%	13.9%

Interpretation of Findings: The assessment data for arts and humanities general education courses reveals differences between online and face-to-face sections. Online students performed better in understanding key Concepts but scored lower in areas of Cultural Contributions and Diversity. Approximately one-third of the students assessed were in online courses. Challenges during this period included losing DSU's online Spanish language instructor mid-semester. These results suggest that while online courses excel in foundational concept teaching, more attention is needed to strengthen cultural and diversity components.

% of Students Meeting or Exceeding Proficiency in Arts & Humanities					
Arts & Humanities Goal	2021-2022 Academic Year	2022-2023 Academic Year			
Concepts within the Arts and Humanities					
Concepts within the Arts and Humanities	90.0%	90.7%			
Cultural Contributions within Arts and	96.3%	97.6%			
Humanities					
Diversity of Values, Beliefs, Practices, or Ideas	94.7%	98.5%			
Expressive Abilities	95.4%	86.1%*			

Comparison of Findings from Prior Period:

*Did not meet benchmark of 90% Meeting or Exceeding Proficiency

Assessment data shows increased levels of student achievement in comparison with the previous year in the areas of "Diversity of Values" and "Cultural Contributions," while there was a decline in levels of student achievement for "Concepts" and "Expressive Abilities." Students met the faculty determined benchmark in three of the four areas.

Section 4. Plans for Continuous Improvement

GOAL #2 (Oral Communication): Students will communicate effectively and responsibly through listening and speaking.

Based on these findings, faculty should continue refining and standardizing the curriculum across all modalities to ensure consistent learning outcomes, especially given the success of online students in Active Listening and Speaking Skills. To further support continuous improvement, faculty can explore what specific aspects of the online format are enhancing these skills and consider incorporating them into face-to-face sections. Additionally, faculty should assess whether online students receive more

DSU, GE Report 2022-2023 Academic Year, Oral Communication & Arts and HATTAAGMMENT II 16 targeted feedback or benefit from certain tools and make those resources available to in-person students. Given the presence of dual-enrollment students, faculty might also create more flexible resources tailored to the needs of those students. Regular workshops or professional development for instructors across both formats would ensure ongoing alignment and improvement.

To enhance students' speaking skills in the Oral Communications area, faculty could introduce more structured and frequent speaking opportunities, such as short impromptu speeches, group discussions, and peer presentations throughout the course. Offering regular, low-stakes speaking assignments can help students build confidence and improve over time. Providing detailed feedback with specific areas for improvement—such as clarity, tone, and organization—will also support skill development.

Incorporating multimedia tools like video recording platforms could allow students to practice and review their own presentations, receiving both instructor and peer feedback. Additionally, integrating more peer evaluations during speaking activities can create a collaborative learning environment and help students learn from each other's strengths. Workshops or targeted coaching sessions that focus on specific aspects of speaking, such as nonverbal communication, vocal projection, and audience engagement, would further reinforce their proficiency. Finally, ensuring alignment of speaking skill assessments with real-world communication scenarios can make the practice more relevant and engaging for students.

GOAL #4 (Arts and Humanities): Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

To promote continuous improvement in our arts and humanities general education courses, faculty should focus on enhancing the teaching of Cultural Contributions and Diversity in online sections, where students performed lower than their face-to-face peers. This could involve incorporating more interactive and culturally immersive online activities, such as virtual discussions with diverse guest speakers or collaborative projects centered on global issues. Given that some students in these courses are Digital Arts and Design majors, faculty could leverage student interests by integrating culturally diverse design projects or media analysis into the curriculum. Regular training for instructors on culturally responsive teaching methods across all formats can further support this improvement.

To improve student proficiency in "Concepts within the Arts and Humanities" and "Expressive Abilities," faculty could implement several strategies. First, for concepts, incorporating more interactive and applied learning techniques—such as case studies, multimedia content, or problem-based learning—can help students engage with theoretical material more deeply. Additionally, integrating frequent low-stakes assessments could allow students to receive timely feedback and reinforce foundational knowledge throughout the course.

For "Expressive Abilities," increasing opportunities for students to practice creative expression through assignments like presentations, written reflections, or peer-reviewed projects could help improve proficiency. Providing clearer rubrics and exemplars for expressive tasks would guide students toward higher performance. Regular workshops or mini-lessons that focus specifically on building expressive skills in both written and oral formats might also help bridge proficiency gaps. Finally, professional development for instructors on innovative methods of teaching expression, such as digital storytelling or collaborative art projects, could contribute to a more dynamic learning environment.

GOAL #2 (Oral Communication): Students will communicate effectively and responsibly through listening and speaking.

In one of the two general education oral communication learning outcomes, the Dakota State University students assessed during the 2022-2023 academic year met or exceeded the facultydetermined benchmark of 90% proficiency. Faculty teaching general education oral communication courses will continue to refine assessments aligned with learning outcomes, make adjustments in pedagogy to meet students' needs, onboard a new faculty member, and carefully consider the use of online instructors.

GOAL #4 (Arts and Humanities): Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

In three of the four general education Arts & Humanities learning outcomes, the Dakota State University students assessed during the 2022-2023 academic year met or exceeded the faculty-determined benchmark of 90% proficiency. Faculty who teach general education Arts & Humanities courses will continue to refine assessments aligned with learning outcomes, make adjustments in pedagogy to meet students' needs, and analyze multiple semesters of learning outcomes results to inform decision making.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

Northern State University	<u>2022-2023</u>	
Institution	Academic Year Reporting Period	
Kristi Brownfield Assessment Representative	Institutional Approval Signature	10/30/2023 Date
Michael Wanous		<u>10-29-2024</u>
Provost	Provost Approval Signature	Date

Section 1. Introduction

During 2022-23, Northern State University faculty assessed student learning related to General Education Goals 2 & 4. Per BOR Policy 2.11, Goal 2 is stated as: Students will communicate effectively and responsibility through listening and speaking. Goal 4 is: Students will understand the diversity and complexity of the human experience through study of the arts and humanities

Section 2: Goals Assessed Goal Assessed: Goal 2

Methodology:

Instructors of Goal 2 courses designed assignments that prompted students to demonstrate their abilities related to each of the two learning outcomes in Goal 2. Results were collected during both the fall and spring terms from 22 sections of CMST 101 for a total of 421 students assessed. No data was collected from any other courses offered within this goal. Faculty typically used different assignments for each of the outcomes and used assignments that took place during the middle or at the end of the semester. The majority of faculty reported using assessments in their course sections at the end of the semester, with only 3 reporting assessments used from the beginning of the semester. Assignments that were assessed by faculty for the individual learning outcomes persuasive included: speeches, persuasive speeches and a question-and-answer section, listening to and evaluating an oral speech, and a public discourse paper. Instructors were asked to complete student assessment ratings for both outcomes according to the BOR-established rubric for each outcome within their D2L course shells with the Goal 2 rubric attached for ease of scoring student work. The full rubric was included but for the sub-sections outcome 1 were not included in the D2L grade items. Faculty were also asked to submit a cover sheet for each section of a Goal 2 course they taught which summarized results and shared them with the Office of

Institutional Research and Assessment, where office staff aggregated and disaggregated those results to report on student learning for the whole campus.

Level of Achievement/Learning Outcome:

For each learning outcome, faculty used three levels of proficiency for student ratings: Below Proficient, Proficient, Exemplary. The percentage of students per proficiency category and learning outcome are displayed in the following table.

Goal 2 Assessment Results	Below	Proficient	Exemplary
	Proficient		
Learning Outcome 1: Outcome 1: Students will	8%	34%	58%
demonstrate the ability to speak thoughtfully, clearly,			
and effectively in a variety of contexts.			
Learning Outcome 2: Students will demonstrate active	4%	28%	68%
listening skills in a variety of contexts.			

Goal Assessed: Goal 4

Methodology:

Instructors of Goal 4 courses designed assignments that prompted students to demonstrate their abilities related to each of the four learning outcomes in Goal 4. At Northern, results were collected during both the fall and spring terms from 38 sections across 3 different departments originating from 2 different colleges/schools for a total of 558 students assessed. Faculty predominantly used the same assignment or assignment types for all three outcomes; only 6 sections reported using different assignments for the outcomes. Not all faculty provided time periods for each assessment but of those that did, the majority of faculty reported using assessments in their course sections either in the middle of the semester (n=9) or the end of the semester (n=39). Instructors were asked to complete student assessment ratings for all four outcomes according to the BOR-established rubric for each outcome within their D2L course shells with the Goal 4 rubric attached for ease of scoring student work. Faculty were also asked to submit a cover sheet for each section of a Goal 4 course they taught which summarized results and shared them with the Office of Institutional Research and Assessment, where office staff aggregated and disaggregated those results to report on student learning for the whole campus.

Level of Achievement/Learning Outcome:

For each learning outcome, faculty used three levels of proficiency for student ratings: Below Proficient and Proficient. The percentage of students per proficiency category and learning outcome are displayed in the following table.

Goal 4 Assessment Results	Below	Proficient
	Proficient	
Learning Outcome 1: Demonstrate knowledge of the diversity of	10%	90%
values, beliefs, practices, or ideas embodied in the human		
experience.		
Learning Outcome 2: Demonstrate basic understanding of concepts	9%	91%
of the selected disciplines within the arts and humanities.		

Learning Outcome 3a: Demonstrate an ability to express creative,	8%	92%
aesthetic, formal or stylistic elements of the disciplines.		
Learning Outcome 3b: Demonstrate foundational competency in	0%	100%
reading, writing, and speaking a non-English language.		
Learning Outcome 3c: Identify and explain cultural contributions	12%	88%
from the perspective of the selected disciplines within the arts and		
humanities.		

Section 3. Findings Goal Assessed: Goal 2

Interpretation of Findings: This is the first time in which ratings data was collected through D2L and we were unable to capture as detailed data as previously acquired for Outcome 1. We only have collective proficiency ratings and no data on the sub-categories of organization, language, delivery, supporting material, and central message within that outcome. This will be fixed moving forward to obtain more robust data that allows for a better understanding of student proficiency within this outcome. There is a statistical difference between student performance in Outcome 1 and Outcome 2¹ when accounting for the delineation between below proficient, proficient, and exemplary. The difference is not significant when looking only at below proficient versus proficient and exemplary as a combined category. This indicates the difference in ratings is in how instructors and faculty chose to evaluate students between the proficient and exemplary categories. The faculty suggest some of this difference may be explained by the lacking sub-category data within Outcome 1 which provides more insight into specific student performance.

There is a statistical difference in student performance for Outcome 1 based on delivery method² but not for outcome 2. Like the difference in proficiency between outcomes, this disappears when calculating Outcome 1's proficiency ratings as below proficient versus a combined proficient and exemplary category. The high number of Rising Scholars students rated as "Exemplary" for outcome 2 (100%) may also have skewed the data. However, without previous assessment data, it is difficult to make any substantive comparison. When comparing based on delivery term, there are no statistical differences between the terms though students were more likely to reported as "Exemplary" compared to "Proficient" in the Spring. During the debrief session, faculty suggested this difference may be related to higher levels of "optimism" in the spring compared to the fall.

Due to the inclusion of a rating system within D2L, Northern is now able to capture demographic data to better enhance our understanding and assessment of student learning. Students appear to perform similarly regardless of gender though the disparity in female versus male students taking these courses may skew the data. Female students are significantly more likely than male students to be rated at exemplary and proficient compared to male students for both Outcomes 1³ and 2⁴ however this difference is not significant when using categories of "below proficient" and an aggregate category of "proficient/exemplary." This indicates the difference in ratings is in how instructors and faculty chose to evaluate students between the proficient and exemplary categories.

 $^{^{1}}X^{2}$ (2, N = 421) = 11.24, p < 0.01.

 $^{^{2}} X^{2}$ (4, N = 421) = 60.35, p < 0.01.

 $^{^{3}}X^{2}(2, N = 421) = 36.9836, p < 0.01.$

 $^{^{4}} X^{2} \left(2,\, N=421 \right) = 19.2743,\, p<0.01.$

The faculty suggest some of this difference may be explained by the lacking sub-category data within Outcome 1 which provides more insight into specific student performance. For the difference in Outcome 2, faculty suggested this may be explained in differences in gender expectations in performance and public speaking leading to higher ratings for female students compared to male ones. We have small numbers of students of color when data are disaggregated by race/ethnicity (n=83) leading to more variation between the groups. When analyzing aggregate categories of white and non-white students, there is a significant difference between students in Outcome 1⁵ and Outcome 2⁶. This difference is significant for both Outcome 1⁷ and Outcome 2⁸ when using aggregate categories of "below proficient" and "proficient/exemplary". Faculty suggested this difference may be due to differences in cultural expectations for demeanor and performance when engaging in public speaking. As this is the first time, we have been able to make the comparison using demographic data, we will need to continue tracking performance to have a better idea of how students of color are adapting and performing in the classrooms overall.

Comparison of Findings from Prior Period:

This assessment cycle included the addition of new types of sections being assessed (e.g., Rising Scholars, Online sections) and a greater number of students assessed compared to when Goal 2 was last assessed in 2019-2020 (n=118). Three years ago, 72% of students were rated as proficient or exemplary for outcome 1 (92% in AY22-23) and 90% of students were rated as proficient or exemplary for outcome 2 (96% in AY22-23), This indicates an overall increase of proficiency.

In 2019-2020, limited data was collected and only from on-campus face-to-face sections. This, combined with the lack of sub-category data from Outcome 1, makes a direct comparison to results when looking at delivery method and term troublesome. The collection of data that required direct engagement with public speaking and listening, particularly within Spring 2020 during the COVID-19 pandemic when classes were remote, also contributes to the previous data being an outlier rather than a benchmark we should use for a comparison. This indicates, particularly given the differences we are seeing in performance based on demographics, that we may not have enough data from Goal 2 to make informed conclusions at this time.

Goal Assessed: Goal 4

Interpretation of Findings:

Students appear to perform relatively the same in terms of proficiency for outcomes 1 and 2. Outcome 3 had more variation within the three subcategories. Outcome 3a requiring students to express creative, aesthetic, formal or stylistic elements of the disciplines, accounting for 66 percent of the ratings within Outcome 3, had a proficiency rating of 92 percent compared to the 100 percent proficiency ratings of the other two sub-outcomes. Outcome 3a, requiring students to demonstrate an ability to express creative, aesthetic, formal or stylistic elements of the disciplines, accounted for over half of the ratings within this outcome. Outcome 3c, requiring students to identify and explain cultural contributions from the perspective of the

 $^{{}^{5}}X^{2}(2, N = 421) = 34.4281, p < 0.01.$

 $^{^{6}} X^{2} (2, N = 421) = 26.0814, p < 0.01.$

 $^{^{7}} X^{2}$ (1, N = 421) = 8.4081, p < 0.01.

 $^{^{8}} X^{2}$ (1, N = 421) = 17.1184, p < 0.01.
selected disciplines within the arts and humanities and accounting for 21 percent of the ratings within this outcome is the only outcome in Goal 4 where less than 90 percent of the students achieved benchmark proficiency. While the difference is marginal (88%), this outcome remains an outlier. Outcome 3b, requiring students to demonstrate foundational competency in reading, writing, and speaking a non-English language, accounting for 13 percent of the ratings within this outcome, is also an outlier in goal 4 in that 100 percent of students achieved benchmark proficiency. The ratings for Rising Scholars students are somewhat notable in that only in Outcome 2 did less than 100 percent of students achieve proficiency.

Students performed relatively the same between the different delivery methods, though the smaller number of students rated in Huron or Rising Scholars courses potentially skews the results for comparison. Similarly, this is the first time we have assessed student learning within a broader scope of course delivery types so we have no previous data to use as a comparison for delivery mode beyond online or on-campus courses. When comparing based on delivery term, there is no discernable difference in student proficiency. Outcome 3c does show a marginal decrease in proficiency, from 93 to 85 percent, between Fall and Spring semesters. There were 37 Fall sections offered, and 36 Spring sections offered within Goal 4. In Fall, only 15 sections provided ratings and in Spring, 23 sections provided ratings. The participation increase between Fall and Spring may account for some of the discrepancy between semesters as there is a bigger pool.

Within the disciplines is where we see the most variation. Some instructors provided ratings for all five categories. This means that some of the data we have collected may be invalid and not actually reflect an assignment or other assessment that truly measures student proficiency in all the outcome 3 sub-categories. For example, sections of both ART 111 (Drawing I) and ENGL 210 (Introduction to Literature) rated students in Outcome 3b (non-English language proficiency). Without any means of cross-checking the data, there is no way to declare the data submitted valid or invalid currently and these rates have been included in the cumulative total. Similarly, 3 sections of SPAN 101 and 3 sections of SPAN 102 included ratings in all five categories, though it may be less reasonable to suspect this evidence as invalid given that the course subject matter more closely aligns with all sub-categories of Outcome 3, in comparison to the other two disciplines. In contrast, CHIN courses were only assessed on Outcome 3b and did not include ratings for Outcomes 1 and 2. Both ARTH and HIST courses included ratings for 4 outcomes instead of only 3. Both included ratings for both Outcomes 3a and 3c. All language courses (i.e., CHIN, FREN, GLAN, and SPAN) assessed Outcome 3b. Considering the expectation described in 3b, this was anticipated. In addition, all language courses indicated 100 percent proficiency on all outcomes assessed. MUS courses account for 37 percent of all courses assessed in goal 4. This is down 10 percent from the previous cycle (48%). In comparison, the number of ARTH (3% previously), ENGL (9% previously) and HIST (11% previously) courses assessed have increased. This may be due to the increase of instructors completing the rating process in these disciplines in comparison to AY2019-2020.

HIST ratings are the lowest overall in outcomes 1, 2, and 3c. Outcomes 1^9 , 2^{10} , and $3c^{11}$ are significantly different compared to all other disciplines. Faculty indicated this may stem high rate of use of the final exam or paper in the discipline as a measure. As this measured overall cumulative learning, faculty were more likely to rate with higher expectations of student performance compared to assignments that were completed at earlier points in the semester.

With student artifacts being rated in D2L, we can now tie our assessment ratings to student demographics of interest to NSU. Students appear to perform similarly regardless of gender though the disparity in female versus male students taking these courses may skew the data. Outcome 3c does indicate that female students were more likely to be considered proficient than male students¹². Faculty indicated this difference may be due to the perception of arts and humanities classes as being more "accessible" or "acceptable" for feminine-presenting students compared to male-presenting students. Some faculty also indicated this difference was likely the result of the simple gender imbalance (60% female, 40% male) in students taking the course rather than an indicator of a genuine difference in learning proficiency. We have small numbers of students of color when data are disaggregated by race/ethnicity (n=121) leading to more variation between the groups. When analyzing aggregate categories of white and non-white students, there is no statistical difference in proficiency ratings for outcomes 1, 2, 3a, and 3b. A chi-square test of independence for Outcome 3c does indicate that students within the non-white category were more likely to be considered proficient than white students¹³. Faculty indicated this difference due to students of color having experienced diversity in a way that our white students have not. Faculty also noted that some white students have shown a resistance to learning about cultures or ideas that do not apply to them. Despite this, we will need to continue tracking performance to have a better idea of how students of color are adapting and performing in the classrooms overall.

Comparison of Findings from Prior Period:

This assessment cycle included the addition of new types of sections being assessed (e.g., Rising Scholars) and a smaller number of students assessed compared to when Goal 4 was last assessed in 2019-2020. Three years ago, 85% of students were rated as proficient for outcome 1 (90% in AY22-23), 82% of students were rated as proficient for outcome 2 (91% in AY22-23), 84% of students were rated as proficient for outcome 3a (92% in AY22-23), 83% of students were rated as proficient in AY22-23), 84% of students were rated as proficient for outcome 3a (92% in AY22-23), 83% of students were rated as proficient in AY22-23), 84% of students were rated as proficient for outcome 3b (100% in AY22-23), and 85% of students were rated as proficient in outcome 3b (100% in AY22-23), and 85% of students were rated as proficient in outcome 3c (88% in AY22-23). This indicates an overall increase in proficiency since the previous assessment cycle.

 $^{{}^{9}}X^{2}$ (1, N = 547) = 8.4705, p < .01. Analyses between disciplines involved comparing HIST to the combined totals of all other disciplines to mitigate potential validity errors stemming from frequencies below 1.

 $^{^{10}} X^2$ (1, *N* = 573) = 9.8536, *p* < .01

¹¹ X^2 (1, N = 143) = 24.2808, p < .01.

 $^{^{12}}$ X² (1, N = 143) = 2.774, p < .10. NSU typically uses p = 0.05 as the threshold for determining significance but given that this is the first time we have collected and analyzed demographic data, the director of assessment felt the lower threshold was appropriate at this time to better understand the data and establish an indicator for potential areas of concern in future analyses.

 $^{^{13}}$ X² (1, N = 143) = 2.7614, p < .10. See previous footnote for more information about the confidence level used to determine significance.

In 2019-2020, students were more proficient in spring sections compared to fall sections. Other than Outcome 3c, students performed relatively the same in AY2022-2023 regardless of the semester. In terms of delivery type, when comparing on-campus and online sections to previous assessments, there is an overall increase in proficiency in all outcomes, mirrored by the total increase we see in proficiency.

When comparing across disciplines, there also seems to be a general trend of higher assessment ratings all disciplines that participated in AY2019-2020; no results were available from CHIN to compare in the previous assessment cycle. There were particularly higher ratings in AY2022-2023 for ENGL, FREN, and GLAN. These differences are likely a reflection in a higher number of students in ENGL courses being rated (AY2019-2020 n=62) and a much lower number of students being rated in FREN (AY2019-2020 n=43) and GLAN (AY2019-2020 n=56). Despite the higher ratings, there is not much variation between the different disciplines and what variation that can be seen is likely due to an instructor's assessment process (e.g., choice of assignment, use of the rubric) or self-selection bias of students enrolling in particular courses.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 2

Due to the breadth of disciplines and multiple delivery modalities included in Goal 2, it is difficult to measure and ensure intercoder reliability. Faculty suggested requiring participation in a virtual "summit" for all Goal 2 instructors during the next assessment cycle at both the start and the end of the academic year. This would include group ratings with sample student artifacts and allow the Assessment Director to have some measure of intercoder reliability and check how consistently the rubric is being used and applied.

We will also need to do a better job with our evidence collection to ensure that we have comprehensive data. Missing data, particularly from the spring semester, does not allow us to have a full picture of how our students are doing within our Goal 2 general education courses. This is also the initial collection of Goal 2 assessments from Huron, Rising Scholars, Online E-Learning, as delivery modes. This gives a fuller picture of how Goal 2 courses are taught but only at this one period. Further longitudinal data will provide more insight into the development and trends found in our delivery of general education at Northern. Similarly, we will need to ensure that there are sufficient supports for our students from traditionally marginalized groups so that they may continue to succeed in our classes. Further crosssections of student demographics will help us discover those trends.

Goal Assessed: Goal 4

Reflecting on the assessment process and results described in this report, the most important recommendation is to continue collecting assessment data in a consistent and regularized fashion. We will also need to do a better job with our evidence collection to ensure that we have comprehensive data. Missing data, particularly from the fall semester, does not allow us to have a full picture of how our students are doing within our Goal 4 general education courses. This is also the initial collection of Goal 4 assessments from Huron, Rising Scholars, Online E-Learning, as delivery modes. This gives a fuller picture of how Goal 4 courses are

taught but only in this one period. Further longitudinal data will provide more insight into the development and trends found in our delivery of general education at Northern.

Similarly, we will need to ensure that there is sufficient support for our students from traditionally marginalized groups so that they may continue to succeed in our classes. Further cross-sections of student demographics will help us discover those trends.

Given the lack of specificity within the Goal 4 rubric, we will also need to ensure interrater reliability between instructors. Moving forward, the Assessment Director will work with Institutional Research and the Provost's office to create a 1- to 2-hour general education assessment of student learning workshop during in-service week that will explore the rationale behind this assessment, the assessment process, and sample ratings activities to better ensure and measure interrater reliability. During the Goal 4 debrief session, faculty noted three potential areas for improvement or expansion during the next cycle of our assessment of learning: an expansion of the required courses and better cohort tracking to understand how freshmen do over time. Faculty indicated that the lack of depth in types of courses offered, as measured by students largely taking a small number of courses out of a larger list, may be a detriment to student exposure to difference ideas, cultures, and groups. Furthermore, faculty were concerned that many students' exposure to the student of arts and humanities was only in the required general education course, often taken early on in their college careers or as high school students. Faculty believed this trajectory indicated students were not well-rounded as there was no reinforcement of the learning later as students matured.

Section 5. Summary

The 2022-23 academic year was the second cycle of general education assessment for Goals 2 and 4 under the current guidelines and faculty showed an understanding of the new process the overall and purpose of assessing student learning. The observed proficiency rates were generally satisfactory across all learning outcomes, although faculty noted potential areas for improvement in both Goals. Upon having a group discussion about the assessment results described in this report, faculty made suggestions that were meaningful and feasible for improving student learning across delivery modalities.

Moving forward, the Assessment Director will specifically work with faculty and instructors to increase interrater reliability as this was an area of concern noted by faculty during debriefs for both Goals 2 and 4. The amount of missing data from sections not assessed is also an issue that will need to be addressed to ensure that we continue collecting assessment data in a consistent and regularized fashion. We have not, in this or previous assessment cycles, measured summer sections of our general education courses. This is due to the qualitative difference in length and intensity of 5- or 10-week summer course in comparison to the regular 15-week semester. However, beginning with AY2022-2023, Northern has begun offering 6-week and 8-week course sections of selected general education courses during the regular fall and spring semesters that may provide more reliable comparisons to summer sections. In our next assessment cycle, this is one of the potential new areas we should explore.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

South Dakota Mines	<u>AY2022-2023</u>	
Institution	Academic Year Reporting Period	
Darcy Briggs	Darcy Briggs	<u>11.8.2023</u>
Assessment Representative	Institutional Approval Signature	Date
Lance Roberts	Lance Roberts	<u>11.8.2023</u>
Provost	Provost Approval Signature	Date

Section 1. Introduction

Academic Year 2022-2023 represented the first full year of the newly designed and revamped general education assessment process being in place at South Dakota Mines. During this academic year, Oral Communication (Goal 2) and Fine Arts and Humanities (Goal 4) were assessed. This report serves to summarize the data, information, and insights gained through that assessment, and the continuous improvement strategies identified to improve student learning.

Section 2: Goals Assessed

Goal Assessed: Goal 2 – Oral Communications

Methodology:

Oral Communication learning outcomes are included in two specific general education courses offered at South Dakota Mines:

- ENGL 279: Communications in the STEM Workplace
- **ENGL 289: Explorations in STEM Communications**

Sections of each of these courses were selected to be included in the assessment activities, and included sections taught by full-time faculty and part-time instructors. The evaluation of student achievement toward the learning outcomes utilized the Goal 2 Communication Rubric.

The overall achievement at the learning outcome level is reflected in the following			
	Below Proficient	Proficient	Exemplary
Outcome 1	51 (13%)	274 (67%)	81 (20%)
Outcome 2	10 (12%)	32 (39%)	18 (22%)

Level of Achievement/Learning Outcome:

table:

	Below Proficient	Proficient	Exemplary
Organization	9 (11%)	49 (59%)	25 (30%)
Language	8 (10%)	58 (70%)	17 (20%)
Delivery	14 (17%)	58 (70%)	10 (12%)
Supporting Material	14 (17%	53 (64%)	16 (19%)
Central Message	6 (7%)	56 (67%)	23 (28%)
Listening	10 (12%)	32 (39%)	18 (22%)

More detailed analysis of achievement, as identified through the specific artifacts, was completed and is reflected in the following summary:

<u>Goal Assessed:</u> Goal 4 – Fine Arts and Humanities

Methodology:

Various Fine Arts and Humanities learning outcomes are included in several general education courses offered at South Dakota Mines. For this evaluation cycle, courses covering learning outcomes 1, 2, and 5 were selected because there are ample sections to consider including in the evaluation. The following courses had sections selected for inclusion in the assessment:

- HIST 121: Western Civilization I
- HUM 250: Environmental Ethics and STEM
- PHIL 233: Philosophy and Literature

Level of Achievement/Learning Outcome:

The overall achievement at the learning outcome level is reflected in the following table:

	Below Proficient	Proficient	Exemplary
Outcome 1	7 (8%)	26 (28%)	58 (64%)
Outcome 2	1 (1%)	27 (35%)	50 (64%)
Outcome 3			
Outcome 4			
Outcome 5	9 (9%)	31 (33%)	55 (58%)

The evaluation of student achievement toward the learning outcomes utilized the Goal 4 Fine Arts and Humanities Rubric.

More detailed analysis of achievement, as identified through the specific artifacts, was completed and is reflected in the following summary:

The following artifacts were selected from each course for the evaluation of Outcome 1:

HIST 121 – In-Class Writing Assignment 2 (95% proficient or exemplary)

HUM 250 – Week 12 Journal (93% proficient or exemplary)

PHIL 233 – Exam 2 Long-Answer Questions (88% proficient or exemplary)

The following artifacts were selected from each course for the evaluation of Outcome 2:

HIST 121 – In-Class Writing Assignment 8 (100% proficient or exemplary)

HUM 250 – Week 3 Journal (**95%** proficient or exemplary)

PHIL 233 – Short Paper #2 (**100%** proficient or exemplary)

The following artifacts were selected from each course for the evaluation of Outcome 5:

HIST 121 – In-Class Writing Assignment 10 (95% proficient or exemplary)

HUM 250 – In-Class Group Discussion Notes (86% proficient or exemplary)

PHIL 233 – Exam 1 Long-Answer Questions (88% proficient or exemplary)

Section 3. Findings

Goal Assessed: Goal 2 – Oral Communications

Interpretation of Findings:

The assessment and evaluation conducted this cycle indicate that, overall, current instructional approaches are effective. The majority of students reached proficiency or exemplary performance in all of the rubric categories. In no category did fewer than 83% of students reach proficiency. However, the weakest performance was in the category of "delivery" in which 17% of students failed to reach proficiency and only 12% were rated as exemplary.

Based on these data, the clearest area for improvement is in "delivery." The Goal 2 Communication Rubric defines *exemplary delivery* as when "Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident." Therefore, the focus for instructional improvement should be in supporting students to develop their skills in nonverbal and physical delivery of oral communication.

Comparison of Findings from Prior Period:

Oral Communication (Goal 2) was last assessed in academic year 2019/2020, which appears to be the first academic year following the discontinuation of the Summer Summit. Some of the planned assessment work was understandably impacted by the COVID-19 pandemic during this academic year. That year's assessment work was conducted primarily during the Fall 2019 semester, so there was not an indication that the COVID-19 pandemic impacted the work. The summary report from 2019/2020 identified some potential assessment process improvements, including the creation of a practice for norming assessments among faculty to mitigate assessment differences between faculty.

Goal Assessed: Goal 4 – Fine Arts and Humanities

Interpretation of Findings:

Based on the assessment and evaluation we conducted this cycle, current instructional approaches can be considered quite effective. Evaluation of the artifacts from the selected courses indicated that the vast majority of students are proficient or exemplary in each of the three targeted student learning outcomes. None of the student learning outcomes had less than 86% of students reaching proficiency in any of the selected courses.

However, there is always room for improvement and the assessment cycle offers an opportunity to explore ways to ensure that our Goal 4 courses remain relevant and engaging for today's college students. Technological developments, such as AI-powered chatbots, rapid social change, and cultural conflicts not only pose challenges for how to approach teaching the humanities today, but also offer opportunities for adapting our pedagogical strategies to be the most beneficial at a time when the humanities are critical in shaping our future.

Comparison of Findings from Prior Period:

Fine Arts and Humanities (Goal 4) was last assessed in academic year 2019/2020, which appears to be the first academic year following the discontinuation of the Summer Summit. Some of the planned assessment work was understandably impacted by the COVID-19 pandemic during this academic year. The findings from that year's assessment work identified some potential assessment process improvements, as well as a commitment from the involved faculty to remain current and connected to research and pedagogy best practices in their disciplines.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 2 – Oral Communications

We propose to introduce a self-assessment of public speaking skills instrument focused on physical delivery of presentations. This self-assessment will be completed by students in ENGL 279 and ENGL 289 at the beginning of the semester to gauge their current skill level and then again at the end of the semester in order to measure growth in these skills.

The use of this self-assessment will provide students an opportunity to reflect on their ability to convey confidence, ease, and credibility through their use of nonverbal communication skills and to identify areas for improvement over the course of the semester. Such metacognitive activities <u>have been shown</u> to encourage student learning. The assessment will also highlight these delivery skills as important in the course and provide useful information for instructors so they will know the areas in which their students have room for improvement and can plan lectures and assignments accordingly.

Goal Assessed: Goal 4 – Fine Arts and Humanities

We propose that professional development opportunities (e.g., faculty attendance at a workshop or conference) focused on pedagogical approaches to confronting current technological, social, and cultural challenges, as well as continued discussion of these issues among faculty, would invigorate our Goal 4 courses thereby promoting continued student engagement and proficiency in the student learning outcomes. By funding one faculty member's attendance/participation at a pedagogical conference or workshop who would then share what they learned with the other Goal 4 faculty, there will be relevant professional benefit for the collective as well as for an individual faculty member.

Resources needed to implement the identified improvement strategy include the following funding for one faculty member:

- Conference/Workshop registration
- Travel
- Lodging
- Meals

A request for professional development funding to support continuous improvement efforts was submitted to, and approved by, the Office of the Provost.

Section 5. Summary

This is the first full year of general education assessment utilizing the new structure, process, and forms created by South Dakota Mines in AY 2021/2022. While there are always room for improvement, the process worked very well.

The established learning outcomes and rubrics for the entire BOR system were utilized as the foundation for the assessment work. The faculty readily engaged in the assessment work, and through the analysis of the data and information, gained valuable insights. Further, through their collaborative discussions, strategies and initiatives to improve student learning in the future were identified and are in the process of being implemented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

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South Dakota State University	2022-2023	
Institution	Academic Year Reporting Period	
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Teresa Seefeldt	aller interflo	10/11/23
Assessment Representative	Institutional Approval Signature	Date
	DM 1	
Dennis Hedge	Lited	10-12-23
Provost	Provost Approval Signature	Date

Section 1. Introduction

The South Dakota State University General Education Assessment Plan outlines the purpose, principles, and processes which guide the assessment of student learning identified by the System General Education goals and student learning outcomes.

The goal of general education assessment is to determine how well and in what ways students are achieving the intended learning outcomes. In addition, the assessment process can provide meaningful information and feedback for faculty who teach general education courses. Most important, general education assessment identifies successes of student learning, areas for improvement, and documentation of evidence-based changes.

Good assessment practices encourage the use of multiple methods to examine student learning outcomes. SDSU's general education assessment plan incorporates multiple methods to assess student learning as related to the general education curriculum. These methods include:

- 1. Review of student artifacts from randomly selected general education courses/sections
- 2. Items from the Senior Exit Survey
- 3. Items from the National Survey of Student Engagement
- 4. Focus Groups (optional)

For all general education learning outcomes, SDSU has established a benchmark that 75% of students included in the sample will achieve proficiency or exemplary on general education student learning outcomes.

Section 2: Goals Assessed Goal Assessed: SGR #2

Methodology:

Following the SDSU Section and Artifact Sampling procedure (see General Education Assessment Plan), a sample of approximately 25% of the available courses on the approved list was selected by the Assistant Vice President of Institutional Research and Assessment.

For the **2022-23** cycle, the following course was selected for **Goal #2**:

□ CMST 101 – Fundamentals of Speech

Level of Achievement/Learning Outcome:

Oral Communication included 8 course sections with a total of 156 scored student artifacts. The artifacts were scored by each student learning outcome (SLO). The results for SLO 1 (n = 138) were 6 (4%) artifacts rated as below proficient, 72 (52%) rated as proficient, and 60 (43%) rated as exemplary. The results for SLO 2 (n = 138) were 7 (5%) artifacts rated as below proficient, 49 (35%) rated as proficient, and 82 (59%) rated as exemplary.

Goal Assessed: SGR #4

Methodology:

Following the SDSU Section and Artifact Sampling procedure (see General Education Assessment Plan), a sample of approximately 25% of the available courses on the approved list was selected by the Assistant Vice President of Institutional Research and Assessment.

For the **2022-23** cycle, the following courses were selected for **Goal #4**:

- □ ART 111 Drawing I
- □ ARTH 100 Art Appreciation
- □ ENGL 210 Introduction to Literature
- □ ENGL 240 Juvenile Literature
- □ FREN 102 Introductory French II
- □ GER 102 Introductory German II
- □ HIST 122 Western Civilization II
- □ PHIL 220 Introduction to Ethics
- □ REL 224 Old Testament
- □ SPAN 101 Introductory Spanish I
- □ SPAN 102 Introductory Spanish II
- □ THEA 131 Introduction to Acting

Level of Achievement/Learning Outcome:

Arts & Humanities/Diversity included 16 course sections with a total of 720 scored student artifacts. The artifacts were scored by each student learning outcome (SLO). The results for SLO 1 (n = 720) were 112 (16%) artifacts rated as below proficient and 608 (84%) rated as proficient. The results for SLO 2 (n = 702) were 98 (14%) artifacts rated as below proficient

and 610 (86%) rated as proficient. The results for SLO 3 (n = 163) were 24 (15%) artifacts rated as below proficient and 139 (85%) rated as proficient. The results for SLO 4 (n = 81) were 5 (6%) artifacts rated as below proficient and 76 (94%) rated as proficient. The results for SLO 5 (n = 412) were 88 (21%) artifacts rated as below proficient and 324 (79%) rated as proficient.

Section 3. Findings Goal Assessed: SGR #2 Interpretation of Findings:

The results indicate that students performed above the benchmark for SGR Goal #2 (Oral Communication) for both SLOs.

Comparison of Findings from Prior Period:

SPCM 215 was selected for assessment in the prior period. SLO 1 assessment results showed that a higher percentage of students performed in the exemplary category in 2022-2023 compared to 2019-2020. SLO 2 was unable to be assessed in 2019-2020 due to course changes necessitated by the pandemic.

Goal Assessed:

Interpretation of Findings:

The results indicate that students performed above the benchmark for all SGR #4 goals.

Comparison of Findings from Prior Period:

In 2019-2020, SDSU students met the benchmark for all student learning outcomes except SLO 4 (demonstrate foundational competency in reading, writing, and speaking a non-English language). 73% of students were proficient on this SLO.

Section 4. Plans for Continuous Improvement Goal Assessed: SGR #2

The faculty that teach courses for **SGR #2** will use the information in this report to improve student learning (and instructor pedagogical practices) in the following ways:

- □ Reexamine the assessment methodology for listening skills.
- □ Emphasize grade norming in the instructor training for this course.

Goal Assessed: SGR #4

The faculty and departments that teach courses for **SGR #4** will use the information in this report to improve student learning (and instructor pedagogical practices) in the following ways:

- □ Increase time spent discussing specific content areas.
- Addition of discussion questions to enhance student engagement in online and hybrid course delivery formats.
- □ Add formative assessments at the end of course modules to better assess student learning.
- \Box Increase active learning in courses with use of case studies.
- □ Review course attendance policies.

Section 5. Summary

Overall, students performed well on the learning outcomes for SGR #2 and #4. Opportunities to enhance student learning were identified. The General Education Subcommittee has also identified opportunities to improve the assessment process by providing additional professional development opportunities for faculty teaching general education courses.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

University of South Dakota	2022-2023	
Institution	Academic Year Reporting Period	
Lisa K. Bonneau, Ph.D.	Lie K Ban	10/10/24
Assessment Representative	Institutional Approval Signature	Date
Kurt Hackemer, Ph.D.	Keller	
Provost	Provost Approval Signature	Date

Section 1. Introduction

General Education is an academic program that provides students with a foundation of knowledge and skills to prepare them for success. General education requirements in South Dakota are outlined in SDBOR Policies 2:7, 2:11, and 2:26, and AAC Guidelines 8.3, 8.4, and 8.7. Faculty members in each discipline from all six BOR universities meet to review the goals and learning outcomes and create rubrics to evaluate the degree to which students meet the stated student learning outcomes for the given goal.

The two System General Education Goals and Student Learning Outcomes assessed this year are: Goal #2: Students will communicate effectively and responsibly through listening and speaking, and Goal #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

Section 2: Goals Assessed

Goal Assessed: Goal 2 Oral Communication

Methodology: Faculty teaching the course sections in the goal were notified of the assessment process and provided with the student learning outcomes for the goal, information on artifact selection, the approved rubrics, and instructions for submission of results into the software solution, Nuventive. This was the first year where Nuventive was utilized to collect assessment data from faculty participating in general education assessment for this goal. Assessment results were submitted by the end of the semester, and data for each goal were collated and analyzed by the Assistant Provost to generate a report for the institution.

Level of Achievement/Learning Outcome: There were 2 different courses that meet the general education Goal 3 offered in the 2022-23 academic year, CMST 101 and UHON 101. There were 63 course sections that submitted results for the academic year, of those, 24 were online sections and 6 were sections of courses from additional locations. There were 1244 student results submitted for the general education assessment of Goal 2.

For the Goal 2 results submitted, 88.6% were rated as proficient in Outcome 1 and 88.1% were rated proficient in Outcome 2. Data were analyzed separately for proficiency in traditional face-to-face sections and online sections.

- In face-to-face sections 89.1% of students were rated proficient for Outcome 1 and 90.4% of students were rated proficient for Outcome 2.
- In sections taught in Sioux Falls, 90.9% of students were rated proficient for Outcome 1 and Outcome 2.
- In sections taught online, 86.5% of students were rated proficient for Outcome 1, and 84.5% were proficient for Outcome 2.

Generally, students in online sections had lower levels of proficiency than main campus and additional location students.

Goal Assessed: Goal 4 Fine Arts and Humanities

Methodology: Faculty teaching course sections that meet Goal 4 were notified of the assessment process and provided with the student learning outcomes for the goal, information on artifact selection, the approved rubrics, and instructions for submission of results into the software solution, Nuventive. This was the first year where Nuventive was utilized to collect assessment data from faculty participating in general education assessment for this goal. Data for each goal were collated and analyzed by the Assistant Provost to generate a report for the institution.

Level of Achievement/Learning Outcome: For the Goal 4 results submitted, 88.8% were rated as proficient in SLO 1; 87.8% were rated proficient in SLO 2, 93% were rated proficient in SLO 3, 74.5% were rated proficient in SLO 4, and 84.8% were rated proficient in SLO 5. Data were analyzed separately for proficiency based on location and delivery method.

- In main campus face-to-face sections 90.3% of students were rated proficient for SLO1, 89.3% were proficient for SLO2, 90.5% were proficient for SLO3, 78.7% were proficient for SLO4, and 88.5% were proficient for SLO5.
- In online sections 86.5% of students were rated proficient for SLO1, 86.3% were proficient for SLO2, 95.4% were proficient for SLO3, 65.5% were proficient for SLO4, and 81.9% were proficient for SLO5.
- In Sioux Falls sections 95% of students were rated proficient for SLO1, 84.6% were proficient for SLO2, 93% were proficient for SLO3, 87.5% were proficient for SLO4, and 80% were proficient for SLO5.

Generally, proficiency in the goal is high with SLO4 having the highest level of "Below Proficient" student work, especially in the online and main campus sections. Since SLO4 has lowest number of sections reporting, it is likely that sample size impacts results for this

particular outcome. The low section size may also be impacting the SLO5 "Below Proficient" rates which are lower for the Sioux Falls and online sections than for the face-to-face main campus sections.

Section 3. Findings

Goal Assessed: Goal 2 Oral Communication

Interpretation of Findings:

Overall, the majority of students in CMST 101 were proficient in both SLO1 and SLO2 for SGR2. Face-to-face courses performed slightly better than online sections. The online sections of the course did see growth in dual-credit enrollment so one potential reason for this discrepancy could be the larger number of dual-enrolled students navigating the online learning systems. In particular, given that the dual-credit students being taught face-to-face (i.e., UM) performed the best out of the four offerings, it may be that dual-credit students enrolled in online sections require a better onboarding process to the course. Since the online course is offered asynchronously, it could be argued that students are not getting as much synchronous listening practice resulting in lower SO2 scores. Additional course content may be needed to bridge this outcome gap. Overall, the total percentage of students rated as proficient and in particular the number of students noted as exemplary provides compelling evidence of the strength of the course and its instruction. Paired with the suggestions for improvements noted below, it is feasible that the proficiency levels in the course can be improved in future iterations.

Goal Assessed: Goal 4 Fine Arts and Humanities

Interpretation of Findings:

Art: The full academic year assessments for art studio and art history sections showing Proficient and Exemplary appears to be in line with assessments across the Arts and Humanities. Those rated at Below Proficient represent students who either failed to submit the requested work or submitted late. It appears in the Department of Art the percentage of those rated as Exemplary truly demonstrate a high level of engagement in the class and possibly demonstrate a superb talent in the specific discipline of the class assessed. This is especially true when looking at the results for SLO3, focused on creative, aesthetic, formal or stylistic elements.

All assignments assessed involved an element of research, whether it was focused on specific contributors in the art history or an analysis of stylistic differences among various world cultures. Examples of assignments in the ART 111 sections include generating copies of master drawings where students research historic pieces of art and imitate them to learn more about the artist and their style, while adding their own touch to the piece to show their understanding of how that style functions in terms of value and movement. The ART 121 sections researched stylistic differences across the history of architecture and all aspects of design to create illustrations of doorways, gates, and entryways leading to anything the student

wishes. All aspects of form were determined by what each student discovered about their chosen styles. The ART 123 class created pinatas as they researched the history of these forms and then each shared in the activity of breaking them open to see what the students had hidden inside. We have determined these assignments to be engaging for the student and successful in satisfying the Goal 4.

History: HIST and PHIL courses have no students marked as achieving "exemplary performance." UT courses [HIST 111 and PHIL 220] have higher percentages of students who are non-proficient for "contribution of other cultures" and "creative and aesthetic" than aggregated results. On campus (U) courses similar to aggregate or by location save for the absence of exemplary performance, except for "creative and aesthetic."

Music: The full academic year assessments for all music courses showing Proficient appears to be in line with assessments across the Arts and Humanities. Those rated at Below Proficient represent students who either failed to submit the requested work or were unable to submit work due to poor attendance and lack of preparation. The Department of Music chose not to assess for exemplary performance because we believed that the nature of our work was either proficient in the assessed skills or not. Exemplary performance was not necessary to assess the work in the classroom. It appears in the Department of Music the percentage of those rated as Proficient demonstrate a high level of engagement in the classes and a high quality of work being done within the specific discipline of the classes assessed. This is especially true when looking at the results for SLO3, focused on creative, aesthetic, formal or stylistic elements.

All assignments assessed involved an element of study and practice, whether it was focused on specific contributors and backgrounds in the music appreciation courses or individual and group rehearsals within the ensembles and lessons. Examples of assignments in the MUS 100 sections including test and projects regarding specific eras of history that explored the stylistic differences across the history of music specific to discipline studied (classical, rock & roll, jazz, etc.) All aspects of form were determined by what each student discovered about their chosen styles. The MUS 117 courses were assessed through performance, whether this be a juried solo performance for those in applied music, group assessment through concert performance or individual playing exams within the ensembles. We have determined these assignments to be engaging for the student and successful in satisfying Goal 4 while also producing high level performance.

Modern Languages: Our best understanding of the dynamic is that the discrepancy is a combination of the delivery method (Online does not allow for instantaneous feedback which is very important for language learning) and student self-selection.

Theatre: The full academic year assessments for Film Appreciation, Acting, and Theatre Appreciation sections showing Proficient appears to be in line with assessments across the Arts and Humanities. Those students who fell under the "Below Proficient" categories either failed to submit the required assignments or had a history of attendance and/or preparedness issues during their time in their respective classes. The very high percentages of students demonstrating "proficient" skills and understanding in SGR 4's SLOs 1 (knowledge of the diversity of values, beliefs, practices, or ideas embodied in the human experience), 2 (basic

understanding of concepts of the selected disciplines within the arts and humanities), and 3 (ability to express creative, aesthetic, formal, or stylistic elements of the discipline) shows the effectiveness of the instruction and assessments across the areas.

All assignments assessed involved critical analysis of the diversity of ideas and values; basic understanding of concepts; and the ability to express aesthetic, creative, formal, or stylistic elements in one form or another. As an example, in our THEA 131: Introduction to Acting classes, students submitted a Performance Reflection Paper on USD's production of *Eurydice* that focused on the craft of acting, examining fundamentals of action, objective, and super objective that were found therein and how it manifest based on the style of the production. Another example, also from THEA 131: Introduction to Acting, had students perform a long (5- to 10-minute scene) that called on the students to embody and creatively express their understanding and command of the formal elements of acting. A final example comes from our THEA 201: Film Appreciation class where students explored the understanding of the concepts of film making through active online discussion boards, which centered on film history—demonstrating their understanding of the concepts as they were first being conceived and implemented. We have determined these assignments to be engaging for the student and successful in satisfying Goal 4 while appropriate for their course work and producing high level performance.

Section 4. Plans for Continuous Improvement Goal Assessed: Goal 2 Oral Communication

Faculty mentioned the following as methods to improve success in meeting the learning outcomes in courses meeting this goal.

Opportunities for improvement: Given that the field of CMST and in particular listening and speaking skills (SLO1 and SLO2) continue to move into online environments (e.g. Zoom meetings and presentations), the department is working to diversity the course content, speaking assignments, and assessments to help students develop the necessary skills for both in-person and online environments. In making these changes to the course content in particular, we hope to not only strengthen the course at large, but in particular improve the outcomes of students taking the course online. As noted above, we are also working to make the onboarding process for students new to online learning more efficient.

Opportunities to capitalize on areas of strength: Student scores in listening provide compelling evidence for the importance of the CMST 101 course not only in improving one's speaking skills, but also in improving one's ability to listen and engage with other students' ideas. As this is one of the only courses with an explicit emphasis on listening skills, we are pleased with the percentage of students scoring at an exemplary level. As we continue to evolve the course content to enhance student speaking skills, we will be mindful of ensuring that listening skills remain equally centered.

Goal Assessed: Goal 4 Fine Arts and Humanities

Faculty mentioned the following as methods to improve success in meeting the learning outcomes in courses meeting this goal.

Art: The Department of Art is satisfied with the results of this assessment and plans to continue supporting the type of projects students experience when enrolled in our courses. Graduate teaching assistants develop many of these projects with the Department of Art's Foundation Coordinator and benefit from this experience in their educations as well. The Foundation Coordinator develops workshops at the beginning of each school year focused on curricula development and classroom management. The ID Weeks Library has been a solid resource for students to develop research as well as reliable sources accessed the internet. Development of course curricula with our graduate teaching assistants will continue to focus on experiences that meet Goal 4.

History: The department hopes to understand what should constitute "exemplary performance" in assessed courses and bring online courses into closer alignment (particularly as taught by multiple faculty). In addition, there is room to investigate and identify potential reasons for the "creative and aesthetic" outcome as a consistent outlier in course assessments.

Music: The Department of Music is satisfied with the results of this assessment and plans to continue supporting the type of projects and student experience we are currently doing within our courses. Development of course curricula with our graduate teaching assistants and Music faculty will continue to focus on experiences that fulfill the standards set in Goal 4.

Modern Languages: Improving technology will allow for greater help with the improved performance of the online sections, but increased demand for online courses may well offset these gains. Our goal is to reach 85% proficiency in face-to-face and 75% in online in the short term.

Theatre: The Department of Theatre is satisfied with the results of this assessment and plans to continue supporting our faculty and graduate teaching assistants strengthen our current success. We can strengthen our success by promoting student experiences in the arts, whether face-to-face or online courses, and in both live and mediatized performances and productions.

Section 5. Summary

Based on the assessment data for both the Oral Communication and Fine Arts and Humanities SGRs, students at USD have a high proficiency in the learning outcomes. Faculty from the departments offering general education courses within this goal have provided reasonable strategies for improvement of outcomes in their respective courses. It is also noted that the institution could better support improvement efforts by providing department chairs and faculty additional assessment data at the level of the course.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – Y DATE: December 11-12, 2024

SUBJECT

General Education Assessment Report 2023-24

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.7 – Baccalaureate General Education Curriculum BOR Policy 2.3.9 – Assessment AAC Guideline 2.3.7.A – General Education Curriculum Requirements AAC Guideline 2.3.9.A – General Education Assessment Reporting

BACKGROUND / DISCUSSION

BOR Policy 2.3.9, Section 2.1, outlining institutional and system responsibilities regarding the assessment of the general education program, states that each institution shall:

"Assess and analyze student achievement of the goals and learning outcomes of the established SDBOR System General Education Requirements. Each university will submit a report of their assessment findings annually to the Board at its December meeting. AAC Guidelines outline the required components of the report."

AAC Guideline 2.3.7.A, Section 5 specifies that each university assess two of the six general education goals per year on a rotating basis, prepare a general education report, and submit the report to the Board of Regents Vice President for Academic Affairs using the University Annual General Education Assessment Report Template.

Each institution assessed Goal 1: Written Communication and Goal 5: Mathematics in 2023-2024, ensuring that their process included general education courses from across the relevant content areas, modalities, locations, and terms. Student artifacts (papers, assignments, projects, test responses) were evaluated using rubrics aligned to the relevant student learning outcomes listed in AAC Guideline 2.3.7.A General Education Curriculum Requirements.

Across the system, observed proficiency rates were satisfactory across all learning outcomes. Institution-level analyses indicate, with a few exceptions, student performance remained generally consistent (if not improved) across each student learning outcome

INFORMATIONAL ITEM

General Education Assessment (2023-24) December 11-12, 2024 Page 2 of 2

compared to the last time Goals 1 and 5 were evaluated (2020-2021), though it is relevant to note the impact Covid may have had on instruction and student learning that year.

In each of the attached assessment reports, the institutions described the results of their analyses. All of the reports described changes and improvements made to the general education assessment process compared to the previous assessment cycle. This is the second cycle of assessment for Goals 1 and 5 under the revised general education assessment process. Improvements in assessment methodology were noted compared to the last cycle, specifically in increased sample sizes at most institutions and the inclusion of samples from multiple modalities and locations.

The plans for continuous improvement include recommendations that are tailored specifically to English and math instruction at the regental institutions. For example, one institution cited the recent development of a grammar/usage handbook for student use while another institution indicated interest in developing such a tool. In math, multiple institutions suggested students would benefit from more opportunities for active learning in class, particularly problems that require students to show their work. However, multiple institutions identified steps designed to improve the assessment process on their campuses, including developing shared rubrics, streamlining the assessment process, and recommended additional faculty training in assessment.

IMPACT AND RECOMMENDATION

Informational item.

ATTACHMENTS

Attachment I – BHSU General Education Assessment Report Attachment II – DSU General Education Assessment Report Attachment III – NSU General Education Assessment Report Attachment IV – SDSMT General Education Assessment Report Attachment V – SDSU General Education Assessment Report Attachment VI – USD General Education Assessment Report



Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

Black Hills State University	2023-2024		
Institution	Academic Year Reporting Period		
	O Mae		
Dan May	Dan O	10/4/2024	
Assessment Representative	Institutional Approval Signature	Date	
Jon Kilpinen	Jon J. Kilpinen CB3468641FCA4E2	10/7/2024 9:50:24 A	M MDT
FIOVOSI	110vost Approvar Signaidle	Date	

Section 1. Introduction

This document is an overview of the assessment of General Education Goal 1: English and Goal 5: Mathematics performed at Black Hills State University for the 2022-2023 academic year. The System General Education Goal 1 for English reads: "Students will write effectively and responsibly and will understand and interpret the written expression of others." The System General Education Goal 5 for Mathematics reads: "Students will understand and apply fundamental mathematical processes and reasoning."

Section 2: Goals Assessed

Goal Assessed: Goal 1: English

<u>Methodology</u>: BHSU faculty gathered student artifacts, created a rubric to assign performance indicators to the artifacts, and then applied that rubric to the artifacts.

<u>Level of Achievement/Learning Outcome:</u> BHSU faculty used the language in the goal to create specific performance indicators to assess the System General Education Goal. A rubric for applying these indicators was applied to student artifacts across the following Learning Outcomes:

SLO1: Write using standard American English, including correct punctuation, grammar, and sentence structure.

SLO2: Write logically.

SLO3: Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive).

SLO4: Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.

	Below Proficient	Proficient	Exemplary
SLO1	12%	47%	41%
SLO2	0%	73%	27%
SLO3	13%	81%	6%
SLO4	0%	87%	13%

Table 1 summarizes the results of the English assessment.

 Table 1: English Student Learning Outcomes

Goal Assessed: Goal 5: Mathematics

<u>Methodology</u>: BHSU faculty gathered student artifacts, created a rubric to assign performance indicators to the artifacts, and then applied that rubric to the artifacts.

<u>Level of Achievement/Learning Outcome:</u> BHSU faculty used the language in the goal to create specific performance indicators to assess the System General Education Goal. A rubric for applying these indicators was applied to student artifacts across the following Learning Outcomes:

SLO1: Use mathematical symbols and mathematical structure to model and solve real world problems.

SLO2: Demonstrate appropriate communication skills related to mathematical terms and concepts.

Table 2 summarizes the results of the Mathematics assessment.

	Below Proficient	Proficient	Exemplary
SLO1	32%	19%	49%
SLO2	25%	27%	47%

Table 2: Mathematics Student Learning Outcomes

Section 3. Findings

Goal Assessed: Goal 1: English

<u>Interpretation of Findings</u>: Drawn from three sections of ENGL 101 courses satisfying the English general education requirement, 17 total artifacts were collected and assessed by applying a rubric established by the English faculty. The rubric guided the faculty in assessing each artifact as being "below proficient," "proficient," or "exemplary" in satisfying each of the four student learning outcomes in the English general education goal. Table 3 shows the rubric applied for this goal.

	Level 1 - Below Proficient	Level 2 - Proficient	Level 3 - Exemplary
Mechanics, Grammar, and Syntax: Write using standard American English, including correct punctuation, grammar, and sentence structure.	Convey meaning inconsistently due to errors in punctuation, grammar, and syntax.	Convey meaning adequately in prose that is clear and fluent overall, though some lapses are evident.	Convey meaning precisely, clearly, and fluently in prose that demonstrates control of the conventions of punctuation, grammar, and syntax.
Logical Development. Write logically	Use sometimes relevant logic to explore the subject in some parts of the essay, though that logic is intermittent and, at times, incoherent.	Use relevant logic to explore the subject and to develop the essay, though that logic is not wholly systematic or coherent.	Use relevant, systematic, and coherent logic to explore the subject and to develop the essay.
Persuasion. Write persuasively, using a variety of rhetorical strategies (e.g., exposition, argumentation, description).	Use a limited repertoire of rhetorical strategies, only some of which are suited to the writing task and audience, that demonstrates limited understanding of the subject and an inability to argue plausibly or consistently.	Use a variety of rhetorical strategies, most of which are suited to the writing task and audience, to demonstrate adequate comprehension of the subject and to argue plausibly overall.	Use a variety of rhetorical strategies suited to the writing task and audience to demonstrate mastery of the subject and to argue convincingly.
Research and Documentation. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.	Demonstrate an attempt to use sources to support ideas, but effort and results are inconsistent as is documentation.	Demonstrate mostly consistent use of credible, relevant sources to support ideas and document them properly overall, though some lapses are evident.	Demonstrate skillful use of credible, relevant sources to develop ideas and document them properly.

Goal 1: Students will write effectively and responsibly and will understand and interpret the written expression of others.

Table 3: English rubric

The artifacts included the following:

- Film analysis essays in which the student created a logical argument regarding a key takeaway from the film. The students were required to quote from and make other direct references to the film, and they created a works cited page.
- Final semester papers which incorporated materials from other primary sources that could contribute to the students' thesis. These papers were intended to foster skills in all of the areas of writing, including the incorporation of outside materials, creating a logical argument, organizing, and writing in standard English.
- A study of several poems thematically related to each other. Students presented their ideas in logical form according to the thesis and cited the poetry as evidence.

	SLO1	SLO2	SLO3	SLO4
Number of artifacts sampled	17	15	16	15
Number of artifacts Below Proficient	2	0	2	0
Number of artifacts Proficient	8	11	13	13
Number of artifacts Exemplary	7	4	1	2
Percentage Below Proficient	12%	0%	13%	0%
Percentage Proficient	47%	73%	81%	87%
Percentage Exemplary	41%	27%	6%	13%

Table 4 provides more information about the number of artifacts assessed across each learning outcome and the results of the assessment.

Table 4: English Student Learning Outcomes artifact counts

<u>Comparison of Findings from Prior Period</u>: In Table 5, the results of the English assessment from Table 1 in Section 2 are compared to results from the previous English assessment in 2020-2021.

		Below Proficient	Proficient	Exemplary	
	SLO1	12%	88% co	mbined	
2020-	SLO2	22%	78% combined		
2021	SLO3	29%	71% co	mbined	
	SLO4	14%	86% combined		
	SLO1	12%	47%	41%	
2022-	SLO2	0%	73%	27%	
2023	SLO3	13%	81%	6%	
	SLO4	0%	87%	13%	

Table 5: English Assessment, 2020-2021 vs. 2022-2023

In general, student achievement on the English general education goal was measured to be higher during the 2022-2023 assessment than in the 2020-2021 assessment. In particular, while the percentage of artifacts assessed as "below sufficient" on SLO1 remained constant, the corresponding percentages dropped considerably for SLO2, SLO3, and SLO4. This indicates considerably more students were "proficient" or "exemplary" in the current assessment.

Several factors could account for these changes. Potential factors include sample sizes (a fairly small sample size in this assessment), intercoder reliability (different faculty applying the rubric from one assessment to the next), and changes in assessment leadership (new coordinator, different forms). As such, no strong conclusions can be drawn from the minor differences between the 2020-2021 and 2022-2023 assessments.

Goal Assessed: Goal 5: Mathematics

<u>Interpretation of Findings</u>: Drawn from six sections of MATH 114 courses satisfying the Mathematics general education requirement, 102 total artifacts were collected and assessed by applying a rubric established by the Mathematics faculty. The rubric guided the faculty in assessing each artifact as being "below proficient," "proficient," or "exemplary" in satisfying each of the two student learning outcomes in the Mathematics general education goal. Table 6 shows the rubric applied for this goal.

	Level 1 - Below Proficient	Level 2 - Proficient	Level 3 - Exemplary
	Minimal understanding of mathematical processes and reasoning.	Basic understanding of, and has the ability to apply, fundamental mathematical processes and reasoning.	Deep understanding of, and has the ability to apply and analyze, mathematical processes and reasoning effectively.
Outcome 1: Students will use mathematical symbols and	Aware of a mathematical plan to solve a quantitative problem.	Follows a mathematical plan to solve a quantitative problem.	Creates a mathematical plan to solve a quantitative problem.
mathematical structure to model and solve real world problems.	Aware of a sequence of steps that constitutes a valid line of reasoning.	Follows a given sequence of steps that constitutes a valid line of reasoning.	Creates a given sequence of steps that constitutes a valid line of reasoning.
	Aware of a multi-step mathematical process to answer a question and the need to evaluate the reasonableness of results.	Follows a multi-step mathematical process through to a logical conclusion and evaluates the reasonableness of the result.	Outcome
Outcome 2: Students will demonstrate appropriate communication skills related to mathematical terms and concepts.	Understands mathematical notation, has a working knowledge of mathematical terms and shows some work when solving a problem.	Uses mathematical notation in finding the solution of a problem and appropriately communicates the intermediate steps showing work progressing to the solution.	Uses proper mathematical notation in all aspects of the solution of a problem and appropriately communicates the line of reasoning through the completion of the problem.

Goal 5: Students will understand and apply fundamental mathematical processes and reasoning.

Table 6: Mathematics rubric

The artifacts were student responses on an exam question from the third and final exam of the semester, on which students were allowed a notecard. The exam question was a part of a summative activity. Students were allowed 90 minutes to complete the full exam. The exam was partially completed in the Pearson online learning platform MyLab Math and partially written (including the artifact exam question).

Table 7 provides more information about the number of artifacts assessed across each learning outcome and the results of the assessment.

	SLO1	SLO2
Number of		
artifacts	102	102
sampled		
Number of		
artifacts Below	33	26
Proficient		
Number of		
artifacts	19	28
Proficient		
Number of		
artifacts	50	48
Exemplary		
Percentage		
Below	32%	25%
Proficient		
Percentage	19%	27%
Proficient		
Percentage	49%	47%
Exemplary		

Table 7: Mathematics Student Learning Outcomes artifact counts

<u>Comparison of Findings from Prior Period</u>: In Table 8, the results of the Mathematics assessment from Table 2 in Section 2 are compared to results from the previous Mathematics assessment in 2020-2021.

		Below Proficient	Proficient	Exemplary
2020-	SLO1	11%	30%	59%
2021	SLO2	11%	30%	59%
2022-	SLO1	32%	19%	49%
2023	SLO2	25%	27%	47%

Table 8: Mathematics Assessment, 2020-2021 vs. 2022-2023

In general, student achievement on the Mathematics general education goal was measured to be lower during the 2022-2023 assessment than in the 2020-2021 assessment. In particular, the percentage of artifacts assessed as "below sufficient" on both SLO1 and SLO2 increased. Correspondingly, the percentages of students who were assessed to be "proficient" or "exemplary" in the current assessment were lower.

Several factors could account for these changes. Potential factors include sample sizes (a fairly small sample size in the previous assessment), intercoder reliability (different faculty applying the rubric from one assessment to the next), and changes in assessment leadership (new coordinator, different forms). As such, no strong conclusions can be drawn from the minor differences between the 2020-2021 and 2022-2023 assessments.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 1: English

Each student learning outcome was satisfied at the "proficient" or "exemplary" level by at least 88% of students sampled. While this number is satisfactory, plans for continuous improvement are ongoing. After completing the assessment and compiling the data, faculty members in English were consulted for input on how to increase the number of students who are "proficient" or "exemplary." Here are their recommendations:

- Facilitate class-to-class collaboration between Advanced Creative Writing and Introduction to Acting, which utilizes research-based collaboration and experiential learning techniques. The two classes could work together to create a full-length theater production from scratch and perform it for the public by the end of the semester. The pilot program was a marked success with obvious improvements in student interest, enrollment, engagement, student success (grades), and recruitment.
- Make use of the latest in games theory and play pedagogy, by utilizing small-group, inclass, narrative games to facilitate engaging discussion, research, analysis, and writing about education, pedagogy, and narrative. The pilot programs have seen significant gains in student engagement, retention, and overall progress on relevant outcomes.
- Move all our composition classes back toward strict Aristotelian argumentation based on syllogistic reasoning and the use of enthymemes.

Goal Assessed: Goal 5: Mathematics

Each student learning outcome was satisfied at the "proficient" or "exemplary" level by at least 68% of students sampled. While this number is satisfactory, plans for continuous improvement are ongoing. After completing the assessment and compiling the data, faculty members in Mathematics were consulted for input on how to increase the number of students who are "proficient" or "exemplary." Here are their recommendations:

- Make greater use of CalcPlot3D to help students to visualize mathematical concepts in 3 dimensions more effectively.
- Include more work that requires students to show their work in class.
- Encourage more students to take advantage of the Math Assistance Center on campus for free tutoring.
- Provide more remediation as necessary, through extra assignments in the OLS or during.

Section 5. Summary

As this report indicates, most students sampled for this assessment satisfied every learning outcome at the "proficient" or "exemplary" level for both the English and Mathematics general education goals. Black Hills State University remains committed to continual review and improvement of general education offerings, in the hopes of maintaining or improving the quality of student outcomes and learning.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

Dakota State University	2023-2024	
Institution	Academic Year Reporting Period	_
Dr. Jeanette McGreevy	Jeanette McGreevy	10/15/2025
Assessment Representative	Institutional Approval Signature	Date
Dr. Rebecca Hoey	Joecca d' Hoey	10/15/2025
Provost	Provost Approval Signature	Date

Section 1. Introduction

Dakota State University assesses all six general education System Graduation Requirements (SGRs) annually. Each of the six general education areas (Written Communication, Oral Communication, Social Sciences, Fine Arts/Humanities, Math, and Natural Sciences) has a designated faculty assessment leader who, in collaboration with other faculty teaching general education courses during the academic year, determines course-embedded measures aligned with learning outcomes, targets, benchmarks, and use of results for improvement. General education assessment leaders annually report learning outcome results to DSU's Institutional Academic Assessment Coordinating Committee for accountability and feedback.

As required by BOR Policy 2.3.9 Assessment and AAC Guideline 2.3.9.A General Education Assessment Reporting, this report includes learning outcomes results for Dakota State University students for the 2023-2024 academic year in the general education areas of English and Mathematics.

Section 2: Goals Assessed 2023-2024:

GOAL #1 (Written Communication): Students will write effectively and responsibly and will understand and interpret the written expression of others.

Methodology: In August 2023, a member of the University Academic Assessment Committee met with the Provost and decided to significantly expand the number of sections collecting assessment data. They aimed to gather data from every Math General Education (GE) section for all learning outcomes. A comprehensive list of course sections meeting the general education goal for the 2023-24 academic year was compiled. Instructors were informed before the semester began and provided with the student learning outcomes, guidance on selecting assessment artifacts, the approved rubrics, and instructions for submitting data. The results were shared with the Academic Assessment Committee and University leadership at the end of each semester.

• Number of students assessed: 576

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• Measurement instruments selected: As determined by instructor in consultation with program colleagues

GOAL #5 (Mathematics): Students will understand and apply fundamental mathematical processes and reasoning.

Methodology: As with Goal #1 (Written Communication), the University attempted to gather data from every mathematics GE section for all learning outcomes.

- Number of students assessed: 937
- Measurement instruments selected: As determined by instructor

Section 3. Findings

GOAL #1 (Written Communication): Students will write effectively and responsibly and will understand and interpret the written expression of others.

Level of	of	Achieveme	nt/Lear	ning	Outcome
----------	----	-----------	---------	------	---------

	F2F	Online	Total
			(F2F+OL)
Research and Documentation in Writing			
Exceeding Proficiency	37.6%	35.6%	32.8%
Meeting Proficiency	51.1%	37.3%	50.5%
Not Meeting Proficiency	11.2%	27.1%	16.6%
Writing American English			
Exceeding Proficiency	44.6%	39.0%	41.7%
Meeting Proficiency	48.2%	37.7%	47.0%
Not Meeting Proficiency	7.6%	17.5%	11.4%
Writing Logically			
Exceeding Proficiency	40.4%	49.3%	42.6%
Meeting Proficiency	51.2%	33.8%	47.1%
Not Meeting Proficiency	8.4%	17.0%	10.2%
Writing Persuasively			
Exceeding Proficiency	48.0%	40.0%	43.2%
Meeting Proficiency	43.1%	37.1%	45%
Not Meeting Proficiency	9.0%	22.9%	11.7%

Interpretation of Findings: For the 2023-2024 school year, the University gathered larger numbers of assessment data than previous years (n=576). In all four areas, the percentage of students who met or exceeded proficiency increased. Taking a longer-term perspective (using data back to 2020), outcomes have improved in two of the four areas. There is also a sizeable gap in outcomes between online students and face-to-face students, with those in traditional classrooms performing higher than those online in each of the four goal areas. Approximately 48% of the students assessed were in online courses. Students met the faculty designated benchmark of 70% in each sub area.

Comparison of Findings from Prior Period:

% of Students Meeting or Exceeding Proficiency in Written Communication						
Written Communication Goal Areas	2022-2023	2023-2024				
	Academic Year	Academic Year				
Research and Documentation in Writing	82.0%*	83.4%*				
Writing American English	86.6%*	88.6%*				
Writing Logically	81.7%*	89.8*				
Writing Persuasively	81.1%*	88.3%*				

*Met Long-Term Benchmark of 70% Meeting or Exceeding Proficiency

GOAL #5 (Mathematics): Students will understand and apply fundamental mathematical processes and reasoning.

Level of Achievennent/Leanning Outcome	Level	of	Achieve	ement/I	earning	Outcome:
--	-------	----	---------	---------	---------	----------

	F2F	Online	Total
			(F2F+OL)
Communication of Math Terms and Skills			
Exceeding Proficiency	0%	0.7%	0.03%
Meeting Proficiency	65.2%	83.4%	71.8%
Not Meeting Proficiency	34.8%	15.9%	27.8%
Math Symbols and Structure for Problem			
Solving			
Exceeding Proficiency	0%	1%	0.4%
Meeting Proficiency	71.6%	87.4%	77.0%
Not Meeting Proficiency	28.4%	11.5%	22.6%

Interpretation of Findings: The math faculty were pleased with the student outcome levels and noted that they were similar to past data. They did point out that the number of students participating in the assessment process had increased significantly (n=937), which should provide increased accuracy. Even so, they brainstormed methods for getting even more students to participate.

The percentage of students not meeting proficiency was higher in the fall than in the spring, which was somewhat unanticipated. This may be a function of using a new hire in the fall, though it is difficult to verify this. Also unexpectedly, online students had higher levels of proficiency than did face-to-face students. Students performed better on problem solving than communicating mathematical terms and skills. Approximately two-thirds of the students assessed were enrolled in face-to-face courses, with the rest in online courses.

% of Students Meeting or Exceeding Proficiency in Mathematics					
Mathematics Goal Areas	2022-2023 Academic Year	2023-2024 Academic Year			
Communication of Mathematical Terms and Skills	68.0%	72.2%			
Mathematical Symbols and Structure for Problem Solving	68.5%	77.4%			

Comparison of Findings from Prior Period:

Assessment data shows increased levels of student achievement in comparison with the previous year. This is a function of investments in teaching materials, intentional assigning of professors in GE courses, and smaller workloads/class sizes as a result of hiring additional math faculty. Because of these actions, students are now reaching the faculty designated benchmark of 70%.

Section 4. Plans for Continuous Improvement

GOAL #1 (Written Communication): Students will write effectively and responsibly and will understand and interpret the written expression of others.

The analysis of assessment data for general education written communication courses has identified some areas in need of improvement. One major issue is the discrepancy in outcomes between online courses and face-to-face courses. Adjunct instructors assist many with online sections. Moving forward, program faculty will provide improved training on assessment processes and expectations. They will also seek to standardize the assessment instrument used to provide greater consistency.

GOAL #5 (Mathematics): Students will understand and apply fundamental mathematical processes and reasoning.

The evaluation of assessment data for the general education math classes has revealed some areas that need improvement. Assessment leaders are currently working with faculty to streamline the reporting process and provide clear directions to all faculty.

Another key finding is the need for greater coordination across the program in terms of reporting methods and standards. While the current system works well for the math program, largely due to Dr. Wicklein's availability and support, there is room for improvement in standardizing reporting practices across the program. Faculty are supportive of providing access to the D2L platform to streamline data collection.

Section 5. Summary

GOAL #1 (Written Communication): Students will write effectively and responsibly and will understand and interpret the written expression of others.

In each of the four general education written communication learning outcomes, the Dakota State University students assessed during the 2023-2024 academic year met or exceeded the faculty-determined benchmark of 70% proficiency. Faculty who teaching general education social sciences courses will continue to refine assessments aligned with learning outcomes, make adjustments in pedagogy to meet students' needs, and carefully consider the use of online instructors.

GOAL #5 (Mathematics): Students will understand and apply fundamental mathematical processes and reasoning.

In each of the two general education mathematics learning outcomes, the Dakota State University students assessed during the 2023-2024 academic year met or exceeded the faculty-determined benchmark of 70% proficiency. Faculty teaching general education math courses will continue to refine assessments aligned with learning outcomes, make adjustments in pedagogy to meet students' needs, and analyze multiple semesters of learning outcomes results to inform decision making. For the 2024-25 school year, the University is onboarding two new faculty, which will require training in the assessment process. The University should continue to be conscientious in assigning instructors for online courses to maintain the same level of outcomes we have currently obtained.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

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NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

Northern State University	2023-2024	
Institution	Academic Year Reporting Period	
Kristi Brownfield	Institutional Approval Signature	11/06/2024
rissessment representative	institutional reproval orginatare	Dute
Michael Wanous	<u>Michael Wanous</u>	11/06/2024
Provost	Provost Approval Signature	Date

Section 1. Introduction

During 2023-24, Northern State University faculty assessed student learning related to General Education Goals 1 & 5. Per BOR Policy 2.11, Goal 1 is stated as: Students will write effectively and responsibly and will understand and interpret the written expression of others. Goal 5 is: Students will understand and apply fundamental mathematical processes and reasoning.

Section 2: Goals Assessed Goal Assessed: Goal 1

Methodology:

Northern lists two courses included in Goal 1 (ENGL-101 and ENGL-201), assessment is only performed in ENGL-201 due to the sequential ordering of these classes and the fulfillment of the ENGL-101 requirement via non-Northern class completions. During the 2023-24 academic year, 17 sections of ENGL-201 were conducted by Northern faculty with 7 sections providing ratings data for 49 students. All sections were online and only from Fall 2023. Due to the low amount of ratings data initially collected in Spring 2024, instructors and faculty were asked to submit again in early Fall 2024. Despite the second attempt to capture data, the response rate from instructors was extremely low for Goal 1. In the future, this will be addressed by working with faculty and instructors as a group and having them enter their ratings collectively as a group. This will both allow us to capture more comprehensive data but also allow the Assessment Director to capture initial data on inter-rater reliability.

Instructors of Goal 1 courses designed assignments that prompted students to demonstrate their abilities related to each of the learning outcomes in Goal 1. Faculty typically used different assignments for each of the outcomes and used assignments that took place during the the end of

the semester. Assignments that were assessed by faculty for the individual learning outcomes included: final exams and papers. Instructors were asked to complete student assessment ratings for both outcomes according to the BOR-established rubric for each outcome within their D2L course shells with the Goal 1 rubric attached for ease of scoring student work. Faculty were also asked to submit a cover sheet for each section of a Goal 1 course they taught which summarized results and shared them with the Office of Institutional Research and Assessment, where office staff aggregated and disaggregated those results to report on student learning for the whole campus.

Level of Achievement/Learning Outcome:

For each learning outcome, faculty used three levels of proficiency for student ratings: Below Proficient, Proficient, Exemplary. The percentage of students per proficiency category and learning outcome are displayed in the following table.

Goal 1 Assessment Results	Below Proficient	Proficient	Exemplary
Learning Outcome 1: Mechanics, Grammar and Syntax: Write using standard American English, including correct punctuation, grammar and sentence structure.	22%	71%	6%
Learning Outcome 2: Logical Development. Write logically.	22%	71%	6%
Learning Outcome 3: Persuasion. Write persuasively, using a variety of rhetorical strategies (e.g., exposition, argumentation, description).	18%	76%	6%
Learning Outcome 4: Research and Documentation. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.	20%	73%	6%

Goal Assessed: Goal 5

Methodology:

Instructors of Goal 5 courses designed assignments that prompted students to demonstrate their abilities related to each of the four learning outcomes in Goal 5. Northern lists ten courses that are included in Goal 5: MATH-103 (Mathematical Reasoning), MATH-114 (College Algebra), MATH-115 (Precalculus), MATH-120 (Trigonometry), MATH-121 (Survey of Calculus), MATH-123 (Calculus I), MATH-125 (Calculus II), MATH 216 (Discrete Structures), MATH-225 (Calculus III), and MATH 281 (Introduction to Statistics). During the 2023-2024 academic year, 2 sections of MATH 103, 8 sections of MATH 114, 1 section of MATH 123, 1 section of MATH 225, and 1 section of MATH 281 were assessed. Data was collected from NSU faculty teaching on-campus and online courses as well as sections from E-Learning, and any sections offered at the Huron campus location. Data was requested from Rising Scholars instructors but due to technical difficulties with creating D2L accounts to submit ratings and the ongoing NACEP self-study, no data was collected from those sections.

Faculty predominantly used the same assignment or assignment types for both outcomes. Not all faculty provided time periods for each assessment but of those that did, the majority of faculty reported using assessments in their course sections at the end of the semester. Instructors largely used exam questions, real-world problem solving, word problems, and general homework assignments to assess the learning outcomes. Instructors were asked to complete student assessment ratings according to the BOR-established rubric for each outcome within their D2L course shells with the Goal 5 rubric attached for ease of scoring student work. Faculty were also asked to submit a cover sheet for each section of a Goal 5 course they taught which summarized results and shared them with the Office of Institutional Research and Assessment, where office staff aggregated and disaggregated those results to report on student learning for the whole campus.

Level of Achievement/Learning Outcome:

For each learning outcome, faculty used three levels of proficiency for student ratings: Below Proficient and Proficient. The percentage of students per proficiency category and learning outcome are displayed in the following table.

Goal 5 Assessment Results	Below	Proficient
	Proficient	
Learning Outcome 1: Students will use mathematical symbols and	19%	81%
mathematical structure to model and solve real world problems.		
Learning Outcome 2: Students will demonstrate appropriate	14%	86%
communication skills related to mathematical terms and concepts.		

Section 3. Findings

Goal Assessed: Goal 1

Interpretation of Findings: Students seem to perform similarly across all four outcomes. Due to the low response rate, there is no data for Spring 2024 or for modalities other than online. Given this, it is inappropriate at this time to make substantive conclusions based on this data regarding student proficiency in writing.

Due to the inclusion of a rating system within D2L, Northern is now able to capture demographic data to better enhance our understanding and assessment of student learning. Due to the small samples size of our ratings, it would be inappropriate to draw statistical conclusions regarding student performance. However, we can still observe patterns within the data that will allow us to observe change over time and how this affects different demographics. Students appear to perform similarly regardless of gender though the disparity in female versus male students taking these courses may skew the data. Women tend to be rated "Exemplary" more often than men and men are more likely to be rated "Below Proficient" than women across all four outcomes. Faculty indicated this difference was likely due to the cultural expectations of women that require them to be better communicators. We have small numbers of students of color when data are disaggregated by race/ethnicity (n=6) leading to more variation between the groups. When analyzing aggregate categories of white and non-white students, there is a stark contrast between the proficiency ratings. However, given the small number of non-white students sampled, it would be inappropriate to make conclusions at this time. Despite this, we will need to continue

tracking performance to have a better idea of how students of color are adapting and performing in the classrooms overall. Students appear to perform similarly regardless of student type with students coded as juniors performing the best overall. No junior was rated as "below proficient." Perhaps more concerning is the senior students (n=3), all of which were rated as "below proficient."

Comparison of Findings from Prior Period:

This assessment cycle included a much smaller sample compared to 2020-2021 (n=165), despite the increase of modalities that were scheduled be assessed (e.g., on campus, online, Huron, etc.). Three years ago, 73% of students were rated as proficient or exemplary for outcome 1 (77% in AY23-24), 85% of students were rated as proficient or exemplary for outcome 2 (77% in AY23-24), 88% of students were rated as proficient or exemplary for outcome 3 (82% in AY23-24), and 71% of students were rated as proficient or exemplary for outcome 4 (79% in AY23-24). This indicated an overall decrease in proficiency in outcomes 2 and 3, but this may be because of sample size. The faculty indicated two potential reasons for the drop in proficiency in these outcomes: (1) students coming from high school into the composition classes with learning loss from COVID-19; faculty indicated that student work demonstrated the loss of approximately a year worth of learning and (2) a loss of critical thinking skills in general due to an overreliance on standardized testing and formulaic writing. For example, faculty expressed the need to "unteach" writing techniques that are designed for standardized testing such as the "5-paragraph essay."

We are unable to compare the previous cycle in terms of different modalities, due to only data from online sections being provided this cycle. When comparing the online sections in 2020-2021, students performed similarly to the previous cycle on all four outcomes when assessing aggregate categories of "below proficient" versus "proficient/exemplary." In contrast, students were much more likely to be assessed as "exemplary" in the previous cycle on all four outcomes compared to 2023-2024.

Goal Assessed: Goal 5

Interpretation of Findings:

Students seem to perform similarly across both outcomes. When evaluating modality, students appear to do better in on campus or E-Learning sections compared to the traditional online courses. This is the opposite compared to the previous cycle, in which online students performed better. One potential explanation for the change is the separation of E-Learning sections into their own category for assessment. We know that online sections have higher percentages of high school dual credit students than face-to-face sections, and those high school students typically perform better academically than traditional college students due to differences in motivation and academic profile. Similarly, the E-Learning sections often capture this same demographic. When comparing the high school dual credit students in E-Learning sections and online sections, there is no difference in performance.

Turning to the better performance in fall sections compared with spring, there are no differences in performance between students, though a majority are taking the courses in the spring compared to fall. We know that students must delay taking MATH-114 until the spring when they first need to complete remedial coursework. It is also common for students who are apprehensive about
taking math classes to delay enrollment. Finally, students who are not pursuing a math-intensive degree program may not find it necessary to fulfill their math general education requirement right away, and those students may have weaker math skills in general. All these scenarios can impact on the academic profile (related to mathematics) of students enrolled in the spring semester. When evaluating the course type, there are no differences in performance. MATH 123 (n=9) and MATH 225 (n=3) are outliers in that all students in both courses were evaluated as "proficient." However, there is no reason to believe this difference is related to anything but the small sample size.

Due to the inclusion of a rating system within D2L, Northern is now able to capture demographic data to better enhance our understanding and assessment of student learning. Students appear to perform similarly regardless of gender though the disparity in female versus male students taking these courses may skew the data. We have small numbers of students of color when data are disaggregated by race/ethnicity (n=44) leading to more variation between the groups. When analyzing aggregate categories of white and non-white students, there is no statistical difference in proficiency ratings. Despite this, we will need to continue tracking performance to have a better idea of how students of color are adapting and performing in the classrooms overall. Students appear to perform similarly regardless of student type and class, with seniors and nondegree-seeking students performing slightly better overall. Most of our students taking Goal 5 courses are high school dual credit (79%), particularly students enrolled in E-Learning sections of MATH 114 (68%). Faculty are pleased that there is largely no difference in performance

Comparison of Findings from Prior Period:

This assessment cycle included a larger sample compared to 2020-2021 (n=220) due to the increase in modalities being assessed (e.g., E-Learning). It is likely that this number will also increase again during the next cycle if Rising Scholars sections are included in the sample. Three years ago, 65% of students were rated as proficient for outcome 1 (81% in AY23-24) and 65% of students were rated as proficient for outcome 2 (86% in AY23-24. This indicated an overall increase in proficiency. Faculty indicated this overall increase of proficiency was likely tied to the inclusion of E-Learning students into the sampling during this assessment cycle. As noted previously, the E-Learning and dual credit high school students often perform at higher levels compared to more traditional first-time full-time college students.

Compared to the previous cycle, there are differences based on delivery terms with students being more proficient in fall compared to spring previously. Similarly, there are differences in modality, with online sections being less proficient compared to three years ago. The inclusion of E-Learning sections does provide new dimensions to the data, and we will need more time to accumulate data from new modalities, such as Huron, E-Learning, and Rising Scholars sections prior to making any substantive conclusions.

Section 4. Plans for Continuous Improvement

Goal Assessed: Goal 1

Reflecting on the assessment process and results described in this report, the most important recommendation is to continue collecting assessment data in a consistent and regularized fashion. We will also need to do a better job with our evidence collection to ensure that we have comprehensive data. Missing data does not allow us to have a full picture of how our

students are doing within our Goal 1 general education courses. This is also the initial collection of Goal 1 assessments from Huron, Rising Scholars, Online E-Learning, as delivery modes. This gives a fuller picture of how Goal 1 courses are taught but only at this one period. Further longitudinal data will provide more insight into the development and trends found in our delivery of general education at Northern.

Similarly, we will need to ensure that there is sufficient support for our students from traditionally marginalized groups so that they may continue to succeed in our classes. Further cross-sections of student demographics will help us discover those trends.

Finally, the faculty expressed a desire to complete a grade norming exercise as a department to ensure consistency between ratings, particularly given turnover in faculty and instructors. After completing the norming, faculty also wish to work on a standardized "handbook of writing" that can be provided to students to assist not just in the Goal 1 courses but throughout their college career.

Goal Assessed: Goal 5

Reflecting on the assessment process and results described in this report, the most important recommendation is to continue collecting assessment data in a consistent and regularized fashion. We will also need to do a better job with our evidence collection to ensure that we have comprehensive data. Missing data does not allow us to have a full picture of how our students are doing within our Goal 5 general education courses. This is also the initial collection of Goal 5 assessments from Huron, Rising Scholars, Online E-Learning, as delivery modes. This gives a fuller picture of how Goal 5 courses are taught but only at this one period. Further longitudinal data will provide more insight into the development and trends found in our delivery of general education at Northern.

Similarly, we will need to ensure that there is sufficient support for our students from traditionally marginalized groups so that they may continue to succeed in our classes. Further cross-sections of student demographics will help us discover those trends.

Finally, faculty expressed a desire to discuss the rubric used, noting it as potentially too subjective, as a group that includes full-time faculty, adjunct instructors, and Rising Scholars and E-Learning Master teachers. A full focus group provides time to complete norming exercises and provides robust feedback to the Math Discipline Council on the rubric and assessment process.

Section 5. Summary

The 2023-24 academic year was the second cycle of general education assessment for Goals 1 and 5 under the current guidelines and faculty showed an understanding of the new process the overall and purpose of assessing student learning. The observed proficiency rates were generally satisfactory across all learning outcomes, although faculty noted potential areas for improvement in both Goals. Upon having a group discussion about the assessment results described in this report, faculty made suggestions that were meaningful and feasible for improving student learning across delivery modalities.

Moving forward, the Assessment Director will specifically work with faculty and instructors to increase interrater reliability as this was an area of concern noted by faculty during debriefs for both Goals 1 and 5. The amount of missing data from sections not assessed is also an issue that will need to be addressed to ensure that we continue collecting assessment data in a consistent and regularized fashion. We have not, in this or previous assessment cycles, measured summer sections of our general education courses. This is due to the qualitative difference in length and intensity of 5- or 10-week summer course in comparison to the regular 15-week semester. However, beginning with AY2022-2023, Northern has begun offering 6-week and 8-week course sections of selected general education courses during the regular fall and spring semesters that may provide more reliable comparisons to summer sections. In our next assessment cycle, this is one of the potential new areas we should explore.



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South Dakota Mines	AY2023-2024	
Institution	Academic Year Reporting Period	
Darcy Briggs	Darcy Briggs	6.12.2024
Assessment Representative	Institutional Approval Signature	Date
Lance Roberts	I a so co R A sute	6 12 2024
	Lunce Roberts	0.12.2024
Provost	Provost Approval Signature	Date

Section 1. Introduction

Academic Year 2023-2024 represented the second full year of the newly designed and revamped general education assessment process being in place at South Dakota Mines. During this academic year, Written Communication (Goal 1) and Mathematics (Goal 5) were assessed. This report serves to summarize the data, information, and insights gained through that assessment, and the continuous improvement strategies identified to improve student learning.

Section 2: Goals Assessed Goal Assessed: Written Communication (Goal 1)

Methodology:

Written Communication learning outcomes are included in one course offered at South Dakota Mines, ENG 101 Composition I.

Multiple sections of this course were included in the assessment activities, and the evaluation of student achievement toward the learning outcomes utilized the Goal 1 Communication Rubric.

	Below Proficient	Proficient	Exemplary
Outcome 1: Mechanics, Grammar, and Syntax	5 (6%)	61 (77%)	13 (17%)
Outcome 2: Logical Development	13 (17%)	46 (58%)	20 (25%)
Outcome 3: Persuasion	22 (28%)	45 (57%)	12 (15%)
Outcome 4: Research and Documentation	24 (30%)	37 (47%)	18 (23%)

Level of Achievement/Learning Outcome:

The overall achievement at the learning outcome level is reflected in the following table

Goal Assessed: Mathematics (Goal 5)

Methodology:

Mathematics learning outcomes are included in several courses offered at South Dakota Mines:

- MATH 120 Trigonometry
- MATH 123 Calculus I
- MATH 125 Calculus II
- MATH 225 Calculus III

Multiple sections of these courses were included in the assessment activities, and the evaluation of student achievement toward the learning outcomes utilized the Goal 5 Mathematics Rubric.

The overall achievement at the learning outcome level is reflected in the following table:			
General Education Goal #5	Level 0:	Level 1:	Level 2:
	No valid work	Below proficient	Proficient
Outcome 1: Model and solve real-world problems	195 (22%)	207 (23%)	497 (55%)
MATH 120 Trigonometry	18 (12%)	60 (40%)	72 (48%)
MATH 123 Calculus I	133 (38%)	73 (21%)	142 (41%)
MATH 125 Calculus II	23 (11%)	23 (11%)	159 (78%)
MATH 225 Calculus III	21 (11%)	51 (26%)	124 (63%)
Outcome 2: Mathematical communication	318 (22%)	265 (19%)	837 (59%)
MATH 120 Trigonometry	14 (19%)	29 (39%)	31 (42%)
MATH 123 Calculus I ¹	180 (35%)	60 (12%)	281 (54%)
MATH 125 Calculus II	71 (11%)	130 (21%)	421 (68%)
MATH 225 Calculus III	53 (26%)	46 (23%)	104 (51%)

Level of Achievement/Learning Outcome:

Section 3. Findings Goal Assessed: Written Communication (Goal 1)

Interpretation of Findings:

Our assessment and evaluation in Fall 2023 show that current instructional strategies are largely effective. Most students were at least proficient in all four of the outcomes in Goal 1, ranging from 70% proficient or exemplary in Outcome 4 (research and documentation) to 94% proficient or exemplary in Outcome 1 (mechanics, grammar, and syntax). The outcome with the highest percentage of students failing to reach proficiency was Outcome 4 (research and documentation) at 30% below proficient with Outcome 3 (persuasion) not far behind at 28% below proficient. However, Outcome 4 had a substantially higher percentage of students with work rated as exemplary (23%) compared to Outcome 3 with only 15% rated as exemplary.

Faculty identified recent changes they had made in course structure that resulted in less time placed on persuasion (Outcome 3) and research and documentation (Outcome 4) during the Fall 2023 semester. In our discussion of the results, it was decided that rather than focus our instructional improvement strategy on any single learning outcome it would be more productive to focus on a more holistic approach that would positively impact student learning across all Goal 1 courses and all four outcomes.

Comparison of Findings from Prior Period:

The following chart provides the findings of Written Communication (Goal 1) assessment from AY2020-2021. Given the wholesale change in the general education assessment process utilized at South Dakota Mines in AY 2021-2022, direct comparison of the findings from the two academic years is not possible.

	Earlier artifacts	Later artifacts
Outcome 1 – Below Proficient	13	6
Outcome 1 – Proficient	27	30
Outcome 1 – Excellent	22	26
	Earlier artifacts	Later artifacts
Outcome 2 – Below Proficient	22	10
Outcome 2 – Proficient	24	31
Outcome 2 – Excellent	16	21
	Earlier artifacts	Later artifacts
Outcome 3 – Below Proficient	20	9
Outcome 3 – Proficient	28	33
Outcome 3 – Excellent	14	20
	Earlier artifacts	Later artifacts
Outcome 4 – Below Proficient	22	9
Outcome 4 – Proficient	26	33
Outcome 4 – Excellent	12	20

Goal Assessed: Mathematics (Goal 5)

Interpretation of Findings:

Insights gained from an analysis of the findings are presented in four broad categories: assessment artifacts, assessment rubrics, student collected work, and overall student performance.

Assessment artifacts. The review of assessment problems was positive. The department was content with the overall quality and breadth of the problems asked, as well as their relevance to the two GEG5 outcomes. Three areas for improvement were identified:

- Faculty selected their own assessment problems, typically consisting of 3–5 quiz or exam problems that collectively addressed both GEG5 outcomes. Consequently, outside of the coordinated FA23 MATH 123 classes, there was little consistency in the assessment problems used across different sections of the same class. This made it challenging to compare student work across different sections of the same course.
- Faculty often forgot to make digital copies of student work prior to returning exams, thereby losing data acquired from assessment problems taken from in-class exams. Consequently, faculty were often required to use problems from homework and/or the final exam. Unfortunately, such problems often lead to an increase in Level 0 (No valid work) submissions:
 - While non-exam assessments such as homework assignments or collaborative projects (such as in-class worksheets or "open" quizzes) can provide better insight into a student's thinking process and skill set, because any individual assignment is typically worth only a small percentage of a student's final grade, students are much more likely to ignore *non-exam* assessment problems. This inflates the number of cases counted at Level 0 – it is difficult to

distinguish students who simply opt out of an assignment from those who truly do not understand it.

- Similarly, assessment problems taken from a final exam, while having the benefit of assessing the cumulative effect of the class on a student's GEG5 performance, are also often left blank due to grade inertia, the tendency for the final exam to have no effect on a student's course grade outside of extremely unlikely low or high scores. Again, this inflates the number of cases counted at Level 0 it is impossible to distinguish students who opt out of a problem for "test triage" considerations from those who truly do not understand the problem.
- 3. Problems for GEG5 Outcome 2 often emphasized understanding mathematical notation and language, often at the expense of having students attempt to explain (via exposition rather than equation) their thought process.

Assessment rubrics. The review of assessment rubrics was more ambivalent. While faculty members independently agreed on how they would implement the GEG5 rubric into their assessment grading in practice (described in Bullet 1), they were dissatisfied that these seemed out of alignment with the SGR #5 Math Rubric. Two areas for improvement were identified:

- 1. The approved levels for Mathematics represent *No valid work, Below proficient,* and *Proficient,* rather than the more traditional rankings *Below proficient, Proficient,* and *Exemplary.* (These are, in fact, how the *other five* General Education Goals are ranked.) Some faculty assessed student work more in alignment with the traditional scale, and thus more critically than the rubric called for.
 - The 80%-or-better threshold is certainly sufficient to indicate Level 2, but may not be necessary for it. For example, on a problem for GEG5 Outcome 1, a student *could* provide a "logically valid sequence of steps to solve a problem" *but* could make minor arithmetic or algebraic errors at each step. This would likely bring their score below 80%, although it might be argued that they have demonstrated Level 2 proficiency *per the SGR rubric*. (That said, most department faculty would argue that the presence of minor or careless errors at each step of a process should *not* indicate proficiency in one's ability to *solve* such problems.)
- 2. Many faculty would prefer to move to a *Below proficient, Proficient,* and *Exemplary* ranking, although it is unclear that this would be allowed under the current SDBOR Gen Ed process.

Student work. The review of submitted student work was largely positive. Faculty seemed to agree with the assigned grading of student submissions. One area of improvement was identified:

 Instructors in FA23 MATH 123 had the advantage of giving the same assessments, which allowed them to compare each other's students' work continuously, which ensured that their individual grading was consistent across sections and provided real-time cross-sectional diagnostic information for the classes to implement. Instructors in non-coordinated sections lacked this advantage.

Student performance. Review of the overall performance data indicates that the proficiency rate is **low**: only Calculus II had a majority of assessment problems scored at Level 2 for both outcomes of GEG5. Faculty discussion and review of student work resulted in the following conclusions:

1. Students entering MATHs 120 and 123 have weaker algebra and writing skills than their prepandemic cohorts, possibly reflecting greater use of online curricula and homework platforms (and therefore less practice with writing mathematical expressions) in K12 schools. Weaknesses in algebra negatively impact a student's ability to *construct and solve real world problems* (Outcome 1), while weakness in writing skills negatively impact a student's ability to *communicate mathematics effectively* (Outcome 2).

2. Students in MATHs 125 and 225 have more matured mathematics skills (reflected in their higher proficiency rates), although the content of these courses is significantly more challenging.

Since most incoming freshmen students at Mines are placed into MATH 120 or MATH 123, and success in a student's first mathematics class is one of the best indicators of their continued learning and success at Mines, the department is focusing its efforts to improve student learning on GEG5 in those classes first by reviewing and redesigning them to address these deficiencies. This will be described below.

Additionally, department review also identified other confounding factors that could contribute to the overall lowering of the GEG5 proficiency rate:

- The majority of GEG5 classes at Mines are *calculus-based* and highly *dependent on mastery of college algebra*. This increases the difficulty of problems involving associated real-world applications and symbolic mastery. Gaps in a student's algebraic knowledge will necessarily hamper their performance on GEG5 problems, regardless of the clarity and effectiveness of their calculus instruction.
- The use of non-semester-exam problems (i.e., problems from homework or the final exam) increased the number of **Level 0** submissions, without that necessarily being indicative of lack of student understanding.
- Lack of consistent problem selection and ambiguity in their proficiency assessment made it harder to compare results across sections.

Comparison of Findings from Prior Period:

Due to a confluence of several unexpected events, including a major restructuring of the mathematics department (AY19), its major (AY20), its internal assessment processes (AY21), and conflicting instructions from the then Associate Provost for Academic Affairs (AY20), the processes to assess General Education Goal #5 looked very different in AY20/21. During that one academic year only, the Fundamentals of Engineering (FE) exam was used as a proxy assessment artifact.

Consequently, the department opted to use the AY24 GEG5 cycle to serve as a baseline for future assessments across all four GEG5 classes: MATH 120 (Trigonometry), MATH 123 (Calculus I), MATH 125 (Calculus II), and MATH 225 (Calculus III).

Section 4. Plans for Continuous Improvement

Goal Assessed: Written Communication (Goal 1)

Faculty identified the implementation of metacognitive/reflection activities or assignments as a means of improving growth in students' writing skills and their ability to transfer those skills to other contexts. Research indicates that introducing metacognition and reflection into writing courses enhances writing skill transfer and growth. Metacognition has also been found to positively impact writing self-efficacy which is associated with improved transfer and performance. In Fall 2024, Goal 1 courses will explicitly introduce to students the practice of metacognition/reflection for writing and why it's useful and include at least one metacognitive/reflection activity or assignment. We will also implement a survey to measure students' self-efficacy at the start and end of the semester using the Situated Academic Writing Self-Efficacy Scale (SAWSES).

Goal Assessed: Mathematics (Goal 5)

The current plan for improvement is two-fold. First, the department will review and update MATH 120 and 123 with the aim to improve overall student learning and success. Second, the department will improve the selection, administration, and assessment of GEG5 artifacts to better gauge the effectiveness of these curricular changes.

Curricular plan. The department plans to better align the curriculum and assessment of MATHs 123 and 120 with the recommendations resulting from the 2015 National Study of College Calculus administered by the Mathematical Association of America:

- 1. Active and purposeful coordination of sections and instructors,
- 2. Construction of engaging courses with appropriate STEM content,
- 3. Purposeful use of active learning pedagogies in the classroom,
- 4. Integrated with proactive student support services, and
- 5. Regular review of local data to inform new GEG5 decisions.

For each GEG5 class, the department will charge an *ad hoc* subcommittee to review course learning outcomes and their alignment with Mines programs' needs and General Education goals, and develop a common curriculum that includes topic schedule, grade structure, and assessments. This will be presented to the Mathematics Curriculum Committee for further refinement before implementation.

Assessment plan. The review of GEG5 assessment artifacts will consist of the following.

- 1. *Preselection of assessment problems.* The department will develop a plan to provide GEG5 instructors the GEG5 assessment problems at the start of the semester as part of their semesterly assessment assignment. A process for the design and vetting of these problems needs to be developed and implemented. These problems will be pooled over the 3- and/or 6- year assessment cycle, which will allow for comparisons against past cohorts.
- 2. Development of consistent rubrics. With common problems, the department will also develop common rubrics for their assessment. Discussion of these rubrics will take place as part of the department's annual review process, with rubrics finalized for courses selected for GEG5 assessment in 2026.
- 3. *Establishment of benchmarks for proficiency*. Eliminating cross-sectional noise will give a better understanding of student progress towards GEG5. This will provide a more accurate baseline of student performance in AY27, from which benchmarks for future progress will be derived.

Section 5. Summary

This is the second full year of general education assessment utilizing the new structure, process, and forms created by South Dakota Mines in AY2021/2022 and the first time Written Communication (Goal 1) and Mathematics (Goal 5) were assessed under the new structure. While there are always opportunities to improve, the new process is providing to be solid.

The established learning outcomes and rubrics for the BOR system were utilized as the foundation for the assessment work. The faculty readily engaged in the assessment work, and through the analysis of the data and information, gained valuable insights. Further, through their collaborative discussions, strategies and initiatives to improve their assessment processes, and most importantly student learning, in the future were identified and are in the process of being implemented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 2.3.9.A and BOR Policy 2.3.9. This report should be no more than 5-10 pages in length.

South Dakota State University	2023-2024	
Institution	Aeademic Year Reporting Period	
Robyn Marschke	Kaya Curselle	10-21-24
Assessment Representative	Institutional Approval Signature	Date
Teresa Seefeldt	Jutalo	10-21-24
Vice Provost Undergrad Educ	Vice Provost Approval Signature	Date
Dennis Hedge	Paled	10-21-24
Provost	Provost Approval Signature	Date

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Section 1. Introduction

The South Dakota State University General Education Assessment Plan outlines the purpose, principles, and processes which guide the assessment of student learning identified by the System General Education goals and student learning outcomes.

The goal of general education assessment is to determine how well and in what ways students are achieving the intended learning outcomes. The process provides meaningful information and feedback for faculty who teach general education courses. Our general education assessment plan incorporates multiple sources to assess student learning. These sources may include (a) student artifacts from their coursework, (b) results from the Senior Exit Survey, (c) results from the National Survey of Student Engagement, and (d) optional focus groups.

For all general education learning outcomes, SDSU has established a benchmark: 75% of SDSU students included in the sample will achieve proficient or exemplary status. We ask faculty to use rubrics to assess proficiency. When a rubric is not appropriate, faculty determine how to measure proficiency.

Section 2: Goal #1 (English)

Goal #1: Students will write effectively and responsibly and will understand and interpret the written expression of others. As a result of taking courses meeting this goal, students will:

- a. Write using standard American English, including correct punctuation, grammar, and sentence structure,
- b. Write logically,
- c. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive), and
- d. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.

Methodology:

The Vice Provost for Undergraduate Education and the Assistant Vice President for Institutional Research and Assessment select each year a sample of approximately 25% of approved General Education courses. The faculty teaching the courses submit artifacts for assessment. Our assessment of English learning outcomes originally included four sections of English 101. One section (SE1) was excluded from assessment due to an instructor resignation and another section, S15, included several students who were also enrolled in a concurrent section for Basic Writing. Overall, we assessed three sections of English 101 and 55 students.

Level of Achievement/Learning Outcome:

Student proficiency exceeded the 75% benchmark for all four Student Learning Outcomes. The proficiency rate was highest for SLO 1 (Grammar) at 96% followed by SLO 4 (Persuasion) at 91%. The proficiency rate was 84% for SLO 2 (Logical Development) and 82% for SLO 5 (Research and Documentation).



Comparison of Findings from Prior Period:

Compared to 2021, proficiency increased substantially for Grammar, Persuasion, and Research and Documentation. Proficiency of students' logical development increased slightly.



Section 3. Goal #5 (Math)

Goal #5: Students will understand and apply fundamental mathematical processes and reasoning. As a result of taking courses meeting this goal, students will:

- a. Use mathematical symbols and mathematical structure to model and solve real world problems,
- b. Demonstrate appropriate communication skills related to mathematical terms and concepts.

AAC Guideline 2.3.9.A(Form) – General Education Assessment Form (Last Revised 07/2022)

Methodology:

The Vice Provost for Undergraduate Education and the Assistant Vice President for Institutional Research and Assessment select each year a sample of approximately 25% of approved General Education courses. The faculty teaching the courses submit artifacts for assessment. Our assessment of math learning outcomes included 5 sections of Math 114 and 3 sections of Statistics (STAT 281) with up to 549 students. The faculty opted to collect artifacts from exams and group projects.

Level of Achievement/Learning Outcome:

Student proficiency exceeded the 75% benchmarks for both SLOs. The overall proficiency was 84% for SLO 1 on the use of math structures to solve problems. The rate varied among the sections, ranging from 78% to 100%. The overall proficiency was 90% for SLO 2 on math terms and concepts, ranging from 78% to 98%.



Comparison of Findings from Prior Period:

The proficiency rate was higher for math terms and concepts (90%) than problem solving (84%) and both rates are substantial improvements upon the proficiency rates from 2020-2021.



Section 4. Plans for Continuous Improvement

SGR #1 (English):

- Create more practice assignments and encourage students to visit the writing center for feedback on essay drafts.
- Faculty intend to work towards a new interactive handbook to provide students more direct instruction in grammar/usage.
- Create more opportunities for students to practice paraphrasing and summarizing sources.
- Spend more time explaining assignments designed to compare genres and rhetorical situations.

SGR #5 (Math):

- Include more examples during lectures to demonstrate how to apply formulas and draw appropriate conclusions from data.
- Streamline lectures to increase time/focus on active participation problems.
- In homework, provide more practice problems and remove problems that are beyond the scope of the course.
- Faculty will adjust to make recitations more approachable with the hopes of increasing attendance, the collection of artifacts, and overall learning.

Overall:

- Monitor data collection to maintain the sample size of courses and a reasonable sample of artifacts when course schedules or teaching assignments change. For example, identifying an alternative section or alternative evaluators.
- Provide workshops for faculty whose courses are selected for assessment and general education assessment primers for any faculty who teach general education courses.
- Encourage faculty to select multiple types of artifacts to help triangulate the measurement of student learning.
- Assistant VP for Institutional Research and Assessment will investigate students' perceived gains on learning outcomes collected from the National Survey of Student Engagement and share results with key stakeholders.

Section 5. Summary

Overall, students performed well on the learning outcomes for SGR #1 and #5 especially writing using appropriate grammar and punctuation, incorporating formal research and documentation into their writing, and using math to solve real world problems. We identified opportunities to enhance student learning through pedagogical adjustments like clarifying the purpose of assignments, providing practice assignments, and encouraging students to use available resources. From an institutional perspective, we will ensure backup plans for data collection, encourage more robust measures of student learning, and provide professional development opportunities for faculty teaching general education courses.

YOUR South Death Board of Regents Prace Universities & Secual Sonials

SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

General Education Assessment Form

Use this form to report the university General Education Assessment per AAC Guideline 8.7.A and BOR Policy 2:11. This report should be no more than 5-10 pages in length.

NOTE: This form will be provided to the Board of Regents at their June BOR meeting.

University of South Dakota	2023-2024	
Institution	Academic Year Reporting Period	
Lisa K. Bonneau, Ph.D.	Line KBam-	10/10/2024
Assessment Representative	Institutional Approval Signature	Date
Kurt Hackemer, Ph.D.	Kaller	
Provost	Provost Approval Signature	Date

Section 1. Introduction

General Education is an academic program that provides students with a foundation of knowledge and skills to prepare them for success. General education requirements in South Dakota are outlined in SDBOR Policies 2.3.7 and 2.3.9 and AAC Guidelines 2.3.7.A, 2.3.7.B, 2.3.7.C, 2.3.7.D, 2.3.9.A, 2.3.9.A(1), and 2.3.9.A(A-1). Faculty members utilize a common rubric to evaluate the degree to which students meet the stated student learning outcomes for the given goal.

The two System General Education Goals and Student Learning Outcomes assessed this year are: Goal #1: Students will write effectively and responsibility and will understand and interpret the written expression of others and Goal #5: Students will understand and apply fundamental mathematical processes and reasoning.

Section 2: Goals Assessed

Goal Assessed: Goal 1 Written Communication

Methodology: In early August and December, a complete list of all course sections for courses that meet the general education goals for the semester was compiled. All faculty were notified right before or at the beginning of each semester and provided with the student learning outcomes for the goal, information on artifact selection, the approved rubrics, and the instructions to submit data within Nuventive. All course sections in all courses that met the goal were expected to assess student work and submit data for analysis. Results were analyzed at the end of the academic year.

	% Proficient and Exemplary
Logical Development	94.1%
Mechanics, Grammar, Syntax	94.4%
Persuasion	93.0%
Research, Documentation	90.6%

Level of Achievement/Learning Outcome:

Goal Assessed: Goal 5 Mathematical Process and Reasoning

Methodology: In early August and December, a complete list of all course sections for courses that meet the general education goals for the semester was compiled. All faculty were notified right before or at the beginning of each semester and provided with the student learning outcomes for the goal, information on artifact selection, the approved rubrics, and the instructions to submit data within Nuventive. All course sections in all courses that met the goal were expected to assess student work and submit data for analysis. Results were analyzed at the end of the academic year.

Level of Achievement/Learning Outcome:

	% Proficient and Exemplary
Communication of Terms & Skills	66.6%
Mathematical Symbols & Structures	66.2%

Section 3. Findings

Goal Assessed: Goal 1 Communication

Interpretation of Findings: Students are doing well meeting the learning outcomes of this goal. No benchmarks were set for comparison as assessment process in AY20-21 had success rates above 90%. The trends in assessment across the two assessment periods are similar though the Persuasion and Research & Documentation outcomes had slightly lower percentages of student work rated as proficient and exemplary.

Comparison of Findings from Prior Period:

	AY2020-2021	AY2023-2024
Logical Development	94.7%	94.1%
Mechanics, Grammar, Syntax	94.0%	94.4%
Persuasion	94.7%	93.0%
Research, Documentation	92.7%	90.6%

Goal Assessed: Goal 5 Mathematical Process and Reasoning

Interpretation of Findings: The results of the assessment in Mathematics for this period reflect the constant effort of the department to improve the success rate of students in the lower-level courses. Considering that less than 50% of high school students in South Dakota are proficient in Math, findings of this report show that most of the students seeking to satisfy the general requirements in math and who are taking our courses are improving their ability to express themselves in a rigorous manner and are getting better in converting real-life problems in mathematical language.

Comparison of Findings from Prior Period: No major changes have occurred in this period compared to the previous assessment cycle, with a slight improvement in the assessment of Communication of Terms and Skills.

	AY2020-2021	AY2023-2024
Communication of Terms & Skills	63.4%	66.6%
Mathematical Symbols & Structures	66.7%	66.2%

Section 4. Plans for Continuous Improvement Goal Assessed: Goal 1 Written Communication

The English department strives for continuous improvement in Goal #1: Students will write effectively and responsibly and will understand and interpret the written expression of others. While the success rates of the students in the individual learning outcomes are impressively high, the slight downward trend will be worth attending to. With the support of the English department, the Director of Writing and the Writing Committee examine the curriculum each year for necessary updates to materials and activities. The slight improvement in Mechanics, Grammar, Syntax correlates with the period of adopting a different online handbook with grammar exercises. While this coincidence of timing is not evidence of a link between the two, it may be worth attending to how regularizing some of the learning outcomes may continue to support students in their writing. Finally, the department would like to continue to review results disaggregated by modality as there may be room for additional improvement in online sections.

Goal Assessed: Goal 5 Mathematical Process and Reasoning

In certain courses the proficiency rates are lower than expected (especially College Algebra) where more changes need to be implemented and a better training of our TAs need to be provided. There is also a need for improvement of results at our Sioux Falls campus where there is a larger number of nontraditional students. We have frequent conversations with

instructors and with the leadership of Academic and Support Center to improve attendance and retention there.

Section 5. Summary

Faculty teaching courses in the Writing Program are required first and foremost to follow the guidelines provided in the English department's Course Instructor's Guides established for each of the courses meeting SGR#1. These guidelines are based on BOR policies, System General Requirements, and the relevant Student Learning Outcomes. The English department's Course Instructor's Guides include a wealth of information including sections on course materials and textbooks, required and suggested writing assignments, required course policies, academic integrity guidelines, grammar instruction, individual conferences, instructor and peer feedback, grading guidelines, information literacy and library instruction, and numerous other areas of attention. In addition to providing these materials, all Writing Program courses in the Department of English are overseen by the Director of Writing and the Chair of the department. Support for attending pedagogical training and numerous pedagogy workshops is provided through the department.

The Department of Mathematical Sciences monitors very closely the success rates in their entry level math courses, especially the Math 103 and Math 114 which typically have high enrollments and also struggle with the DFW rates. Course coordinators of these sections and the department chair meet at the end of every semester to discuss changes to the course and make adjustments that are needed to help students be more proactive in their learning and remove any unneeded obstacles for their success.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – A DATE: December 11-12, 2024

SUBJECT

BOR Policy Revisions Regarding Midterm Grading

BOR Policy 2.1.1 – System Academic Year/Academic Calendar (First Reading) BOR Policy 2.8.1 – Grades and Use of Grade Point Averages (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.1.1 – System Academic Year/Academic Calendar BOR Policy 2.8.1 – Grades and Use of Grade Point Averages

BACKGROUND / DISCUSSION

Midterm grading is a process whereby faculty provide a DEF grade (deficiency grade) to document a student's progress in their courses typically at the half point in the semester. BOR's current process is to initiate a DEF (deficiency grade) per campus guidance notating if there is a deficiency in the course. Since the DEF was initiated, the Regental system implemented an academic student early alert and success solution. This is the system where faculty can personalize communication to students on their successes in the class or potentially academic needs. The early alert system allows a more frequent schedule to personalize academic and student success communication. This new solution has transitioned the overall system to reducing the need for a DEF grade. Rather, best practice for universities typically is to enter a letter grade (A-F) for the student midway through the semester.

With renewal of the learning management solution¹ (D2L Brightspace) this past cycle, the top D2L priority identified by stakeholders was to synchronize midterm and final grades with the student information system (Banner), allowing for grades to be automatically exported from one system to the other. If the adoption of the synchronization is supported and implemented, the DEF grade will no longer be supported due to the grading functionality.

(Continued)

DRAFT MOTION 20241211_6-A:

¹ D2L allows faculty to deliver course content to students through an online platform. In addition to course curriculum and content, course assignments and quizzes can be delivered and graded.

I move to approve the first reading of the proposed revisions to BOR Policy 2.1.1 (System Academic Year/Academic Calendar) and BOR Policy 2.8.1 (Grades and Grade Point Averages), as presented.

This request for grade synchronization prompted a full review of BOR Policy 2.1.1 and BOR Policy 2.8.1. The Academic Affairs Council, working with the campuses, evaluated the policies in their entirety. These discussions started in <u>April 2024</u> and continue today. The following changes are being recommended for a first review.

BOR Policy 2.1.1 System Academic Year/Academic Calendar Dates:

1. <u>Section D: Important Academic Dates, subsection 6</u>: Modified the deficiency grade to mid-term grading dates.

BOR Policy 2.8.1 Grades and Use of Grade Point Averages:

- 1. Definition Section: Incorporated updated or new definitions.
- 2. <u>Undergraduate Grades</u>: Incorporated the integration and requirement for midterm grades. The movement to the D2L integration required actual letter grades, whereas, in the past faculty could opt to use a general code of DEF.
- 3. <u>Minimum Progression Standards</u>: In 2020 respectively, this policy was modified to move progression to once a year. After feedback from academic advising, student success advisors, and registrars, the policy will go back to twice a year at the conclusion of the Fall and Spring Term for minimum progression processes.
- 4. <u>Academic Standing</u>: Good academic standing was set at a GPA of 2.0 for all students, regardless of how many credit hours they have accumulated.
- 5. <u>Academic Suspension</u>: The vice presidents recommend removing language on the transcript for the undergraduate student and allow the universities due to accreditation needs to notate suspension at the graduate level.
- 6. <u>Minimum Progression Standards</u>: The movement from an associate's to a bachelor's degree program may require coursework and a good standing prior to the major change.
- 7. <u>Financial Aid Eligibility</u>: Any changes to credit hours or academic suspension may impact financial aid. Therefore, this language was added to alert the student of potential impact.
- 8. <u>Academic Amnesty</u>: The last portion of Section 4.4.2.2 was moved to Section 4.4.2.7 In addition, AAC recommended adding clarifying language 'from an accredited university' in Section 4.4.2.4 for purposes of academic amnesty.
- 9. <u>Graduate Grades</u>: The incorporation of midterm grading was implemented into the policy allowing a campus to execute policy based on campus programming requirements.
- 10. <u>Last Date Attended</u>: Based on federal rules for both financial aid and distance education for professional licensure, language was updated to ensure compliance.

BOR Policy Revisions Regarding Midterm Grading December 11-12, 2024 Page 3 of 3

While this policy has been reviewed by the academic vice presidents, to ensure all relevant stakeholders are informed of the relevant changes, Dr. Minder will meet with the following groups:

- Academic Records: Discussing with academic record staff on end-of-term processing.
- Academic Advisors: Deliberating with academic advising for the academic progression processing.
- D2L Administrators: Testing with the D2L administrators and faculty on grade integration.
- Campus Stakeholders: Continuing discussions with faculty via the academic vice president and campus processes.
- Faculty Discipline Councils: Communicating with the faculty discipline councils.

IMPACT AND RECOMMENDATION

The Academic Affairs Council (AAC) recommends the following preliminary enhancements to BOR Policy 2.1.1 and BOR Policy 2.8.1. These policies are scheduled to be presented at the April 2025 BOR meeting for formal approval with a Fall of 2025 implementation.

The work that must occur over the next several months to prepare for a September 2025 golive include:

- Approving the final testing of the grade integration.
- Documenting procedures for the D2L enhancements.
- Developing AAC Guidelines for midterm and final grading.
- Implementing system process changes for the student information system.

The Board academic staff supports the recommendation for the initial draft of the revised attached policies. The system academic staff and the vice presidents will continue to work through the change management of this policy and the impacts to the student information system.

The timeline associated with this policy revision will be as follows:

- First Reading December 2024 BOR Meeting
- Second and Final Reading April 2025 BOR Meeting
- Go-Live Start of Fall 2025

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2.1.1 – System Academic Year/Academic Calendar

Attachment II – Proposed Revisions to BOR Policy 2.8.1 – Grades and Grade Point Averages

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Academic Year / Academic Calendar

NUMBER: 2.1.1

A. <u>PURPOSE</u>

This policy defines the academic year for the Regental institutions and applies to the six public institutions of higher education. This policy governs the academic calendars as approved by the Board of Regents and serves two fundamental purposes for the system. First, Federal Financial Aid requires programs to meet the established academic calendars. Second, academic instruction and processing within the student information system requires a well-coordinated academic calendar that spans admissions, registration, billing, financial aid, academic records, completion and transcription, and reporting.

B. DEFINITIONS

- 1. Academic Calendar: Date-driven academic year divided into formatted terms and detailed by academic and non-academic days.
- 2. Academic Days: Academic class days available in the academic calendar where academic engagement and instruction occurs.
- **3.** Academic Engagement: Defined under federal regulations¹ as active participation by a student in an instructional activity related to the student's course of study and includes, but is not limited to attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students; submitting an academic assignment; taking an assessment or an exam; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; participating in a study group, group project, or an online discussion that is assigned by the institution; or interacting with an instructor about academic matters.
- 4. Academic Year: Represents a 365-day period establishing term begin and end dates.
- 5. Census Date: A date determined after calculating the calendar days as outlined in section D.4 for the term or non-standard term.
- 6. Finals Week: Dates designated for the delivery of final examination or completion of course assignments to conclude the term and non-standard term.
- 7. Instructional Time: A period of seven (7) consecutive days in which at least one (1) day of regularly scheduled academic engagement occurs.

¹ <u>Code of Federal Regulations (CFR), Title 34, Part 600.2</u>

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- 8. Non-Academic Days: Those calendar days that have no academic engagement activity. These days include holidays, non-scheduled class day, spring-break, administrative days, etc.
- **9. Regental 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.
- **10.** Semester: Defined as fifteen (15) weeks of instructional activity followed by finals week for Fall and Spring. The duration of weeks may be shorter for the summer semester.
- **11. Term:** Defined as a more general duration of the academic calendar. The Regental system provides semester terms. Within a semester, parts of terms may exist.

C. GOVERNANCE, POLICY STATEMENTS

- 1. All Regental institutions shall operate under a common standard academic calendar approved by the Board of Regents except for the Medical School and Law School at the University of South Dakota.
- 2. The U.S. Department of Education² requires institutions with programs offering credit hours to establish an academic calendar to include thirty (30) weeks of instructional time for Fall and Spring. Instructional time does not include non-academic days or periods of orientation, counseling, homework, vacation, or other activity not related to academic engagement.
- **3.** The full part of the term for Fall and Spring semester terms are fifteen (15) weeks of instructional time each for federal compliance. The student information system may have multiple parts of terms which are approved by the institution and must comply with federal law.
- 4. The Summer semester/term is an abbreviated semester and may be less than fifteen (15) weeks. The academic days and part of the term for the summer courses can be an intensive and concentrated schedule to ensure the required course contact hours and credit hour requirements are met.
- 5. The academic year begins with the summer term and is defined as the header [beginning] of the academic year for federal financial aid purposes.
- 6. Finals week shall be the last full week of the semester after the fifteen (15) weeks of instructional activity.
- 7. The student information system shall be utilized to process all academic processes related to the academic calendar.
- **8.** The system enrollment services center shall work with the institutional registrar, financial aid, student accounts receivable, and general student service offices to develop a processing calendar prior to each term. This processing calendar presents a collaborative effort across

² Federal Student Aid Handbook. <u>Academic Years, Academic Calendars, Payment Periods, and Disbursements |</u> 2022-2023 Federal Student Aid Handbook

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the institutions and across multiple disciplines (academic records, accounts receivable, admissions, financial aid, and technology).

9. The system academic processing calendar shall be posted and made available to all personnel working with academic processing.

D. IMPORTANT ACADEMIC DATES

The academic calendar includes the following important dates (listed in alphabetical order). The Academic Affairs Council (AAC) Guidelines will provide more information on system academic processing for these important dates.

1. Billing Dates

The student information system and shared student accounts receivable services shall process all billing approximately six (6) weeks prior to the start of the fall and spring terms and by May 1st for the summer term across the Regental system.

2. Disbursement of Financial Aid

Federal regulations allow the first federal financial aid disbursement to be no sooner than 10 days before the start date of each term. Each institution may set their own first disbursement date for each term and their own disbursement schedule throughout the term. Financial aid disbursement occurs on a rolling basis throughout each term.

3. Add-Drop Dates

The add/drop period is the period during which students may adjust their academic schedule for the terms without financial or academic consequences. The last day of the drop/add period for a course shall be designated as the census date for that course and will be the official date for enrollment reporting.

4. Census Dates

The official date for standard courses shall be the date the first ten (10) percent of the term ends. For any non-standard course, the census date shall be calculated for the course based on the number of calendar days for the course. When calculating ten (10) percent of the term, all days are included (Saturday, Sunday, and holiday) except for breaks of five (5) or more days. Breaks of five (5) days are excluded from the total number of days for calculating ten (10) percent of the course.

5. Mid-Term Date

The Mid Term Date shall be determined by counting the number of academic days from the beginning of a term and dividing by two (2) (rounding up where the number of class days in a term is an odd number). The Mid Term Date shall be the last day of the first half of the term.

6. Mid-Term Deficient Academic Grading Progress Dates

Instructors shall submit a deficient academic progress report<u>midterm grades</u> for undergraduate students no later than three (3) working days after the Mid Term Date for Fall and Spring terms. Procedures for midterm grading can be found in AAC Guideline 2.8.1.1.

7. Withdrawal Dates

Last day to withdraw from any/all courses must occur prior to 70 percent of the term or nonstandard term to receive a 'W'. There are financial implications to withdrawing after census and up to the 70 percent date as outlined on the academic calendar. For more information on tuition and fees and withdrawal, see BOR Policy 5:7.2.

8. End of Term Dates

8.1. Finals Week

For the full part of term, the last week of the schedule is considered the finals week. It shall be after the full fifteen weeks of the semester.

8.2. Final Semester Grade Dates

Instructors shall submit all grades no later than three working days after the last day of final summative examinations and assignments for the term.

8.3. Final Grade Validation

The Registrar's Office at each university shall validate that all grades are submitted no later than two working days following the instructor's submission deadline as outlined above in 8.2.

8.4. System Processing

Immediately following completion of grade validation (next business day), the system enrollment services center must promptly initiate the student information systems processing calendar. The end of term calendar timeline is approved by the functional experts each term.

9. Refund Dates

BOR Policy 5.7.2 shall outline the refund policy for students.

E. NON-ACADEMIC APPROVED DAYS

1. Holidays are considered non-academic days. The approved holiday schedule for Regental institutions is listed.

New Year's Day	January 1*
Martin Luther King Jr. Day	Third Monday in January
Presidents' Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19*
Independence Day	July 4*
Labor Day	First Monday in September
Native Americans' Day	Second Monday in October
Veterans' Day	November 11*
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25*

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*If January 1, June 19, July 4, November 11, or December 25 fall on a Sunday, the Monday following shall be observed as the holiday; if they fall on a Saturday, Friday is the holiday³.

2. The academic calendar shall have other pre-scheduled dates where no class will be scheduled (e.g., spring break). If the entire week is not scheduled, it shall not count as an instructional week.

RESOURCES:

- <u>BOR Policy 2.4.3</u> Definition and Assignment of Credit Hours
- <u>BOR Policy 5.7</u> Refunds
- <u>Academic Calendar</u>
- AAC Guideline 2.8.1.1 Midterm and Final Grading

SOURCE:

BOR 1978; BOR July 1971; § 1-5-1, 1974; BOR May 1990; BOR, April 1992; BOR December 1993; BOR January 1996; BOR June 1999; BOR May 2000; BOR May 2001; January 2002; BOR May 2002; BOR December 2002; March 2003; BOR December 2003; BOR May 2004; BOR December 2004; BOR December 2005; BOR March 2006; BOR December 2011; BOR March 2022; BOR August 2023; October 2023 (Clerical)-; April 2025.

³ South Dakota Codified Law 1-5-1.

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SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Grades and Use of Grade Point Averages (GPA)

NUMBER: 2.8.1

A. <u>PURPOSE</u>

To define undergraduate and graduate level grades to be used at Board of Regents institutions, and to describe the use of grade point averages for the purposes of minimum progression, graduation standards, academic amnesty, and various academic honors.

B. <u>DEFINITIONS</u>

- **1. Dual Enrolled Student:** A student who has earned college credit prior to their high school graduation, where the credit is included on both the official high school and postsecondary institution transcript.
- **<u>2.</u>** External Transfer Student: A degree or non-degree seeking student who transfers from a non-Regental institution.
- 3. Final Grade: The last and final grade assigned at the end of the term.
- **1.<u>4.</u>Internal Transfer Student:** A degree or non-degree seeking student who transfers among one of the six Regental institutions which results in the change to the studentsstudent's "home" designation.
- 5. Dual Credit Student: A student who has earned college credit prior to their high school graduation, where the credit is included on both the official high school and postsecondary institution transcript. Last Date Attended: The last date of academic engagement/participation by a student as reported by the instructor as reported by the instructor.
- 6. Level: Indicates whether a student is an undergraduate, graduate, medical or law student.
- 7. Midterm Grade: Grades assigned for courses delivered over the full term typically between the sixth and eighth week of courses.

C. <u>POLICY</u>

1. Undergraduate Grades

Midterm undergraduate grades will be assigned for all full part of term courses unless exempted under AAC guideline 2.8.1.1. Final Uundergraduate gGrades will be assigned to the undergraduate academic level and to all courses and sections with course numbers ranging from 001 to 499. Plus and minus grades are not used.

Grades and Use of Grade Point Averages (GPA)

А	Exceptional	4.00 grade points per semester hour
В	Above Average	3.00 grade points per semester hour
С	Average	2.00 grade points per semester hour
D	Lowest Passing Grade	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
RI	Incomplete (Remedial)	Does not calculate into any GPA
RS	Satisfactory (Remedial)	Does not calculate into any GPA
RU	Unsatisfactory (Remedial)	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit granted
WD	Withdrawal (First 6 Courses)	Does not calculate into any GPA, no credit granted
WW	Withdrawal (All Courses in a	Does not calculate into any GPA, no credit granted
	term)	
WFL	Withdrawal (7 th Course or	0.0 grade points per semester hour
	higher)	
AU	Audit	Does not calculate into any GPA
Ι	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
SP	Satisfactory Progress	Does not calculate into any GPA
EX	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit granted
LR	Lab grade linked to	0 credit course
	Recitation Grade	
NG	No Grade	0 credit tracking course
NR	Grade not Reported	Does not calculate into any GPA
	by Instructor	
Grade*	Academic Amnesty	Does not calculate into any GPA, no credit given

2. Undergraduate Grade Descriptions, Uses, and Restrictions

- 2.1. <u>AU:</u> An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term.
- 2.2. <u>CR:</u> A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.
- 2.3. <u>EX:</u> An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.
- 2.4. <u>I:</u> An incomplete (I) grade may be granted only when all of the following conditions apply:
 - A student has encountered extenuating circumstances that do not permit him/her to complete the course.

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- The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.
- The student does not have to repeat the course to meet the requirements.
- The instructor must agree to grant an incomplete grade.
- The instructor and student must agree on a plan to complete the coursework.
- The coursework must be completed within one semester; extensions may be granted by the <u>institutional</u> Chief Academic Affairs Officer.
- If the student completes the course within the specified time, the grades that may be assigned are A, B, C, D, F, S, RS, RU, or U.
- If the student does not complete the course within the specified time, the grade assigned will be F (Failure) or U (Unsatisfactory) or RU (Remedial Unsatisfactory) or S/U as applicable.
- 2.5. <u>IP:</u> An in progress (IP) grade may be granted only when all of the following conditions apply:
 - The requirements for the course (for every student enrolled in the course) extend beyond the current term.
 - The extension beyond the current term must be defined before the class begins.
 - The instructor must request permission to award IP grades for a course from their Department Head and Dean, and then approval must be obtained from the <u>institutional</u>-Chief Academic Affairs Officer or designee.
 - A definite date for completion of the course must be established in the course syllabus.
- 2.6. <u>NG:</u> A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).
- 2.7. <u>RI, RS, RU:</u> Remedial grades (RI, RS, RU) may be granted only for courses numbered 001 to 099.
- 2.8. <u>S/U:</u> A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.
- 2.9. <u>SP:</u> A satisfactory progress (SP) grade may be granted only for students enrolled in MATH 095. If the grade of SP is awarded the following conditions apply:
 - The grade is an alternative to RS and RU.
 - The student must have made satisfactory progress during the course but the student did not develop mastery of all the required content. If the student successfully mastered the materials, the grade of RS should be assigned. If satisfactory progress was not made, the grade of RU should be assigned.

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2.10. <u>WD:</u> Beginning with the Fall 2015 term, a grade of withdrawal (WD) may be assigned only six times during a student's undergraduate career. If the student drops additional classes, a grade of WFL will be assigned. Withdrawal grades assigned to continuously enrolled students prior to this term will not count against the limit. Additionally, those withdrawal grades assigned at a non-Regental institution prior to entry as a transfer student will not be counted against the six course limits. This limit does not include W grades assigned if a student withdraws from all classes in a given term, which will be assigned a WW grade. The campus Chief Academic Affairs Officer may make exceptions to this requirement in those cases where there are unique factors.

3. Definition and Calculation of Grade Point Averages

The following grade point averages are calculated each academic term (Fall, Spring, Summer):

- 3.1. <u>Institutional GPA</u>: based on credits earned at a specific Regental university. Utilized to determine if degree requirements have been met and to determine Honors Designation at graduation.
- 3.2. <u>System Term GPA</u>: based on credits earned at any of the six Regental universities within a given academic term (Fall, Spring, Summer). Utilized to determine minimum progression status.
- 3.3. <u>Transfer GPA</u>: based on credits earned and officially transferred from an accredited college or university outside the Regental system. When a letter grade that normally calculates into the grade point average exists for a non-academic course (e.g., credit earned via examination), it will be included in the transfer GPA.
- 3.4. <u>Cumulative GPA</u>: based on all credits earned by the student (transfer credit plus system credit). Utilized to determine minimum progression status and to determine if degree requirements have been met and to determine Honors Designation at graduation.
 - 3.4.1. When a course has been repeated for credit, all attempts will be entered on the transcript, but the last grade earned will be used in the calculation of the cumulative grade point average (See also 2:5, section B.7).

4. Minimum Progression Standards

- 4.1. Minimum progression standards and related actions are based on the student's cumulative grade point average and system term grade point average.
 - 4.1.1. <u>Good Academic Standing</u>: A student, who meets or exceeds the cumulative grade point average requirements as listed, is considered to beis in good academic standing. The Academic Standing process is completed at the end of the <u>Fall and Spring Term</u>. The required <u>A good academic standing is at or above a GPAs are based on credit hour completion.</u> 2.0 GPA. Students who have taken more credit hours are expected to meet a higher GPA standard.

Grades and Use of Grade Point Averages (GPA)

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2.0

4.1.2 Academic Standing

4.1.2.1 <u>Academic Probation</u>: <u>The academic standing process shall be</u> <u>completed in each of the Fall and Spring terms</u>. If a student's cumulative grade point average falls below the GPA standard for <u>his/her designated class levelrank as listed in Section 4.1.1 at the end</u> of both the Fall and Spring academic term, the student shall be placed on academic probation for the following term(s) until academic progression is processed</u>.

While on academic probation the student must earn a system <u>term</u> grade point average that meets or exceeds the GPA standard required. During this period, the student's academic success team (as determined by the institution) is expected to monitor and meet with the student to best position him or her for success.

When a student on academic probation achieves a cumulative grade point average that meets or exceeds the GPA standard, the student is returned to good academic standing.

4.1.2.2 <u>Academic Suspension</u>: A student on academic probation who fails to maintain a term and/or cumulative grade point average that meets or exceeds the GPA standard required by the next Academic Standing process as described in Section 4.1.1 is placed on academic suspension for a minimum of two academic terms.

A student on academic suspension will not be allowed to enroll for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursuing a degree. An approved appeal granted by one Regental university will be honored by all Regental universities. (Also refer to BOR Policy 2.2.1, Section C.9.7. Students on Probation/Suspension.)

<u>4.1.2.2.1</u> Only Academic Suspension will be entered on the student's transcript. Academic probation will be noted in the internal academic record only.Transcripts</u>

Undergraduate academic progress shall not be notated on the transcript. Institutions may insert academic progress on the graduate transcript.

4.1.3 Students enrolling in the Regental system for the first time with prior credit, including internal and external transfer students and dual credit students, shall not be placed on probation by their designated home institution until they have been enrolled at a Regental university for one (1) academic term.

4.2 Minimum Progression Standard Report

5 Each Fall the Board of Regents will receive data on the minimum progression status for students in the Regental system. For each institution, data will be disaggregated to identify

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the number of undergraduate students in Good Standing, Placed on Probation, and Suspended for each admission classification.

4.2 Minimum Progression Standards for Degree and Major Changes

If a student starts in an associate degree as outlined in the admission guidelines with respect to admission criteria, those students must complete the required coursework for the first year, have a GPA that is in good standing based on section 4, 4.1 and must complete a minimum of 15 credit hours prior to requesting a change in degree/major.

5.14.3 Financial Aid Eligibility

If a student has been suspended from the institution, the student is no longer eligible for any financial aid unless they return to good standing. Once a student has been readmitted, the student's financial aid status and eligibility will be determined based on financial aid Satisfactory Academic Progress (SAP) standards.

5.24.4 Minimum Graduation Standards

To be awarded a baccalaureate degree, an associate degree or a certificate a student must at a minimum have a cumulative GPA of 2.0 or higher. With Board approval, additional requirements including more specific GPA requirements may be established for some programmatic offerings-and these must be met.

5.34.5 Academic Amnesty

- 4.4.1 The goal of academic amnesty is to respond to the academic needs of individuals as they develop newly identified potential. Through the application of academic amnesty, the student's prior academic record can be excluded from current work under certain conditions.
- 4.4.2 To be eligible for Academic Amnesty, the student must:
 - 4.4.2.1 Be an undergraduate, full-time or part-time, degree-seeking student at one of the universities in the South Dakota Regental system;
 - 4.4.2.2 <u>A.4.2.2</u> Not have been enrolled in any postsecondary institution for a minimum of three consecutive terms (including only Fall and/or Spring terms) prior to the most recent admission to the home institution; Exceptions may be granted in rare cases only by the Board of Regents Vice President for Academic Affairs upon recommendation by the Chief Academic Affairs Officer;
 - 4.4.2.3 Have completed a minimum of -twelve (12) graded credit hours taken at any Regental university with a minimum grade point average of 2.0 for the -twelve (12) credit hours after the most recent admission to the home institution;
 - 4.4.2.4 Not have earned a <u>certificate</u>, <u>associate or</u> baccalaureate degree from any <u>accredited</u> university;
 - 4.4.2.5 Not have been granted any prior academic amnesty at any Regental university;

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- 4.4.2.6 Submit a formal Academic Amnesty Petition to his/her home university following the procedures established by that university;
- 4.4.2.7 Exceptions may be granted in rare cases only by the Board of Regents Vice President for Academic Affairs upon recommendation by the Chief Academic Affairs Officer.
- 4.4.3 Conditions of Academic Amnesty:
 - 4.4.3.1 Academic amnesty does not apply to individual courses.
 - 4.4.3.2 Academic amnesty may be requested for:
 - 4.4.3.2.1 All previous postsecondary education courses, or
 - 4.4.3.2.2 All previous postsecondary education courses at a specific postsecondary institution, or
 - 4.4.3.2.3 A specified time<u>period</u> not to exceed one academic year (Fall/Spring) completed at any postsecondary institution(s).
 - 4.4.3.3 Academic amnesty, if granted, shall not be rescinded.
 - 4.4.3.4 Courses for which academic amnesty is granted will:
 - 4.4.3.4.1 Remain on the student's permanent record;
 - 4.4.3.4.2 Be recorded on the student's undergraduate transcript with the original grade followed by an asterisk (*);
 - 4.4.3.4.3 Not be included in the calculation of the student's grade point average because no credit is given;
 - 4.4.3.4.4 Not be used to satisfy any of the graduation requirements of the current degree program.
- 4.4.4 Academic amnesty decisions will be made by the student's home institution, will be honored by all undergraduate programs within the home institution, and will be honored by all undergraduate programs at other institutions within the South Dakota Regental system.
- 4.4.5 Universities outside of the South Dakota Regental system are not bound by the academic amnesty decisions made by the South Dakota Regental system.
- 4.4.6 Regental graduate programs and graduate professional schools may consider all previous undergraduate course work when making admission decisions.

4.5 Dean's List Designation

- 4.5.1 Undergraduate, full-time students may be designated for the Dean's List at the end of the fall and spring terms. The Dean's List designation is determined by the home university and is based on a student's total course registrations for academic credit for the term from any Regental university. The Dean's List designation does not appear on the transcript.
- 4.5.2 To be awarded Dean's List designation, students must meet the following guidelines.

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- 4.5.2.1 Students must have earned a minimum of twelve (12) credit hours in courses numbered 100-699 during the term.
- 4.5.2.2 Students must achieve a System Term GPA of at least 3.50.
- 4.5.2.3 Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

4.6 Academic Recognition for Undergraduate, Part-Time Students

- 4.6.1 Undergraduate, part-time students taking fewer than twelve (12) credits per term may be designated for Academic Recognition for Part-Time Students at the end of the fall and spring terms. The Academic Recognition for Part-Time Students designation is determined by the home university. The Academic Recognition for Part-Time Students designation does not appear on the transcript. To be awarded the Academic Recognition for Part-Time Students designation, students must meet the following guidelines:
 - 4.6.1.1 Students must have completed at least twelve (12) credit hours prior to the current semester at one or more Regental institutions.
 - 4.6.1.2 The student must have earned at least three (3) and up to eleven (11) credit hours of 100-699 level courses during the term.
 - 4.6.1.3 Students must achieve a System Term GPA of at least 3.50.
 - 4.6.1.4 Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

4.7 Honors Designation at Graduation

- 4.7.1 <u>Post-baccalaureate Degree</u>: The institution granting the degree determines the Honors Designation for its post-baccalaureate graduates. Common practices of the academy and of the specific discipline shall be followed.
- 4.7.2 <u>Baccalaureate Degree</u>: The institution granting the degree determines the Honors Designation for its graduates. To earn an Honors Designation at graduation the undergraduate student must meet both the following cumulative and institutional grade point averages:

Summa Cum Laude	equal to or greater than 3.9
Magna Cum Laude	equal to or greater than 3.7 and less than 3.9
Cum Laude	equal to or greater than 3.5 and less than 3.7

- 4.7.2.1 The undergraduate student must have completed a minimum of sixty (60) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2.3.7.)
- 4.7.3 <u>Associate Degree</u>: The institution granting the degree determines the Honors Designation for its associate-level graduates. To earn an Honors Designation at

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graduation, an associate-level graduate must meet both the following cumulative and institutional grade point averages:

With highest honor	equal to or greater than 3.9
With high honor	equal to or greater than 3.7 and less than 3.9
With honor	equal to or greater than 3.5 and less than 3.7

4.7.3.1 An associate-level graduate must have completed a minimum of thirty (30) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2.3.7.)

4.8 Graduate Grades

<u>Midterm grades are based on institutional requirements</u>. Final gGraduate Grades grades will be assigned to the Graduate Academic Level and to all Courses and Sections with course numbers of 500 or greater. Plus and minus grades are not used.

А	Exceptional	4.00 grade points per semester hour
В	Good	3.00 grade points per semester hour
С	Average	2.00 grade points per semester hour
D	Unsatisfactory	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit granted
AU	Audit	Does not calculate into any GPA
Ι	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
NG	No Grade	0 credit tracking course
NP	Normal Progress	Does not calculate into any GPA
NR	Grade not Reported by instructor	Does not calculate into any GPA
EX	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit granted
LR	Lab grade linked to Recitation Grade	0 credit course

4.9 Graduate Grade Descriptions, Uses, and Restrictions

- 4.9.1 <u>AU:</u> An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term.
- 4.9.2 <u>CR</u>: A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.
- 4.9.3 <u>EX:</u> An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.
- 4.9.4 <u>I</u>: An incomplete (I) grade may be granted only when all of the following conditions apply:
 - A student has encountered extenuating circumstances that do not permit him/her to complete the course.
 - The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.
 - The student does not have to repeat the course to meet the requirements.
 - The instructor must agree to grant an incomplete grade.
 - The instructor and student must agree on a plan to complete the coursework.
 - The coursework must be completed within one calendar year; extensions may be granted by the Graduate Dean.
 - If the student completes the course within the specified time, the grades that may be assigned are A, B, C, D, F, S, or U.
 - If the student does not complete the course within the specified time, the Incomplete grade remains on the transcript.
- 4.9.5 <u>IP</u>: An in progress (IP) grade may be granted only when all of the following conditions apply:
 - The requirements for the course (for every student enrolled in the course) extend beyond the current term.
 - The extension beyond the current term must be defined before the class begins.
 - The instructor must request permission to award IP grades for a course from their Department Head and Dean, and then approval must be obtained from the Chief Academic Affairs Officer.
 - A definite date for completion of the course must be established in the course syllabus.
- 4.9.6 <u>NG</u>: A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).
- 4.9.7 <u>NP</u>: A normal progress (NP) grade may be granted by an instructor when the instructor determines that a graduate student is making normal progress in a graduate Thesis/Dissertation course. If a graduate student does not enroll for a period of one calendar year, the NP grade may change to I (Incomplete) upon approval by the Graduate Dean. The NP grade calculates into attempted credits but does not calculate into completed credits or grade point averages.

Grades and Use of Grade Point Averages (GPA)

4.9.8 <u>S/U:</u> A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.

4.10 Last Date of Academic Activity Attended

Each university must have in place a practice for determining and recordingUnder federal rules, the institutions are required to track the Last Date of Attendance which is the last date of Aacademic Activityengagement, whenever reporting a final grade of F, U, or RU. The institutions will implement proper monitoring of student engagement ensuring applicable financial aid rules are adhered to. AAC Guideline 2.8.1.1 Midterm and Final Grading shall provide more information on the process for coding the last date of attendance.

FORMS / APPENDICES:

None

SOURCE:

BOR May 1996; BOR December 1998; BOR March 2002; BOR June 2002; BOR August 2002; BOR October 2002; BOR June 2003; BOR October 2003; BOR March 2004; BOR May 2004; BOR October 2004; BOR March 2005; BOR May 2005; BOR June 2005; BOR August 2005; BOR October 2006; BOR June 2009; BOR August 2009; BOR March-April 2011; BOR December 2011; BOR December 2013; BOR December 2014; BOR June 2015; BOR August 2015; BOR May 2018; BOR December 2020; BOR August 2022; October 2023 (Clerical); BOR April 2025.-

Grades and Use of Grade Point Averages (GPA)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B DATE: December 11-12, 2024

SUBJECT

Revised BOR Policy 2.3.7 – Undergraduate General Education (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

SDBOR Strategic Plan BOR Policy 2.3.7 – Undergraduate General Education AAC Guideline 2.3.7.A – General Education Curriculum Requirements BOR Policy 2.2.2.2 – Internal (Regental System) Transfer of Credit Policy

BACKGROUND / DISCUSSION

During the 2024 legislative session¹, the joint committee on appropriations submitted to Executive Director Lukkes a letter of intent regarding a Center for Civic Engagement. Within that letter, the Joint Committee on Appropriations outlined that the Regents should provide and make available courses that incorporate civics proficiency.

To that end, the Board of Regents governs the undergraduate general education program for the Regental system. One of the critical aspects of the general education policy is to ensure seamless registration and enrollment of courses across the system for students; to have a dynamic and collaborative course catalog guarantees transfer is automatic between the six public universities.

General education is the programming block where civics proficiency should be retained. It is the vehicle where curriculum can focus on fostering civic engagement as well as incorporating...

a broad range of subjects, including communications, economics, history, philosophy, political science, and sociology, and enhancing the students' understanding of civic affairs and discourse.

¹ SD Joint Committee on Appropriations Letter of Intent, Dated March 26, 2024

(Continued)

DRAFT MOTION 20241211 6-B:

I move to approve first the incorporation of a civic proficiency requirement and approval of the goal and student learning outcomes as provided, and second, approve the first reading of the proposed revisions to BOR Policy 2.3.7 – Undergraduate General Education, as presented.

Revised BOR Policy 2.3.7 December 11-12, 2024 Page 2 of 3

Dr. Pamela Carriveau, working with the universities and especially with Black Hills State University, has partnered to develop a goal and student learning outcomes to be integrated within the general education program. The faculty who facilitated in the designing of the goal and student learning outcomes (See Table 1) included:

- BHSU: Tom Weyant
- DSU: Kurt Kemper
- NSU: Jon Schaff
- SDM: Frank Van Nuys
- SDSU: Dave Wiltse
- USD: Eric Jepsen

Table 1: Goal and Student Learning Outcomes

Goal: Students will <u>develop a comprehensive understanding</u> of civic **knowledge**, **values**, **and skills**, enabling them to <u>actively participate in civic life</u> as informed and responsible citizens.

• SLO 1: Civic Knowledge

Students will <u>exhibit</u> comprehensive knowledge of the American political system by <u>analyzing the foundational concepts</u> of the Constitutional framework, participatory democracy, and the development of both formal and informal institutions.

• SLO 2: Civic Values

Students will <u>demonstrate an understanding</u> of civic values by *critically* analyzing primary sources, articulating the core principles of democracy, justice, and equality, and applying them to historic and contemporary challenges.

• SLO 3: Civic Skills

Students will <u>develop essential civic skills</u> by practicing various modes of *civic engagement*. Students will <u>effectively communicate</u> their viewpoints on political issues, engage in civil discourse, and critically analyze the impact of their participation on democratic processes.

The system process for modifying general education requires the faculty general education discipline council to review and provide feedback to the Academic Affairs Council (vice presidents of academic affairs for the campuses). The goal and the SLOs were provided to the discipline council, the Academic Affairs Council (AAC), and the Council of Presidents and Superintendents (COPS) in November. In addition, Drs. Carriveau and Minder have initiated discussions with several of the other faculty discipline councils thereby integrating additional faculty feedback.

Revised BOR Policy 2.3.7 December 11-12, 2024 Page 3 of 3

To recognize a civics requirement will necessitate a BOR policy change. Attachment I will provide the Board with the necessary changes for the incorporation of civic proficiency. AAC guidelines will also follow this policy to ensure insertion of the civics requirement.

Policy changes before the Board include:

- 1. Definition of Civics Proficiency, and
- 2. Policy Statement requiring curriculum for civics for all new first-time students and new transfer students starting Fall 2025.

While this policy has been vetted by the council of presidents, the academic vice presidents, and the general education council, to ensure all relevant stakeholders are informed, Drs. Carriveau and Minder will continue to meet with the following groups (January – March) to:

- discuss academic coding needs for general education in the student information system with academic records stakeholders;
- enhance the AAC Guidelines with academic affairs council;
- continue discussions with faculty via the academic vice presidents and their internal campus processes; and
- communicate with the faculty discipline councils.

IMPACT AND RECOMMENDATION

The Academic Affairs Council (AAC) recommends the following preliminary enhancements to BOR Policy 2.3.7. The second and final reading of this policy is scheduled for the April 2025 BOR meeting for formal approval with a Fall of 2025 implementation.

The work that must occur over the next several months to prepare for a September 2025 go-live include:

- enhancing BOR Policy 2.3.7,
- developing AAC Guidelines, and
- implementing system process changes for the student information system.

The Board academic staff supports the recommendation for the initial draft of the revised BOR Policy 2.3.7. The system academic staff and the academic vice presidents will continue to work through the change management of this policy and the impacts to the student information system.

The timeline associated with this policy revision will be as follows:

- First Reading December 2024 BOR Meeting
- Second and Final Reading April 2025 BOR Meeting
- Go-Live Start of Fall 2025

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2.3.7 – Undergraduate General Education

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Undergraduate General Education Requirements

NUMBER: 2.3.7

A. <u>PURPOSE</u>

To provide for the requisite oversight that the general education component of all baccalaureate and associate programs shall consist of the appropriate System General Education Requirements. Students may only select general education courses from an approved list to meet the System General Education Requirements.

B. <u>DEFINITIONS</u>

- **1.** Academic Program: Academic program is defined as the degree program approved and offered at each of the Regental institutions.
- 2. Accredited Institution: Holding accreditation from one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education (MSCHE), New England Association of Schools and Colleges (NEASC), Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), WASC Senior College and University Commission (WSCUC).
- **3.** University Accreditation Institution: Higher Learning Commission is the accrediting institution for each of the Regental institutions.
- 4. <u>Civics Proficiency: A comprehensive understanding of civic knowledge, values, and skills, enabling active participation in civic life as informed and responsible citizens.</u>
- **5. General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
- 6. General Education Committee: A committee representing the institutions and the system on General Education curriculum and advising the Academic Affairs Council on policy, practices, curriculum, and other needs for general education.
- **7. Learning Outcomes:** Defined as the gaining of knowledge in cognitive and content competencies, skills, and social-emotional competencies associated with academic learning.
- 8. Receiving Institution: The Regental university to which the student is transferring.
- **9. Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on

Undergraduate General Education Requirements

a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2.4.2).

- **10. Seamless Transfer:** A framework based on the principles of serving student needs, using state resources efficiently, and expanding opportunities for post-secondary attainment in South Dakota in the process of students transferring into South Dakota.
- **11. Sending Institution:** The institution from which a student is transferring.
- **12.** <u>University Accreditation Institution:</u> Higher Learning Commission is the accrediting institution for each of the Regental institutions.

C. POLICY STATEMENTS

1. Governance

- 1.1. Board of Regents Policy 1.1.1, 1.1.2 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 1.2. Each of the institutions must comply with the accrediting organization and will be evaluated by that organization.
- 1.3. <u>The System General Education Requirements shall incorporate civics proficiency,</u> <u>effective with the summer 2025 academic catalog, for all new and transfer students.</u>

2. <u>General Education Goals</u>

There are six (6) System General Education Goals for which general education has been designed for meeting student outcomes. The General Education Committee and Academic Affairs Council will review all general education requests in reference to these goals.

- GOAL #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.
- GOAL #2: Students will communicate effectively and responsibly through listening and speaking.
- GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.
- GOAL #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.
- GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.
- GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

3. <u>Seamless Transfer</u>

3.1. All internal Regental general education courses will be accepted regardless of the receiving institution's course offering (all undergraduate) as well as if the student fulfilled or partially fulfilled the general education requirements.

Undergraduate General Education Requirements

- 3.2. All internally transferred general education coursework will continue to count toward the designated goal areas from the sending institution even if the receiving institution has different approved course lists for those goals.
- 3.3. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's academic degree plan. See BOR Policy 2.2.2 series for additional guidance on transfer of credits.

D. SYSTEM GENERAL EDUCATION REQUIREMENTS

1. Baccalaureate Degree Course/Credit Distribution

System General Education Requirements shall include 30 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section three (3) below. Each institution shall identify 12 credit hours of additional course work from the six (6) goals. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

System Goal	BHSU	DSU	NSU	SDSM&T	SDSU	USD
Goal #1: Written	6	6	6	6	6	6
Communication						
Goal #2: Oral Communication	3	3	3	3	3	3
Goal #3: Social Sciences	6	6	6	6	6	6
Goal #4: Arts and Humanities	6	6	6	6	6	6
Goal #5: Mathematics	3	3	3	3	3	3
Goal #6: Natural Sciences	6	6	6	6	6	6
	30	30	30	30	30	30

2. Associate Degree Course/Credit Distribution

System General Education Requirements shall include 24 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section 3 below. Each institution shall identify six (6) credit hours of additional course work from the six goals. For those institutions that allow it, students have the flexibility to select an additional three (3) credit hours from Goals three (3), four (4) or six (6) with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

System Goal	BHSU	DSU	NSU	SDSM&T	SDSU	USD
Goal #1: Written	6	6	6	6	6	6
Communication						
Goal #2: Oral Communication	3	3	3	3	3	3
Goal #3: Social Sciences	3	3	3	3	3	3
Goal #4: Arts and Humanities	3	3	3	3	3	3
Goal #5: Mathematics	3	3	3	3	3	3
Goal #6: Natural Sciences	3	3	3	6	3	3

Undergraduate General Education Requirements

Goal #3, #4, #6 Flexibility	3	3	3	0	3	3
	24	24	24	24	24	24

3. Approved Courses Meeting System General Education Requirements

The finite list of courses approved to meet each of the established system goals will be maintained in the Academic Affair Guidelines. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the March meeting impacting the next academic year. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

4. System General Education Committee

Each university shall appoint at least one representative to the System General Education Committee. Additional representatives may be drawn from all SDBOR universities as needed. Two members of the System Assessment Committee will also serve on the System General Education Committee. A system academic affairs staff member and a member of the Academic Affairs Council (or designee) will serve as ex officio members. The Committee shall:

- 4.1. Review the AAC Guidelines related to the project charter as new members are added to this committee.
- 4.2. Advise the Academic Affairs Council on matters related to general education, including student learning outcomes, curriculum, policy, guidelines, and processes to ensure faculty oversight of the general education curriculum.
- 4.3. Specify student learning outcomes with faculty input for each of the general education goals identified in section C.
- 4.4. Partner on best practices and working together to understand the needs of each institution and the system.
- 4.5. Report as applicable according to BOR Policy 2.3.9.

Undergraduate General Education Requirements

FORMS / APPENDICES:

- <u>BOR Policy 2.2.2.1</u> Seamless Transfer of Credit
- <u>BOR Policy 2.3.9</u> Assessment
- <u>AAC Guidelines Section 2.3.7</u> General Education

SOURCE:

BOR January 1985; BOR June 1992; BOR March 1995; BOR May 1996; BOR December 1997; BOR August 1999; BOR January 2000; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2003; BOR June 2003; BOR March 2005; BOR December 2005; BOR March 2006; BOR October 2006; BOR December 2006; BOR December 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR March 2012; BOR March 2012; BOR December 2010; BOR December 2013; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR December 2015; BOR March-April 2016; BOR August 2016; BOR May 2017; BOR May 2019; BOR August 2022; August 2022 (Clerical); October 2023 (Clerical); March 2023 (Clerical); BOR April 2025.

Undergraduate General Education Requirements

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – C DATE: December 11-12, 2024

SUBJECT

NSU & Southeast Tech Co-Admission and Co-Enrollment Partnership Memorandum of Understanding

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

Northern State University (NSU) seeks approval to enter into a Co-Admission and Co-Enrollment Partnership Memorandum of Understanding (MOU) with Southeast Technical College (STC). The agreement seeks to expand access and cooperation to allow students to concurrently enroll at both NSU and STC.

The agreement would create collaborative systems to promote smooth transfer for students between institutions to optimize student success. Students will apply to STC and choose the option to be co-admitted to NSU. Those applications will be submitted to NSU. Students who are admitted to STC would be admitted to NSU, but would not be guaranteed admission to NSU programs with secondary admission requirements. Additionally, students who earn an Associate of Science (AS), Associate of Arts (AA), or Associate of General Studies (AGS) from NSU will have the option to be admitted to Associate of Applied Science (AAS) programs at STC.

IMPACT AND RECOMMENDATION

The agreement would take effect starting in the Fall 2025 semester. Board staff recommends approval.

ATTACHMENTS

Attachment I - NSU/STC Co-Admission and Co-Enrollment Partnership MOU

DRAFT MOTION 20241211_6-C:

I move to approve the Co-Admission and Co-Enrollment Partnership Memorandum of Understanding between Northern State University and Southeast Technical College in substantially similar form to that set forth in Attachment I.



MEMORANDUM OF UNDERSTANDING

FOR THE

CO-ADMISSION AND CO-ENROLLMENT PARTNERSHIP

This Memorandum of Understanding ("MOU") effective this _____ day of ______, 2024, is entered into by and between Southeast Technical College, located at 2320 N. Career Avenue, Sioux Falls, South Dakota 57107 ("STC") and Northern State University, located at 1200 S. Jay Street, Aberdeen, South Dakota 57401 ("NSU"). At times in this MOU, NSU and STC are collectively referred to herein as the "Parties," and individually, as a "Party."

WHEREAS, the South Dakota Board of Regents and the South Dakota Board of Technical Education have made substantial progress in creating multiple pathways for people to access higher education. Such progress includes increased attention on preparing high school students to pursue post-secondary education and a renewed focus on enhancing the educational infrastructure so working adults can more easily access higher education opportunities;

WHEREAS, the Parties, two robust, student-centered institutions, seek to expand these efforts and agree to cooperate to promote successful undergraduate education experiences for students who wish to concurrently attend both institutions;

WHEREAS, the Parties agree to establish a cooperative partnership, the Co-Admission and Co-Enrollment Partnership (hereinafter referred to as "the Partnership"). The Partnership enables students to be jointly admitted and enrolled at NSU and STC. The Partnership is designed to improve student access to undergraduate education, increase associate of applied science degree ("AAS") attainment at STC, increase bachelor's degree attainment at NSU, collaborate and create systems that enable and encourage Co-Admission and Co-Enrollment, and promote smooth transfer for students between institutions to optimize student success;

WHEREAS, students will gain an increase in curricular choices, and the Partnership offers opportunities for more effective and efficient use of faculty, facilities, and support services;

WHEREAS, the Parties are optimistic that success of this Partnership will expand opportunities for further program articulation and collaboration for students mutually served by the institutions. NOW, THEREFORE, in consideration of the foregoing and of the mutual assurances set forth herein, the Parties agree as follows:

1. Implementation of the Partnership.

Students can enroll and take advantage of the Partnership beginning in the Fall 2025 academic semester.

2. Recruitment and Admission

2.1 Recruitment of degree-seeking students to the Partnership will be the responsibility of both institutions.

2.2 Students will apply to STC and choose Co-Admission to NSU. STC will deliver Co-Admission applications to NSU. Qualified students will be admitted to both institutions. Students are encouraged to select Co-Admission the first time they apply as a degree-seeking student. Degree-seeking STC students can choose to apply for Co-Admission to NSU at any point in their STC program.

2.3 Deadlines and requirements for Co-Admission are transparent and public on both institution's public facing websites. Co-Admission applies to admission to the institutions. Co-Admission to STC and NSU through the Partnership does not guarantee admission to NSU programs with secondary admission requirements. Students interested in programs with secondary admissions requirements at NSU (e.g. NSU BSN and NSU Education programs) must meet requirements, apply, and be admitted to those programs.

2.4 Students who graduate with an associate degree (Associate of Science, an Associate of Art, or an Associate of General Studies) from NSU with a GPA of 2.0 or higher and who indicate to NSU that they would like to earn an AAS at STC will have their names and additional data shared with STC and will receive automatic admission to STC programs. Both institutions will promote the Partnership to these students.

2.5 Students who apply to or register at STC will be informed of the Partnership with NSU and encouraged to participate. This will be accomplished through advisors, enrollment specialists, and other campus officials. Each Party will be responsible for training relevant personnel about the requirements of this program in order to provide adequate information to interested students. The Parties will collaborate on such training where practical.

2.6 Students who have earned an AAS at STC may take advantage of the seamless processes created through the Partnership and all articulation agreements between the institutions.

2.7 All educational records and/or personally identifiable information contemplated for exchange or disclosure pursuant to this MOU will be provided pursuant to the Family

Educational Rights and Privacy Act ("FERPA") and applicable South Dakota Codified Laws ("SDCL"). Both parties will train their respective personnel responsible for the administration and implementation of this MOU on the applicable requirements of FERPA and SDCL.

Each student enrolled in the Partnership will be required, as a condition of application to the Partnership, to authorize joint access to their student records for both institutions, including but not limited to applications, data transcripts, advising records, and student demographic information. Each student enrolled in the Partnership will be required, as a condition of application for Co-Admission and Co-Enrollment, to complete a FERPA Release, authorizing joint access to their student records for both institutions.

2.8 Parties will be responsible for generating correspondence to acknowledge students' participation in the Partnership and outline the benefits associated with their participation.

2.9 Parties will designate a specific point-of-contact in their respective Admissions Office, Financial Aid Office, and Registrar's Office to oversee and coordinate the process from enrollment to graduation for students participating in the Partnership.

3. Tuition, Fees, and Withdrawals

3.1 Tuition and fees will be assessed by the institution offering the course(s) in which a student enrolls and will be assessed at the resident or non-resident rates depending upon the residence classification of the student.

3.2 Withdrawals and refunds of charges shall be handled by the institution that received the tuition and fees in accordance with its rules and policies. Federal Return of Title IV Funds policies will be followed for any students receiving federal aid.

3.3 STC will collect tuition, fees, and any first day access charges for NSU courses that Co-Enrolled students take while the student's Home Institution is STC. NSU will invoice STC for the tuition, fees, and any first day access charges, and STC will remit payment to NSU under the terms set in the invoice.

4. Program Articulation and Advising

4.1 The management of the Partnership and resulting articulation agreements between the Parties will be coordinated through the Academic Affairs offices at each institution. Articulation agreements for specific programs and majors will be developed by the chief academic officers or other designated academic officers at each institution.

4.2 Academic advising will be a shared responsibility with the involvement of advisors from the Parties. Each institution shall assign an advisor to work with students participating in the Partnership, and those advisors will maintain regular communication

concerning individual student course planning. Academic advisors and students are expected to familiarize themselves with the program and degree requirements at both institutions.

4.3 The Parties will jointly train academic advisors by providing opportunities to meet and discuss courses and curriculum on a regular basis, but not less than once per semester.

4.4 All advisors at STC and NSU will encourage students enrolled or eligible for the Partnership to complete an associate degree at STC.

4.5 STC will provide NSU with a space on the STC campus for the purpose of recruitment and ongoing advisement for students interested in NSU degrees. When in-person visits are not feasible, STC will assist in convening students in a room capable of receiving and delivering synchronous remote services.

4.6 NSU will provide STC with a space for its representative to visit with NSU students in the Partnership on the NSU campus. When in-person visits are not feasible, NSU will assist in convening students in a room capable of receiving and delivering synchronous remote services.

4.7 For the purposes of academic requirements and student services, students in the Partnership are regarded as equivalent in status to students who started their baccalaureate studies at NSU.

4.8 Problems relating to aspects of program articulation agreements, class content, chronology of content, or course scheduling will be resolved by the chief academic officers or their designee of each institution.

5. Registration and Student Records

5.1 Students participating in the Partnership will be eligible for registration and Co-Enrollment at both institutions. Drops, adds, and terminations will be processed according to the policies of the institution from which the student is taking the course.

5.2 Students will be responsible for meeting the satisfactory academic progress requirements at STC and NSU per each institution's published requirements in order to remain eligible to participate in the Partnership.

5.3 Student information will be shared between institutions pursuant to Paragraph 2.7 of this MOU. Co-admitted students will be coded and tracked in the student information systems of each institution. Each institution's registrar will be responsible for overseeing student data sharing and student records. 5.4 Student transcripts will be shared electronically and processed by institutional registrars at the end of each term.

5.5 NSU will notify STC of co-enrolled students who graduate with a bachelor's degree at least annually.

5.6 STC and NSU agree to abide by the limitations set forth in the Family Educational Rights and Privacy Act ("FERPA") and regulations 34 C.F.R. § 99.33 regarding the protection of educational data. Both parties acknowledge that this MOU allows access to educational data, and agree to hold that information in strict confidence.

6. Financial Aid and Scholarships

6.1 Students who are enrolled in classes at both institutions and receiving federal financial aid must work with the Financial Aid Offices at each institution. Eligibility and specific processes will depend upon how many credits a student takes at each institution.

6.2 Students will receive financial aid through their "Home School" as defined by a formal Institutional Financial Aid Consortium Agreement (the "Agreement") developed by the Financial Aid officers at each institution. The Agreement is attached to this MOU as "Exhibit A," and is hereby incorporated by reference.

6.3 The Parties will pursue the creation of joint scholarship opportunities for students participating in the Partnership.

7. Student Grievances and Conduct

7.1 Students must follow the students' rights and responsibilities policies as defined by each institution and will be provided with information and policies regarding each institutions' respective handbooks, policies, and procedures. If a student files a grievance regarding institutional policies or practices, the response will be coordinated between the institutions relative to the nature of the grievance filed. STC agrees that no complaint or grievance by a student solely against or solely involving NSU and/or its administration, faculty, staff, services or facilities will be addressed through STC grievance procedures, and all such complaints or grievances shall be referred to the appropriate NSU institutional process or grievance procedures. NSU agrees that no complaint or grievance by a student solely against or solely involving STC and/or its administration, faculty, staff, services or facilities will be addressed through NSU grievance procedures, and all such complaints or grievances shall be referred to the appropriate STC institutional process or grievance procedures.

7.2 Students participating in the Partnership will be accountable to the conduct standards at each institution and will be provided with information and policies regarding each institutions' respective handbooks, policies, and procedures. Students found in violation of conduct codes may receive sanctions from each institution. Subject to applicable institutional

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policies, the Parties may agree to have only one Party process a case of student misconduct. Each institution will create a process for reporting to the other when the institution has applied disciplinary sanctions.

7.3 Students participating in the Partnership will be accountable to academic progress and performance standards at each institution. Students failing to meet academic progress and performance standards may receive intervention and/or sanctions from each institution.

8. Student Services, Student Success Center, and Student Activities

8.1 Students enrolled in the Partnership will have access to library services at both institutions. Fee-based student services will be available to Co-Enrolled students who have paid required fees and satisfy any other requirements.

8.2 Students enrolled in the Partnership will be issued identification credentials by both institutions.

8.3 Accessibility services and accommodations will be provided by the institution providing the course.

8.4 Tutoring services will be provided by the institution providing the course.

8.5 NSU's Student Affairs will provide an in person and virtual onboarding session for incoming Co-Enrolled STC students, with support from academic program leaders, faculty, and the Student Success Center.

8.6 NSU's Student Success Center professional advisors will provide clear plans of study for Co-Enrolled STC students based on the program identified at time of application. STC students who are Co-Enrolled will inform their STC and NSU advisors of changes in program enrollment at STC and/or NSU. NSU Student Success Center's professional advisors will work with Co-Enrolled STC students to update their plan of study based on their change in program.

8.7 NSU's Student Affairs will encourage the inclusion of Co-Enrolled STC students in NSU student clubs and activities.

8.8 NSU's Residence Life will recognize all credits completed by Co-Enrolled STC students who choose to matriculate on campus at NSU after completing their AAS at STC when implementing the selection process for campus housing.

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9. Marketing

9.1 The Parties will collaborate on marketing initiatives to advertise and otherwise promote the Partnership. Use of NSU logos, trademarks, or other branded content will be used in compliance with SD BOR Policy 1.7.6.

9.2 Publication costs for materials used to promote the Partnership will be borne by the institution producing the materials unless other financial arrangements are agreed upon in writing and in advance.

10. Miscellaneous

10.1 Liability of Parties. As permitted in accordance with applicable law, and with respect to any claim or action arising out of the activities described or performed under this MOU, each Party agrees that such Party will remain responsible for any and all liabilities, claims, damages, charges and expenses (collectively referred to as "liability") incurred by reason of the negligence or willful misconduct of its employees, governing board members, faculty, agents, or assigns arising from the activities of such Party under this MOU; and that no Party shall by this MOU transfer such liability to the other Parties. Each Party agrees to maintain sufficient liability insurance in reasonable amounts covering the liability and risk of such Party arising out of its participation in this MOU.

10.2 Insurance.

10.2.1 STC agrees, at its expense, to maintain in force during the term of this MOU commercial general liability insurance with coverage limits of One Million Dollars (\$1,000,000) per each occurrence and Two Million Dollars (\$2,000,000) annual aggregate. The coverage shall be written as primary coverage and not contributing with or in excess of any coverage that STC may have. The insurance policies shall be issued by financially sound and reputable insurance companies as determined by STC.

10.2.2 NSU shall maintain, at its expense, insurance coverage that is required by law or regulation. NSU, as a state entity, is provided certain statutory coverage pursuant to the SDCL chapter 3-22. SDCL chapter 3-22 provides for the public entity pool for liability, which provides general liability, professional liability and automobile liability, with a per occurrence coverage limit of \$1,000,000. The State of South Dakota self-insures for workers' compensation, which also covers NSU.

10.3 Termination. The term of this MOU shall remain in effect until terminated by either party. Either party may terminate this MOU upon one hundred and twenty (120) days' written notice for any reason or no reason. The written notice must be provided in writing to the other institution's President. In the event of a notice of termination, the terms and

conditions of this MOU will remain in full force and effect until the end of the academic term immediately following the term in which the notice was received.

10.4 Annual Review of MOU. Each institution's leadership team shall meet annually to review the MOU and determine its effectiveness in assisting students and meeting its goals. At that time, updates and/or modifications can be proposed by each institution.

10.5 Amendment. Amendments to this MOU must be in writing and approved by the Presidents of STC and NSU or approved by officials designated by the Presidents.

10.6 Authorization. Each of the Parties represents and warrants to the other Parties that: (i) the execution, delivery, and performance of this MOU have been duly authorized by all necessary corporate action; (ii) the person executing this MOU is fully authorized to do so; and (iii) to the extent any approval or authorization is necessary for the valid and lawful execution, delivery and performance of this MOU, such approval or authorization has been obtained.

10.7 Binding Effect; Assignment. This MOU shall be binding upon the parties, their predecessors, successors, parents, subsidiaries, affiliates, assigns, agents, directors, officers, employees and attorneys, and shall inure to the benefit of the parties. Neither party may assign, transfer or delegate any of its rights or obligations under this MOU without the prior written consent of the other party.

10.8 Severability. If any term of this MOU is determined by a court of competent jurisdiction to be invalid or unenforceable under applicable law, such term shall be ineffective to the extent of such invalidity or unenforceability only, without in any way affecting the remaining parts of said term or the remaining provisions of this MOU, except when such construction would constitute a substantial deviation from the general intent and purpose of the parties as reflected by this MOU. In addition, the parties shall use their best efforts to negotiate a modification of the term(s) rendered invalid or unenforceable so as to fulfill the intentions of the parties as to this MOU and make it legal, valid and enforceable.

10.9 Counterparts. This MOU may be executed in multiple identical counterparts, which may be submitted between the Parties through electronic mail and/or facsimile, each of which shall constitute an original and all of which shall constitute one and the same MOU.

10.10 Governing Law. This MOU will be governed by and construed in accordance with the internal laws of the State of South Dakota without giving effect to any choice or conflict of law provision or rule (whether of the State of Dakota or any other jurisdiction). Any litigation shall be brought exclusively in the state courts located in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota, and the Parties consent to such jurisdiction and venue. If either Party or its affiliate commences a court action against any other Party, at the conclusion of the case, the prevailing Party shall be entitled to a judgment against the non-prevailing Party for the reasonable costs and attorneys' fees the prevailing Party incurred as a result of the action.

10.11 Waiver. Nothing in this MOU is intended to be, nor shall it be construed to be, a waiver of sovereign immunity by STC, the Sioux Falls School District, the State of South Dakota, the South Dakota Board of Regents, or NSU.

IN WITNESS WHEREOF, the parties to this MOU have hereunto set their hands on the day and year first above written.

Southeast Technical College

By: Dr. Cory Clasemann President

Northern State University

By: Dr. Neal Schnoor President

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (1) DATE: December 11-12, 2024

SUBJECT

New Undergraduate Certificate Request - SDSU - Gateway to Agriculture

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Gateway to Agriculture. The proposed certificate will provide a jumpstart for South Dakota high school students with a career interest in agriculture. Students will learn about different career paths in the agriculture, food and natural resources career cluster. The Agriculture, Food and Natural Resources (AFNR) cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

This certificate is part of a larger initiative to offer certificates to high school students through the High School Dual Credit (HSDC) program.

IMPACT AND RECOMMENDATION

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

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Gateway to Agriculture Attachment II – Gateway to Agriculture Marketing Flyer

DRAFT MOTION 20241211_6-D(1):

I move to authorize SDSU to offer an undergraduate certificate in Gateway to Agriculture, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Gateway to Agriculture
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	01.0000
ΙΝΙΙΧΕΡΟΙΤΥ ΝΕΡΑΡΤΜΕΝΤ.	College of Agriculture, Food and
UNIVERSITY DEPARTMENT:	Environmental Sciences
BANNER DEPARTMENT CODE:	SCAF
UNIVERSITY DIVISION.	College of Agriculture, Food and
UNIVERSITY DIVISION:	Environmental Sciences
BANNER DIVISION CODE:	3F

Please check this box to confirm that:

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

University Approval

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

Institutional Approval Signature President or Chief Academic Officer of the University

11/04/2024 Date

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

 Undergraduate Certificate ⊠

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

The Gateway to Agriculture Certificate will allow South Dakota high school students the opportunity to learn about different career paths in the agriculture, food and natural resources career cluster. The Agriculture, Food and Natural Resources (AFNR) cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Jobs in this career cluster focus on working with agriculture, animals, agribusiness, food production, plants, natural resources and land. Students will learn about global food systems, the history of U.S. and world agriculture,

fundamentals of animal science, historical and current environmental topics, and the wide variety of ways that humans interact with urban and agricultural insects in today's world.

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

SDBOR Policy 1.2.5 states South Dakota State University's mission is to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The agriculture nature of this certificate fits within the mission of South Dakota State University. SDSU is currently authorized to offer many AFNR-related majors including Agricultural Business, Agricultural Science, Agricultural Systems Technology, Agronomy, Animal Science, Agricultural Education, Communication and Leadership, Conservation Planning and Park Management, Dairy Manufacturing, Dairy Production, Ecology and Environmental Sciences, Economics – Agricultural Economics, Food Science, Horticulture, Natural Resource Law Enforcement, Precision Agriculture, and Wildlife and Fisheries Sciences.

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

Agriculture is a global industry that is important in every country. The U.S. Bureau of Labor Statistics reports that there are 660,140 positions for individuals with a degree in agriculture.¹ Forty-four percent of these positions require an individual with a bachelor's degree. Almost 90% of these positions are in the areas of animal science, general agriculture, agriculture production and management, plant science and agronomy, or food science. The certificate will serve to generate interest in AFNR careers by providing opportunities to South Dakota high school students to explore different course work offered through the College of Agriculture, Food and Environmental Sciences.

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 primary intended audience is high school students who are considering pursuing majors in agriculture, food and natural resources. It would also be open to any student who is interested in being introduced to the agriculture, food and natural resources industry.

6. Certificate Design

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

No

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Field of degree: Agriculture, at <u>https://www.bls.gov/ooh/field-of-degree/agriculture/agriculture-field-of-degree.htm</u> (visited *September 9, 2024*).

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

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.

Yes. The certificate will be stackable for any student pursuing a major at the associate or baccalaureate level. Students will be able to apply the 12 credits towards their major requirements and available electives.

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

			Prerequisites for	Credit	New
Prefix	Number	Course Title	Course	Hours	(yes, no)
AFES	203	Global Food Systems	None	3	No
		Select one of the following courses:			
ENGL	101	Composition I (SGR #1)	None	3	No
CMST	101	Foundations of Communication	None	3	No
		(SGR #2)			
		Select two of the following courses:			
AFES	263	History of U.S. and World	None	3	Yes
		Agriculture			
AS	102	Fundamentals of Animal Science	None	3	No
NRM	110	People and the Environment	None	3	No
PS	105	Insects and Society	None	3	No
			Subtotal	12	

8. Student Outcome and Demonstration of Individual Achievement.

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

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.
 - 1. **Agricultural Development**: Students will be able to analyze and describe the development of agriculture from its beginning in the Fertile Crescent of Mesopotamia to modern agricultural practices utilized in the 21st century.

- 2. **Global Agriculture**: Students will be able to describe the agricultural industry, food production techniques, societal/cultural values and agricultural challenges/issues from around the world.
- 3. Agriculture and Society: Students will evaluate the nature and scope of the agriculture, food and natural resources industry and the role that AFNR plays in society.
- 4. **Agricultural and Environmental Health**: Students will examine the importance of agricultural and environmental health across the agriculture, food and environmental industry including animal health, soil health, plant health, and environmental health.
- 5. **Communication**: Students will communicate clearly in a variety of situations (written, verbal, non-verbal) including agricultural contexts.

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

			Program	Courses that	Address the	Outcomes	
Individual Student Outcome	AFES 203*	ENGL 101	CMST 101	AFES 263	AS 102	NRM 110	PS 105
Agricultural Development: Students				Х			
will be able to analyze and describe the							
development of agriculture from its							
beginning in the Fertile Crescent of							
Mesopotamia to modern agricultural							
practices utilized in the 21st century.							
Global Agriculture: Students will be	Х						
able to describe the agricultural industry,							
food production techniques,							
societal/cultural values and agricultural							
challenges/issues from around the world.							
Agriculture and Society: Students will	X			Х	Х	Х	Х
evaluate the nature and scope of the							
agriculture, food and natural resources							
industry and the role that AFNR plays in							
society.							
Agricultural and Environmental					Х	Х	Х
Health: Students will examine the							
importance of agricultural and							
environmental health across the							
agriculture, food and environmental							
industry including animal health, soil							
health, plant health, and environmental							
health.							
Communication: Students will		Х	Х	Х			
communicate clearly in a variety of							
situations (written, verbal, non-verbal)							
including agricultural contexts.							

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	2025-2026 Academic Year

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
		Delivery methods are defined in AAC	
		Guideline 5.5.	
Distance Delivery	Yes	015 - Online Asynchronous	2025-2026
(online/other distance			Academic Year
delivery methods)			
Does another BOR	No	If yes, identify institutions:	
institution already			
have authorization to			
offer the program			
online?			

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

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

10. Additional Information:

ATTACHMENT II 7



POTENTIAL DEGREES:

SOUTH DAKOTA STATE UNIVERSITY

Agricultural Science

Agricultural Education, Communication, and Leadership

Agricultural Systems Technology

Precision Agriculture

Agronomy

Horticulture

Animal science

Dairy production

Dairy Manufacturing

Food Science

Wildlife and Fisheries Sciences

Ecology and Environmental Science

Natural Resource Law Enforcement

Conservation Planning and Park Management





HIGH SCHOOL DUAL CREDIT GATEWAY TO AGRICULTURE

ARE YOU INTERESTED IN AGRICULTURE? VIEW THE FOLLOWING MAJORS AVAILABLE AT SOUTH DAKOTA'S PUBLIC UNIVERSITIES AND GET A HEAD START WITH HIGH SCHOOL DUAL CREDIT (HSDC).

CERTIFICATE PLAN

If you're considering a career in agriculture, below are some courses we recommend.

AFES 203 Global Food Systems

Take one of the following:

CMST 101	Foundations of Communication
ENGL 101	Composition I

Take two of the following:

AFES 263	History of U.S. and World Agriculture
AS 102	Fundamentals of Animal Science
NRM 110	People and the Environment
PS 105	Insects and Society

INDIVIDUAL STUDENT OUTCOMES

- Agricultural Development: Students will be able to analyze and describe the development of agriculture from its beginning in the Fertile Crescent of Mesopotamia to modern agricultural practices utilized in the 21st century.
- **Clobal Agriculture:** Students will be able to describe the agricultural industry, food production techniques, societal/cultural values and agricultural challenges/issues from around the world.
- Agriculture and Society: Students will evaluate the nature and scope of the agriculture, food and natural resources industry and the role that AFNR plays in society.
- Agricultural and Environmental Health: Students will examine the importance of agricultural and environmental health across the agriculture, food and environmental industry including animal health, soil health, plant health, and environmental health.
- **Communication:** Students will communicate clearly in a variety of situations (written, verbal, non-verbal) including agricultural contexts.

UPON COMPLETION: UNDERGRADUATE GATEWAY TO AGRICULTURE CERTIFICATE

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (2) DATE: December 11-12, 2024

SUBJECT

New Undergraduate Certificate Request – SDSMT & SDSU – Gateway to Engineering

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) and South Dakota State University (SDSU) request authorization to offer an undergraduate certificate in Gateway to Engineering. The proposed certificate will provide an opportunity to engage South Dakota high school students about potential future careers in engineering. The certificate provides a foundation in general education courses relevant to the study of engineering while exploring the profession of engineering.

This certificate is part of a larger initiative to offer certificates to high school students through the High School Dual Credit (HSDC) program.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus, online, and at approved In-District delivery sites for HSDC. New resources are not requested. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSMT & SDSU – Gateway to Engineering

Attachment II - Gateway to Engineering Marketing Flyer

DRAFT MOTION 20241211_6-D(2):

I move to authorize SDSMT and SDSU to offer an undergraduate certificate in Gateway to Engineering, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

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

UNIVERSITY:	SDSM&T, SDSU	
TITLE OF PROPOSED CERTIFICATE:	Gateway to Engineering	
INTENDED DATE OF IMPLEMENTATION:	Fall 2025	
PROPOSED CIP CODE:	14.0101	
	SDSMT – Materials &	
UNIVEDSITY DEDADTMENIT.	Metallurgical Engineering	
UNIVERSITY DEPARTMENT:	SDSU – Construction and Concrete	
	Industry Management	
DANNED DEDADTMENT CODE.	SDSMT – MMEM	
BANNER DEPARTMENT CODE:	SDSU – SCCM	
	SDSMT – Engineering	
UNIVERSITY DIVISION:	SDSU – Jerome J. Lohr College of	
	Engineering	
DANNED DIVISION CODE.	SDSMT – 4E	
BAININEK DIVISION CODE:	SDSU – 3E	

Please check this box to confirm that:

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

University Approval

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

Institutional Approval Signature President or Chief Academic Officer of the University

Date

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

Undergraduate Certificate ⊠ Graduate Certificate □

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

This certificate provides an opportunity to engage South Dakota high school students about potential future careers in engineering. The certificate provides a foundation in general education courses relevant to the study of engineering while exploring the profession of engineering.

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

South Dakota Mines and South Dakota State University offer many undergraduate degrees in engineering.

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 Gateway to Engineering certificate will serve to generate interest in engineering careers by providing opportunities to South Dakota high school students to explore the various disciplines within engineering.

U.S. Bureau of Labor Statistics data indicate that employment in engineering occupations is projected to grow faster than the average between 2022 and 2032. For example, industrial engineering and mechanical engineering positions are expected to grow by 12% and 11% respectively during this 10-year period, much faster than the average. The South Dakota Department of Labor and Regulation indicates that there are 573 current job openings in Architecture and Engineering occupations statewide with an average annual salary of \$83,883.

These national employment projections and statewide job openings document a need to development opportunities to develop the engineering talent pipeline, which the Gateway to Engineering certificate will serve to do.

USBLS: <u>https://www.bls.gov/emp/tables/stem-employment.htm</u> SD DLR: <u>https://www.southdakotaworks.org/vosnet/analyzer/JobTrends.aspx?enc=JrcV0frE3SRuqhxbYzs6GENcZKGOsC</u> <u>BTC0umWNIOwPo=</u>

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 primary intended audience for this certificate program is high school students in South Dakota.

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

No.

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

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 for any student who pursues an engineering major at the baccalaureate level.

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

			Prerequisites for Course		
Prefix	Number	Course Title	Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
CHEM	112/112L	General Chemistry I w/Lab (3,1) OR	Completion or concurrent math registration	4	No
PHYS	207/207L	Fundamentals of Physics I w/Lab (3,1)	MATH 123		
GE	101	Intro to Engineering & Tech Prof (1) OR	None	1 - 2	No
GES	130/130L	Intro to Engineering and Science (2) OR Any other equivalent Introduction to	None		
		Engineering course	None		
MATH	115	Precalculus (5)	MATH 114 or placement	4-5	No
MATH	116	Engineering Precalculus w/Lab (4,1)	MATH 101 or placement		
MATH	121	Survey of Calculus (4)	MATH 114, 115, 120 or placement		

Prefix	Number	Course Title	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
MATH	123	OR Calculus I (4)	MATH 115, 120, or placement		
			Subtotal	9-11	

- **8.** Student Outcome and Demonstration of Individual Achievement. *Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes.*
 - A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?
 - Problem Solving
 - Critical Thinking
 - Inquiry and Analysis
 - **B.** Complete the table below to list specific learning outcomes knowledge and competencies for courses in the proposed program in each row.

	Program C	Courses that Address	s the Outcomes
Student Learning Outcomes	MATH	CHEM or PHYS	GE or GES
Students will be able to define a problem and apply appropriate techniques to obtain valid solutions.	Х	Х	Х
Analyze available facts, evidence, and observations and apply rational, unbiased analysis to form judgements.	Х	Х	
Systematically explore and investigate complex issues to develop well-supported conclusions.		Х	

- **9. Delivery Location.** *Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*
 - A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	Fall 2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	In-district, where approved	Fall 2025

ATTACHMENT I 6

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in AAC Guideline <u>2.4.3.B.</u>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes		Fall 2025
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	Online Synchronous	Fall 2025
(online/other distance		Online Asynchronous	
delivery methods)		Receive Site	
		Send Site	
		Hybrid Online	
		Hybrid Face-to-Face	

ATTACHMENT II 7

DAKOTA



HIGH SCHOOL DUAL CREDIT

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ARE YOU INTERESTED IN ENGINEERING? VIEW THE FOLLOWING MAJORS AVAILABLE AT SOUTH DAKOTA'S PUBLIC UNIVERSITIES AND GET A HEAD START WITH HIGH SCHOOL DUAL CREDIT (HSDC).

POTENTIAL DEGREES: SOUTH DAKOTA MINES

Biomedical Engineering Chemical Engineering Civil Engineering Computer Engineering Electrical Engineering Geological Engineering Industrial Engineering & Engineering Management Mechanical Engineering Metallurgical Engineering Mining Engineering

SOUTH DAKOTA STATE UNIVERSITY

Agricultural and Biosystems Engineering Civil Engineering Computer Science Concrete Industry Management Construction Management Electrical Engineering Electronics Engineering Technology Mechanical Engineering Operations Management

CERTIFICATE PLAN

If you're considering a career in engineering, below are some courses we recommend.

SCIENCE

Take one of the following: **CHEM 112/L** General Chemistry I w/Lab **PHYS 207/207L** Fundamentals of Physics I w/Lab

ENGINEERING

Take one of the following:

GE101Intro to Engineering & Technical ProfessionsGES 130/130LIntro to Engineering and Science

MATH

Take one of the following:MATH 115PrecalculusMATH 116Engineering Precalculus w/LabMATH 121Survey of CalculusMATH 123Calculus I

INDIVIDUAL STUDENT OUTCOMES

- Define a problem and apply appropriate techniques to obtain valid solutions.
- Analyze available facts, evidence, and observations and apply rational, unbiased analysis to form judgments.
- Systematically explore and investigate complex issues to develop well-supported conclusions.



UPON COMPLETION: UNDERGRADUATE GATEWAY TO ENGINEERING CERTIFICATE

Note: Some courses may only be available during one semester; make sure to research this when creating your certificate plan.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

REVISED AGENDA ITEM: 6 – D (3) DATE: December 11-12, 2024

SUBJECT

New Undergraduate Certificate Request – BHSU, DSU, NSU, SDSU, & USD – Gateway to Business

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 an undergraduate certificate in Gateway to Business. The proposed certificate will provide a jumpstart for students with a career interest in business and provides knowledge about business programs within South Dakota Regental Institutions. Students will learn about the basics of business and communications while gaining hands-on experience.

This certificate is part of a larger initiative to offer certificates to high school students participating in the High School Dual Credit (HSDC) program.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus, online, and at approved In-District delivery sites for HSDC. New resources are not requested. 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 Business

Attachment II – Gateway to Business Marketing Flyer

DRAFT MOTION 20241211_6-D(3):

I move to authorize BHSU, DSU, NSU, SDSU, and USD to offer an undergraduate certificate in Gateway to Business, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	University of South Dakota	
TITLE OF PROPOSED CERTIFICATE:	Gateway to Business	
INTENDED DATE OF IMPLEMENTATION: August 2025		
PROPOSED CIP CODE:		
	USD-Entrepreneurshin Management	
	and Marketing	
	NSU-Management & Management	
UNIVERSITY DEPARTMENT.	DSU-Rusiness	
	BHSU-School of Business	
	SDSU-Ness School of Management and	
	Economics	
	LIEMM	
	NMAM	
BANNER DEPARTMENT CODE:	DBUS	
	BSCB	
	SSME	
	USD-Beacom School of Business	
	NSU-School of Business	
	DSU- College of Business and	
UNIVERSITY DIVISION:	Information Systems	
	BHSU-College of Business	
	SDSU- College of Arts, Humanities, and	
	Social Sciences	
	2B	
	5B	
BANNER DIVISION CODE:	81	
	6U	
	38	
X Please check this how to confirm that (nla	re an "X" in the left hoy).	

<u>X</u>	Pleas	e check this box to confirm that (place an "X" in the left box):
	•	The individual preparing this request has read <u>AAC Guideline 2.3.2.2.C</u> , which pertains
		to new certificate requests, and that this request meets the requirements outlined in the guidelines.
	•	This request will not be posted to the university website for review by the Academic Affairs Committee until the Executive Director and Chief Academic Officer approve it.
University Approval

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

Elizabeth M. Freeburg	USD	11/14/2024
Institutional Approval Signature		Date
President or Chief Academic Officer of the University		
Jon Kilpinen	BHSU	11/14/2024
Institutional Approval Signature		Date
President or Chief Academic Officer of the University		
Rebecca Hoey	DSU	11/14/2024
Institutional Approval Signature		Date
President or Chief Academic Officer of the University		
<u>Erin Fouberg</u>	NSU	11/14/2024
Institutional Approval Signature		Date
President or Chief Academic Officer of the University		
<u>Teresa Seefeldt</u>	SDSU	11/14/2024
Institutional Approval Signature		Date
President or Chief Academic Officer of the University		

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

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

 X
 Undergraduate Certificate
 Graduate Certificate

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

This certificate provides a jumpstart for South Dakota high school students with a career interest in business and provides knowledge about business programs within South Dakota Regental Institutions. Students will learn about the basics of business and communications 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.

	<i>v</i> 1	
BHSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.1
DSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.2
NSU:	<u>SDCL § 13-59</u>	BOR Policy 1.2.3
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1.2.4
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1.2.5
USD:	<u>SDCL § 13-57</u>	BOR Policy 1.2.6
Board of Re	gents Strategic Plan	

The certificate is stackable with business 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 business professionals, including but not limited to marketing managers, sales managers, financial managers, human resources managers, agricultural managers, financial and investment analysts, and accountants in South Dakota is estimated to increase between 8.22% and 19.73% by 2030¹. At the national level, the U.S. Bureau of Labor Statistics estimates that "overall employment in business and financial occupations is projected to grow faster than the average for all occupations from 2023 to 2033. About 963,500 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently".² Additionally, the median annual wage for this group was \$79,050 in May 2023, which was higher than the median annual wage for all occupations of \$48,060, which emphasizes the significant potential benefit for students.

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 business. 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
- **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 all BBA programs or could be used as stackable general education electives for other major programs. There could be up to 12 credits from the certificate that could be applied to the BBA programs.

7. List the courses required for completion of the certificate in the table below.

¹ South Dakota Occupational Employment Projections 2020-2030, Labor Market Information Center, South Dakota Department of Labor and Regulation, July 2022.

² U.S. Department of Labor Statistics Occupational Outlook Handbook (August 29, 2024)

			Prerequisite	Credit	New
Prefix	Number	Course Title	s for Course	Hours	(yes, no)
Take on	e of the fo	lowing			
ECON	201	Principles of Microeconomics	None	2	No
ECON	202	Principles of Macroeconomics	None	5	No
Take on	e of the fo	lowing			
CSC	105	Intro to Computers (Equivalent to HON 105 and MIS 105)	None		No
CSC/	205	Advanced Computer Application	None		No
MIS				3	
CMST	210	Interpersonal Communication/Professionals	None		No
CMST	201	Interpersonal Communication	None		No
Take on	e of the fo	lowing			
BADM	101	Survey of Business	None		No
BADM	280	Personal Finance	None	3	No
/FIN					
Take one of the following					
MATH	114 Or			2	No
	Higher			3	
			Subtotal	12	

8. Student Outcome and Demonstration of Individual Achievement.

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

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

- 1. Learn basic economic concepts as they relate to consumer, worker, and business decisions.
- 2. Learn how the economy interacts as a whole and how monetary and fiscal policy can influence economic factors.
- 3. Develop critical thinking and effective communication skills in business.
- 4. Learn to make sound financial decisions related to all areas of personal finance.
- 5. Learn about the organization and component areas of a modern business.
- 6. Use application software to manipulate and communicate information effectively.
- 7. Learn the theory and application of functions and algebraic operations to solve problems and think logically.

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		Program Courses that Address the Outcomes						
Autoomo	ECON	ECON	CSC/HON/	CSC/MIS	CMST	BADM	BADM/FIN	MATH
Outcome	201*	202*	MIS 105	205	210	101	280	114
Learn basic economic								
concepts as they relate to								
consumer, worker, and								
business decisions.	Х	Х						
Learn how the economy								
interacts as a whole and								
how monetary and fiscal								
policy can influence								
economic factors.		Х						
Develop critical thinking								
and effective								
communication skills in								
business.					Х	Х		
Learn to make sound								
financial decisions related								
to all areas of personal								
finance.							Х	
Learn about the								
organization and								
component areas of a								
modern business.						Х		
Use application software to								
manipulate and								
communicate information								
effectively.			Х	X				
Learn the theory and								
application of functions and								
algebraic operations to								
solve problems and think								
logically.								Х

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

9. Delivery Location.

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

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

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

	Yes/N Intended Start Date	
	0	
On-campus	Yes	August 2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off-campus	Yes	In-district where approved	August 2025

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in Guideline <u>2.4.3.B</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	X15, X18	August 2025
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 online 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 originally designed by the faculty at Northern State University and discussed by the system curriculum folks from each of the institutions. The final curriculum was then vetted on each campus through the faculty. Beacom School of Business faculty support the curriculum and are excited to reach business-interested students. The curriculum will be vetted on campus through the normal curriculum approval process.

NEW CERTIFICATE REQUEST

Supporting Justification for On-Campus Review

Request Originator		Signatur	Signature		Date	
Department Chair		Signatur	re	D	Date	
School/College Dean			Signatur	Signature		ate
1. Learn	Is the c ing Com X	certificate prog mission? Yes	ram being offered s	colely at a location(s	approved by the	Higher
2.	Is the c	certificate prog Yes	ram Title IV (<i>finan</i> X	c <i>ial aid</i>) eligible? No		
3.	Are the X	e courses in the Yes	e certificate progran	n credit-bearing? No		
4. the re progr	Does tl quested j am)? [<i>Se</i>	he certificate p program (i.e., t <i>e item 5 on cer</i> Yes	rogram consist of 5 he certificate is NO <i>rtificate document</i>] X	0% or more of new T a subset of course No	courses developed es from an existing	l specifically for degree
5. <u>(i.e., o</u> etc.)?	Does tl departme	he certificate p ent, curriculum	rogram have approp committees, etc.) a	priate and complete nd external sources	d approval from <u>in</u> (i.e., the state coor	ternal sources rdinating board,
,	Х	Yes		No		

6. Add any additional comments that will aid in the evaluation of this request.

ATTACHMENT II 8

DAKOTA



HIGH SCHOOL DUAL CREDIT GATEWAY TO BUSINESS

.....

ARE YOU INTERESTED IN BUSINESS? VIEW THE FOLLOWING MAJORS AVAILABLE AT SOUTH DAKOTA'S PUBLIC UNIVERSITIES AND GET A HEAD START WITH HIGH SCHOOL DUAL CREDIT (HSDC).

BLACK HILLS STATE UNIVERSITY

Accounting Business Administration Economics & Finance Entrepreneurial Studies Health Services Administration Human Resource Management Management Marketing Professional Accountancy Tourism & Hospitality Management

DAKOTA STATE UNIVERSITY

Accounting Artificial Intelligence in Organizations Business Education Business Technology Computer Information Systems Finance Health Informatics and Information Administration Management Marketing Professional Accountancy

NORTHERN STATE UNIVERSITY

Accounting Banking and Financial Services Business Administration Finance International Business Studies Management Management Information Systems Marketing Professional Accountancy Sport Marketing and Administration

SOUTH DAKOTA MINES

Business Management in Technology

SOUTH DAKOTA STATE UNIVERSITY

Agricultural and Resource Economics Agricultural Business Apparel Merchandising Construction Management Consumer Affairs Economics Entrepreneurial Studies Hospitality Management Sport, Recreation and Park Management

THE UNIVERSITY OF SOUTH DAKOTA

Accounting Business Administration Economics Finance Health Services Administration Human Resource Management Innovation & Entrepreneurship Kinesiology and Sport Management Management Marketing/Graphic Design Operational Analytics Sport Marketing & Media

CERTIFICATE PLAN

If you're considering a career in business, below are some courses we recommend.

ECONOMICS

Take one of the following:ECON 201Principles of MicroeconomicsECON 202Principles of Macroeconomics

COMPUTERS/COMMUNICATION

Take one of the following:

CSC/MIS 105 CSC/MIS 205 CMST 201 CMST 210 Intro to Computers Advanced Computer Application Interpersonal Communication/ Interpersonal Communication/ Professionals

BUSINESS

Take one of the following:BADM 101Survey of BusinessBADM/FIN 208Personal Finance

MATH

Take one of the following:MATH 114College Algebra (or higher)

INDIVIDUAL STUDENT OUTCOMES

- Learn basic economic concepts as they relate to consumer, worker, and business decisions.
- Earn critical thinking or effective communication skills in business.
- Learn to make sound financial decisions related to all areas of personal finance.
- Learn about the organization and component areas of a modern business.

UPON COMPLETION: UNDERGRADUATE GATEWAY TO ENGINEERING CERTIFICATE

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SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – E (1) DATE: December 11-12, 2024

SUBJECT

New Program Request - NSU - BS in Agricultural Business

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a BS in Agricultural Business. The proposed program will apply the fundamentals of business to agriculture and related industries. Students will study management of operations, financial analysis, data analytics, commodity markets, trade, and marketing through the program and apply and advance that knowledge in upper-level courses in agricultural business. The program includes a 3-credit internship in agricultural business where students apply what they learn with one of hundreds of agriculture business employers in the region. NSU will collaborate with South Dakota State University (SDSU), which will offer 12 credits of the program focused on agricultural economics.

The intent to plan has been approved by the Executive Director and was presented to the Board as an informational item at the May 2024 Board meeting.

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – New Program Request Summary: NSU – BS in Agricultural Business Attachment II – Industry Letters of Support

DRAFT MOTION 20241211_6-E(1):

I move to authorize NSU to offer a BS in Agricultural Business, as presented.

Full Proposal – BS Agricultural Business Northern State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase opportunities for students who prefer to attend a regional comprehensive university close to their hometown while supporting key agricultural industries in northeastern South Dakota.

Program Description:

<u>Catalog Description</u>: Northern State University's Agricultural Business major applies the fundamentals of business to agriculture and related industries. Students study management of operations, financial analysis, data analytics, commodity markets, trade, and marketing through the program and apply and advance that knowledge in upper-level courses in agricultural business. The program includes a 3-credit internship in agricultural business where students apply what they learn with one of the hundreds of agriculture business employers in the region.

Strategic Impact -

NSU Strategic Impact: The mission of Northern State University is to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts, professional education, and E-learning for their future endeavors, while also enriching the local and regional community." The NSU strategic plan further emphasizes the university's aspiration to be recognized regionally for its performance in key academic areas, including Business. The BS in Agricultural Business program is closely aligned with Northern's strategic plan. The program requires an internship in agricultural business, which supports Distinctive Learning, and the program is made possible through and directly connects to major agricultural businesses in the region, integrating with Distinctive Partnerships.

The BS in Agricultural Business program promotes the University's Strategic Priority #1: "Build a growth strategy to expand student access, success, and educational attainment to increase students' socioeconomic mobility while serving the public good" and Strategic Priority #3: "Build sustainable collaborative public/private partnerships to advance academic, cultural, health, recreational, and economic opportunities that serve the public good and produce value for NSU, Aberdeen and the region".

In addition to building on collaborative partnerships with regional agricultural businesses, Northern's BS in Agricultural Business builds on partnerships with the Northern Innovation and Startup Center and South Dakota State University.

Northern students currently take a combination of Northern Business courses and South Dakota State University Agricultural Economics courses to earn the South Dakota State University Agricultural Business Minor. Northern's BS in Agricultural Business amplifies this key partnership with SDSU to ensure Northern students can access a robust curriculum that will prepare them well to contribute to key agricultural business partners upon graduating from Northern State University.

BOR Strategic Impact: Northern State University's BS in Agricultural Business helps achieve the SDBOR's mission to enrich the state's economic life and the vision to educate more individuals to enhance state workforce development.

Northern State University's BS in Agricultural Business directly addresses Goal 4 of the SDBOR Strategic Plan by providing workforce skills, meeting workforce demands, and fostering strategic partnerships between Northern State University and agricultural businesses in northeastern South Dakota. Northern's BS in Agricultural Business also addresses Goal 1 of the SDBOR Strategic Plan by collaborating with South Dakota State University to deliver four courses in the program.

The BS in Agricultural Business directly addresses Goal 5 of the SDBOR Strategic Plan "Financial Health/Competitiveness" by addressing demand for an academic program and attracting new students to Northern State University. The university's financial health is improved by offering a new academic program with specific coursework offered from another BOR institution - SDSU - while capitalizing on existing excellence in the NSU School of Business. This efficient approach creates a robust curriculum in agricultural business for Northern students. Northern's Agricultural Business major will attract and retain non-resident students who are agriculturally oriented from North Dakota and Minnesota. It will also reduce the loss of South Dakota residents from the northeastern and central parts of the state to universities that offer Agricultural Business in North Dakota and Minnesota.

Program Summary:

The classification of this program will be 01.0101 [Agricultural Business and Management, General]. This program is proposed to be offered beginning Fall 2025 on campus at NSU as well as online utilizing Hy-Flex teaching methods. SDSU will teach four of the required courses in the program. NSU will develop one new course, BADM 481/581 Agribusiness Entrepreneurship in Practice, in partnership with the Northern Innovation and Startup Center. NSU will pursue program accreditation through ACBSP.

Duplication and Competition:

SDSU offers a BS in Agricultural Business and USD offers a BBA in Agribusiness Leadership.

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of 32 undergraduate completers in related fields.

Regental Universities¹:

University	Bachelor's Degrees Conferred in Related Fields	Total Number of Bachelor's Degrees Conferred at Each Institution
SDSU – Agricultural Business, BS	32	1824
USD – Agribusiness Leadership, BBA	New Fall 2024	NA

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

Private SD Universities²:

University	Bachelor's Degrees Conferred in Related Fields	Total Number of Bachelor's Degrees Conferred At Each Institution
None	NA	NA

Total Sum of SD Findings:

University	Total Bachelor's Degrees in Related Fields Conferred in SD	Total Number of Bachelor's Degrees Conferred (All SD Universities Listed Above)
Total	32	1824

The number of conferred bachelor's degrees in fields related to Agricultural Business, as reported by IPEDs, was 32 for all of South Dakota though the number of graduates will increase as students work through USD's Agricultural Leadership program.

Regarding duplication, NSU notes its BS in Agricultural Business will provide students in northeastern South Dakota the opportunity to work in the largest industry in their region. As a regional comprehensive university, Northern serves the region of northeastern South Dakota. The second greatest number of agricultural jobs in the state are in Brown County. By offering a BS in Agricultural Business, Northern State University will better serve producers and industries in Brown County in northeastern South Dakota. Northern State University will educate a workforce prepared to contribute to the agriculture business industry in the region.

Competitor University Peers³:

University	Total Bachelor's Degrees in Related Fields Conferred	Total Number of Bachelor's Degrees Conferred at Each Institution
Fort Hays State University, BS in	39	3001
Agricultural Business		
Northwest Missouri State	46	1074
University, BS in Agricultural		
Business		
Truman State University, BS in	23	800
Business Administration with		
Agricultural Business		
Specialization		

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

³ IPEDS, 2022-2023

Workforce Outlook/State Need:

Purdue University reports an average of 2,750 new job openings in agriculture every 4 weeks, with an average salary in the Midwest of \$50,801. Purdue University's analysis of agriculture job postings reveals more than 80.6% of the job postings list lending and finance, 35.2% of the postings list economics, and 48.5% of the postings list sales.

Among the postings, Purdue University analyzed the skills listed. Through this analysis, the researchers found that "experience has always been the most common requirement." Looking across all postings, more than 79.3% point to education requirements; 95.6% require experience, 86.7% require leadership, 68.1% require communication, and 47.3% require quantitative skills. By requiring an internship in agricultural business, Northern's BS in Agricultural Business will provide students with the number one skill listed in all agricultural business job postings - experience.

The Emsi study found a significant gap between the number of graduates from general agricultural programs and the number of positions available. The Emsi report shows 191 posts available, while SDSU graduated 55 students in the same year, creating a gap of 136 positions. The Emsi report was not able to accurately gauge demand or supply in the agricultural sector because so many positions in agricultural business are self-employed. The Bureau of Labor Statistics reports that 74.54% of employees in the "farmers, ranchers, and agriculture manager" sector are self-employed. Nationally, AgCareers lists over 5,000 jobs open in crop and livestock management, equipment sales, agricultural banking and finance, food production management, and agronomy.

Northern State University will benefit employers in Aberdeen and across northeastern South Dakota by offering a BS in agricultural business. Agtegra, the #1 ag retailer in North and South Dakota, is headquartered in Aberdeen. Agtegra employs 340 people in Aberdeen and 406 who report to work within a 30-mile radius.

Dacotah Bank, the 15th largest ag lender in the United States, is headquartered in Aberdeen. More than 33% of Dacotah Bank's loans are concentrated in agriculture. Graduates of Agricultural Business programs are needed in the 8 banks headquartered in the state that make the American Banker Association's top 100 Agricultural Banks by Dollar Volume, including Wells Fargo (#2), Dacotah Bank (#15), First Dakota National Bank (#39), Bankwest (#49), First National Bank in Sioux Falls (#55), First Bank & Trust (#57), American Bank & Trust (#62), and Citibank (#74). [14]

[1] Purdue University. Agricultural Job Market Report. February 2024.

https://ag.purdue.edu/commercialag/home/wp-content/uploads/2024/03/202402_agjobsreport.pdf

[2] Emsi. South Dakota Board of Regents. Program Demand Gap Analysis: Economic Overview and Review of Academic Programs, p. 38. Emsi. See footnotes, page 6.

- [3] MyFuture. https://myfuture.com/career/farmers-ranchers-and-other-agricultural-managers
- [4] Ag Careers. https://www.agcareers.com/aberdeen-south-dakota-jobs.cfm#gsc.tab=0
- [5] Croplife 100: Top 5 Ag Retailers Based in the Dakotas.

https://www.croplife.com/croplife-top- 100/croplife-100-top-5-ag-retailers-based-in-the-dakotas/

- [6] Agtegra Human Resources, digital communication, November 2023.
- [7] American Bankers Association. Top 100 Agricultural Banks by Dollar Volume. Updated 13 October
- 2023. https://www.aba.com/news-research/analysis-guides/top-100-agricultural-banks-by-dollar-volume

Student Learning Outcomes:

Students will:

- 1. Analyze Core Agribusiness Concepts: Demonstrate an understanding of fundamental agribusiness principles and apply analytical methods to evaluate real-world agribusiness scenarios.
- 2. Apply Strategic Problem-Solving: Utilize agribusiness knowledge and strategic reasoning to assess challenges and opportunities, developing actionable solutions that align with industry needs and strategic goals.
- 3. Exhibit Advanced Critical Thinking in Agribusiness Contexts: Critically evaluate complex agribusiness issues, integrating data and multiple viewpoints to formulate well-supported recommendations.
- 4. Integrate Multidimensional Perspectives in Decision-Making: Synthesize economic, environmental, social, and global factors to make informed and effective agribusiness decisions that address multiple stakeholder needs.
- 5. Develop Collaborative and Leadership Skills in Agribusiness Teams: Engage in team-based analyses of trends, data, and industry dynamics, effectively communicating and collaborating to advise on evidence-based decisions in agribusiness.

Program accreditation is available through the Accreditation Council for Business Schools and Programs (ACBSP).

The Northern School of Business faculty engaged with both its Business Advisory Board and its Banking and Financial Services Advisory Board to develop the curriculum. Faculty, chairs, and the Dean serve on both boards, where they discussed and received guidance on the curriculum for Northern's BS in Agricultural Business in advisory board meetings. Feedback included the desire for a required internship so Northern students graduate with workforce skills and exposure to the multitude of employment opportunities in agricultural business in the region. Northern also engaged with leaders of major agricultural businesses in northeastern South Dakota to garner feedback on the curriculum and support for the program. The School of Business Dean met with agricultural business leaders at Agtegra, AGP, and Glacial Lakes Energy.

Projected Enrollment:

	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
ESTIMATES						
Students new to the university	4	4	8	8	10	11
Students from other university programs	3	2	1	1	2	2
Students off-campus or distance	1	2	2	2	3	3
continuing students		5	11	18	21	23
Total students in the program (fall)	8	13	22	29	36	39
Program credit hours (major Courses)** Graduates	128	208	352 2	464 4	576 6	624 8
*Do not include current fiscal year						

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

The NSU Office of Admissions counted the number of inquiries they received from firsttime, full-time students who listed an interest in agribusiness or agriculture between 2021-24. Of the 557 students interested in agribusiness or agriculture who inquired, only 32 applied to Northern State University. Among this pool of inquiries and applicants, the vast majority (71.5%) were from North Dakota, Minnesota, northeastern South Dakota, and centralnorthwestern South Dakota. Using the National Student Clearinghouse, Northern found that 40% of the 557 students who inquired about agricultural business or agriculture at Northern did NOT enroll in any college. Among the 334 who went on to enroll in a college, 73 enrolled in college in North Dakota. Northern's BS in Agricultural Business will specifically recruit the hundreds of students who are choosing not to attend college at all as well as the students who inquire at Northern and choose to enroll in North Dakota or Minnesota.

Projected Revenue/Expenses:

FINANCIAL	HEALTH SU	JMMARY				
	1st	2nd	3rd	4th	5th	6th
	FY26	FY27	FY28	FY29	FY30	FY31
TUITION & FEE REVENUES	31,748	50,874	83,005	108,633	129,671	142,294
PROGRAM EXPENSES	16,718	16,718	16,718	17,168	17,618	18,068
NET (T&F REVENUES LESS PROGRAM EXPENSES)	15,031	34,156	66,287	91,465	112,054	124,226
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	15,031	34,156	66,287	91,465	112,054	124,226

Due to NSU's collaboration with SDSU, no new faculty resources are needed to support this program. Students enrolled in NSU's existing Business programs currently pay a fee of \$30.35 per business credit. NSU is requesting that this fee be assigned to credits for this program as well.



January 22, 2024

Dear Members of the Board of Regents and Executive Director Lukkes,

As CEO of Ag Processing Inc (AGP), I write in support of Northern State University offering a BS in Agricultural Business degree.

Headquartered in Omaha, we employ more than 60 people in northeastern South Dakota at our Aberdeen, SD facility. We are experiencing workforce shortages across our company, and one need we have is for employees with degrees in agricultural business.

Northern State University's BS in Agricultural Business will apply the fundamentals of business to agriculture and related industries. Students will study management of operations, financial analysis, data analytics, commodity markets, trade, and marketing through the program and apply and advance that knowledge in upper-level courses in agricultural business. Northern's proposed program requires a 3-credit internship in agricultural business where students apply what they learn with one of hundreds of agriculture business employers in the region. AGP would actively recruit Northern State University students majoring in agricultural business to our internship program. Northern State University's BS in Agricultural Business will provide students in northeastern South Dakota the opportunity to work in the largest industry in the region.

Agriculture is a vital part of the economy of Brown County. Brown County has the second highest number of jobs within agriculture, forestry, and related industries. Brown County also ranks second in economic output from agriculture, forestry, and related industries – at more than \$2.77 billion.

By offering a BS in Agricultural Business, Northern State University will better serve industries in northeastern South Dakota by educating a workforce prepared to contribute to the agriculture business industry in the region.

If you have any questions or concerns, don't hesitate to contact me at 402-498-5559.

Sincerely,

Chris Schaffer – Chief Executive Officer (CEO) AGP



www.glaciallakesenergy.com

Dear Members of the Board of Regents and Executive Director Lukkes,

As Director of HR at Glacial Lakes Energy, LLC I write in support of Northern State University offering a BS in Agricultural Business degree.

Headquartered in Watertown and with locations in Mina, Aberdeen, and Huron we employ more than 200 employees in northeastern South Dakota.

We have experienced workforce shortages across our company, and one need we have is for employees with degrees in agricultural business.

Northern State University's BS in Agricultural Business will apply the fundamentals of business to agriculture and related industries. Students will study management of operations, financial analysis, data analytics, commodity markets, trade, and marketing through the program and apply and advance that knowledge in upper-level courses in agricultural business.

Northern's proposed program requires a 3-credit internship in agricultural business where students apply what they learn with one of hundreds of agriculture business employers in the region. Glacial Lakes Energy, LLC would actively recruit Northern State University students majoring in agricultural business to our internship program.

Northern State University's BS in Agricultural Business will provide students in northeastern South Dakota the opportunity to work in the largest industry in the region. Agriculture is a vital part of the economy of Brown County. Brown County has the second highest number of jobs within agriculture, forestry, and related industries. Brown County also ranks second in economic output from agriculture, forestry, and related industries – at more than \$2.77 billion. By offering a BS in Agricultural Business, Northern State University will better serve industries in northeastern South Dakota by educating a workforce prepared to contribute to the agriculture business industry in the region.

Sincerely,

manuder

Tara Crowder Director of HR



March 18, 2024

Dear Members of the Board of Regents and Executive Director Lukkes,

As CEO of Agtegra, I write in support of Northern State University offering a BS in Agricultural Business degree.

Headquartered in Aberdeen, we employ more than 900 employees in South Dakota and North Dakota. Like many employers, we are experiencing workforce shortages across our company and at various levels and roles, and we have a need for employees with degrees in agricultural business.

It is my understanding is that Northern State University's BS in Agricultural Business will apply the fundamentals of business to agriculture and related industries. Students will study management of operations, financial analysis, data analytics, commodity markets, trade, and marketing and advance that knowledge in upper-level courses in agricultural business.

NSU's proposed program requires a 3-credit internship in agricultural business where students apply what they learn with agriculture business employers in the region.

Agtegra would actively recruit Northern State University students majoring in agricultural business to apply to our internship program. Agtegra would also like the opportunity to engage with students in a variety of ways throughout the Agricultural program. This may include classroom presentations or visits by company subject matter experts; company location tours and on-site education/information sessions; continued participation in career fairs; and other events that may be mutually beneficial for the agriculture business students and Agtegra.

Northern State University's BS in Agricultural Business will provide students the opportunity to work in the largest industry in the region. Agriculture is a vital part of the economy of Brown County and surrounding counties. By offering a BS in Agricultural Business, NSU will better serve industries in northeastern South Dakota and neighboring counties and states by educating a workforce that is prepared to contribute to the agriculture business industry for years to come.

Sincere

Jason Klootwyk, CEO

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – E (2) DATE: December 11-12, 2024

SUBJECT

New Program Request – USD – Executive Master of Business Administration (eMBA)

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer an Executive Master of Business Administration (eMBA). The program, which will be offered in cohorts, will develop leaders through immersive, intensive, and transformative experience. The intention of the program is to provide knowledge and training that will significantly contribute to the current position held by the learner, as well as to support career trajectory and promotion. It will also benefit the strategic planning priorities of the organization.

The intent to plan and the requirement for a program review were waived by the Executive Director.

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – New Program Request Summary: USD – Executive Master of Business Administration (eMBA)

DRAFT MOTION 20241211_6-E(2):

I move to authorize USD to offer an Executive Master of Business Administration (eMBA), as presented.

Full Proposal – eMBA Executive Master of Business Administration University of South Dakota

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of MBA-credentialed professionals ready to advance in leadership in the Sioux Falls area.

Program Description:

<u>Catalog Description</u>: The eMBA will identify needs, create value, and improve relationships across organizations' environmental, social, and financial practices. The program will develop leaders through an immersive, intensive, and transformative experience. The cohort-style program provides knowledge that enhances career trajectories and strategic thinking. Enrollment requires a special application process; eMBA completion requires five semesters, each with two eight-week courses.

<u>Website Description</u>: The eMBA offers an approach to identifying needs, creating long-term value, maintaining continuous growth, and improving stakeholder relationships across the environmental, social, and financial practices of organizations. This distinguished program will offer cohort-style learning and leadership development in an immersive, intensive, and transformative experience.

The intention of this program is to provide knowledge and training that will significantly contribute to the current position held by the learner as well as to support career trajectory and promotion. It will also benefit the strategic planning priorities of the organization. A special application process will be used for this program, which can be completed in five semesters, with two eight-week long courses completed in each. This program will increase the number of South Dakota residents possessing a graduate degree.

Strategic Impact -

<u>USD Strategic Impact</u>: One of the themes of the University's current strategic plan is Serving South Dakota with the following broad goals:

Goal 1: Address key statewide issues by leveraging USD expertise.

Goal 2: Collaborate with all constituents to improve the quality of life in South Dakota.

USD's priorities are to identify key statewide issues and establish teams to address them while also working to increase collaboration with stakeholder groups across the state. External partners are anxious to provide their employees with an opportunity to earn an eMBA. While executive leadership development initiatives can be offered internally by an organization, employersupported formal training programs in partnership with a university represent a substantial investment by the company in the development of its employees viewed as potential senior executives, effective leaders, and change agents within the company, for the industry, and overall societal impact. The proposed eMBA is the solution that the school of business has created to meet the needs of industry to provide specialized leadership training and develop the businessplanning capacity for the participants to thrive as modern decision-makers. **BOR Strategic Impact**: The proposed eMBA aligns with the strategic plan goal of workforce and economic development. The availability of this graduate program helps to grow South Dakota's availability of skilled workers, the level of education needed to support a knowledgebased economy, and partnering with businesses to meet their needs. South Dakota's workforce will add approximately 32,000 new jobs by 2030; of those, many of them (38%) will require a minimum of an undergraduate degree, but preferably a more advanced degree such as a master's. This proposed program prepares professionals with management experience and training for advanced leadership positions in order to address current and future business industry challenges. The program will assist in meeting the demand for senior-level professionals in numerous fields as evidenced by the South Dakota Department of Labor forecast. Lastly, the proposed program will be a talent retention tool for many of the Sioux Falls companies.

Beacom School of Business currently offers an uncredentialed, executive education experience to serve the training and development needs of businesses and local governments. The school also offers its available stand-alone graduate-level certificates and the existing graduate programs--the MBA, MAcc, and the MSBA. Local employers have expressed interest in offering their employees the opportunity to earn a credential, and this proposed eMBA meets that need. Lastly, BSB also has a strategic priority of growing USD Sioux Falls. In the largest economic hub in the state and just 50 miles away from the Vermillion main campus, USD-Sioux Falls is poised for rapid growth. This trend is likely to bring more professionals into the state. The potential economic growth offers opportunities to expand BSB's academic programs, focused on working professionals, in the areas of business analytics, financial and trust management, and health services administration through certification, short executive education programs, and graduate programs offered in a hybrid course delivery model meeting at USD- Sioux Falls.

Program Summary:

The classification of this program will be 52.0201 [Business Administration and Management, General]. This program is proposed to be located at USD-SF though courses may be offered in Vermillion, Sioux Falls, and online taking advantage of the hybrid/hyflex modality. Each course will run for eight weeks and students will be able to complete two courses per 16-week semester. Students accepted into the eMBA must be recommended and tuition-supported by their employer. USD requested and received authorization to offer a similar Professional MBA in 2009 but never activated the program. In Fall 2023, USD surveyed industry leaders representing about 26 companies based in the Sioux Falls regional area, as well as a review of peer/competitor/aspirant schools, and finally, current literature on graduate management education, all highlight a need for a specialized curriculum for executives in business performance.

Sioux Falls industry leaders identified the need for formal training of the next generation of executives in their businesses in artificial intelligence for business, business leadership, business analytics, finance, and operations and supply chain management. With this information, USD reinvented the previously approved pMBA program as an eMBA. Targeting this new program to work directly with SF companies to train seasoned managers and leaders.

The proposed eMBA, with a strong emphasis on analysis and strategy, caters to older and more experienced business professionals who have high level positions or *established leaders* the advanced business concepts targeted to enhance their management skills and strategic thinking. . This program will prioritize practical, real-world business acumen aligned with the foundations of academic theory. This degree emphasizes the application of knowledge in business settings,

ensuring graduates are equipped with directly transferable skills for the corporate world. An eMBA coursework focuses on refining skills through real-world management challenges, while MBA coursework covers general knowledge. Students will be expected to apply what they are learning during the program in real time at work. This intensity is designed to challenge and enhance the decision-making skills of seasoned professionals.

Duplication and Competition:

No other South Dakota university currently offers an Executive MBA. Standard MBAs are offered at BHSU, DSU, and USD.

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of 242 MBAs.

Regental Universities¹:

University	Traditional MBAs Conferred	Total Number of Master's Degrees Conferred at Each Institution
BHSU – MBA in Applied	6	60
Management		
DSU – MBA in General	2	149
Management		
USD – MBA in Business	79	530
Administration (8 specializations		
+ an accelerated MBA)		

Private SD Universities²:

University	Traditional MBAs Conferred	Total Number of Master's Degrees Conferred At Each Institution
Augustana University	44	190
Dakota Wesleyan University	55	68
University of Sioux Falls	56	109

Total Sum of SD Findings:

University	Total Traditional MBAs Conferred in SD	Total Number of Master's Degrees Conferred (All SD Universities Listed Above)
Total	242	1106

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

 $^{^{\}rm 2}$ Integrated Postsecondary Education Data System (IPEDS) for 2022-2023

The number of conferred traditional MBAs as reported by IPEDs was 242 for all of South Dakota. USD and BHSU are accredited by AACSB. The proposed eMBA, with its emphasis on analysis and strategy, will cater to older and more experienced business professionals and will be more flexible and accommodating than the traditional MBA.

Competitor University Peers³:

Unlike the tables above, this table specifically reports eMBA (not traditional MBA) conferrals.

University	Total eMBAs Conferred	Total Number of Master's Degrees Conferred at Each Institution
Indiana State University	49	454
Montana State University	61	540

Workforce Outlook/State Need:

The South Dakota Department of Labor and Regulation indicates that in the category of Management in the specific occupation of just Chief Executive Officer (CEO), the projections from 2022 to 2032 demonstrate there are a minimum of 76 openings each year, which is about 2% of the estimated 4,070 annual openings for just the role of Chief Executive Officer not considering other titles such as Director, Senior Administrator, Manager, etc. These CEO positions typically require a master's degree. This total includes the annual exits of about 36 individuals from those roles. Based on the O*NET data, the role of Chief Executive Officer is the occupation that is required to determine and formulate policies and provide overall direction of companies or private and public sector organizations within guidelines set up by a board of directors or similar governing body; they plan, direct, or coordinate operational activities at the highest level of management with the help of subordinate executives and staff managers. Likewise, the occupation category of General and Operations Managers indicates an estimated 386 position openings or 9% of the 4,070 annual openings among just that role. Additionally, based on the O*NET data, the role of General and Operations Managers, which excludes firstline supervisors, is the occupation required to plan, direct, or coordinate the operations of public or private sector organizations, overseeing multiple departments or locations and further duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources but are too diverse and general to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services, usually managed through subordinate supervisors.

According to the South Dakota Department of Labor, there are three broad divisions of industry types: non-agricultural, agricultural, and nonfarm. Considering the overall nature of business education, each of these three types, as well as federal, state, and local government, can benefit from the program proposed here. While some industry sub-divisions or sub-sectors in South Dakota are projected to experience a reduced need for workers moving from the year 2020 to 2030, other industries are expected to need upwards of 20% additional prepared workforce. For instance, the North American Industry Classification System (NAICS) code assigned to Management of Companies and Enterprises is 551. This sub-sector's needs will grow by 11.8% between 2020 and 2030, or an additional 605 persons by industry, according to a report published in 2016. Business preparation is important across all of those sub-sectors. In 2020,

³ IPEDS, 2022-2023

research indicated that minimal expected growth did not take into account the focus on employment projections by occupation, which indicates that by 2030, there will be 41,100 new jobs in South Dakota's economy or an overall increase of 8.5%. Those new jobs align with the nation's occupational employment increase, which is projected to increase by 7.7% for this same ten-year period of 2020-2030.

The participants for this program will be currently employed professionals specifically selected for their potential. Their employers can elect to move them into new positions or reassess their current status.

Using Data from the South Dakota Department of Labor and Regulation, the following demonstrates the number of current openings by very select position titles. The list is not exhaustive:

Position Title	Number of Current Openings in South Dakota
Healthcare Management Operations	631
Directors of Management	407
Healthcare Business and Finance Operation	ns 201
Chief Executive Officer	106
Chief Financial Officer	62
Directors of Business and Financial Operat	tions 34
Director of Community and Social Service	s 9

South Dakota is one of the top 5 states that have been categorized as a top payer for the Chief Executive occupation at an annual mean wage of \$350,100. The city of Sioux Falls is one of the top-paying metropolitan areas for Chief Executives, with an annual mean wage of \$384,800.

Market research indicates that leadership positions in South Dakota for the role of CEO range from approximately \$130,000 to \$360,000; Chief Financial Officer from \$150,000 to \$480,000; Vice President from \$100,000 to \$250,000; Manager or Director at \$80,000 to \$100,000, etc. Positions at this level seldom post a numerical value for salary, benefits, stock options, bonuses, or other fringe benefits. Instead, it is noted by the South Dakota Department of Labor and Regulation that the occupations in these categories typically require, at a minimum, a Master of Business Administration degree.

Sources:

- South Dakota Department of Labor. (n.d.). Office of Federal Contract Compliance Programs. Manage Training and Executive Development. Retrieved from https://www.dol.gov/organizations/ofccp/manual/fccm/4h-site-filling-management-jobs/4h05-management-training-and-executive
- South Dakota Department of Labor. (2018). South Dakota Occupational Employment Projections to 2026. Retrieved from
- https://dlr.sd.gov/lmic/lb/2018/lbarticles/lbart_sept2018_occupational_projections.aspx
 South Dakota Occupational Employment Projections to 2030. (2022). South Dakota and US Employment Snapshot for 2020-2030. Retrieved from https://dlr.sd.gov/lmic/lb/2022/lbart_sept22_occupational_projections_2020_2030.aspx
- United States Bureau of Labor Statistics. (2023).
 Occupational Employment and Wage Statistics. Retrieved fromhttps://www.bls.gov/oes/2023/may/oes111011.htm#nat
- Executive MBA Council. (2024). Industry Insights. Retrieved from https://www.embac.org/research-incontext.html
- South Dakota Department of Labor and Regulation. (2024). Occupation Profile for Chief Executives. Retrieved from https://www.southdakotaworks.org/vosnet/lmi/profiles/profileSummary.aspx? enc=GVaLr/skVT9NzIXXkGevr77DE55OePj0lOO8zIPvGJLf428XALRFoiuq/TJYRMbv9q8a1EIZ5L GWjKaM6YQAsQc7gaOctQnVkm3b6mgwXSXPV9Dyz1qljpxttZ8JIajz

Student Learning Outcomes:

The program has identified five categories that are used to assess outcomes for all of its graduate programs. Using the following broad categories, students will be able to demonstrate meaningful use of knowledge and application of:

- Business disciplines and strategic integration.
- Analytical and critical thinking in business decision-making
- Communication and interpersonal skills for effective leadership
- Corporate social responsibility and ethical behaviors
- Competencies of executive business leadership

GOAL 1. KNOWLEDGE: Graduates will demonstrate knowledge of the basic business disciplines and strategic integration in business in a global environment.

Objective 1. Graduates will demonstrate knowledge of core concepts in business disciplines on a designated assignment.

Objective 2. Graduates will demonstrate an understanding of strategic integration in a global environment on a designated assignment.

GOAL 2. ANALYTICAL / CRITICAL THINKING AND APPLICATION: Graduates will employ analytical and critical thinking skills to make business decisions in a dynamic environment.

Objective 1. Graduates will employ analytical skills to perform systematic business analysis, identify problems, and suggest solutions on a designated assignment.

Objective 2. Graduates will employ critical thinking skills to analyze/identify the impact of the business environment on business decisions on a designated assignment.

GOAL 3. PROFESSIONAL COMMUNICATION SKILLS: Graduates will communicate effectively and professionally.

Objective 1. Graduates will demonstrate strong oral presentation skills on a designated assignment.

Objective 2. Graduates will be able to create professional-quality business documents for a designated assignment.

GOAL 4. ETHICAL BEHAVIOR: Graduates will recognize the importance of ethics and social responsibility in business.

Objective 1. Graduates will be able to apply ethical principles in identifying and resolving ethical dilemmas on a designated assignment.

Objective 2. Graduates will demonstrate an understanding of social responsibility in business on a designated assignment.

GOAL 5. SPECIALIZATIONS: Graduates seeking specialized eMBA degrees will demonstrate competency in their proposed specialization.

Objective 1. Health Services Administration: Graduates will be able to identify common industry problems and provide solutions based on health services administration best practices on a designated assignment.

Program accreditation is available through the Association to Advance Collegiate Schools of Business (AACSB).

Projected Enrollment:

	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
ESTIMATES			_			
Students new to the university	10		12		14	
Students from other university programs						
Students off-campus or distance						
continuing students		10		12		14
Total students in the program (fall)	10	10	12	12	14	14
Program credit hours (major Courses)**						
eMBA credits	150	150	180	180	210	210
Other Business Credits						
Total Program Credit Hours	150	150	180	180	210	210
Graduates		10		11		12
*Do not include current fiscal year						
**This is the total number of credit hours generated hystudent	ts in the progra	m in the requi	red or elective r	program course	es lisethesan	ne numbers

in Appendix B – Budget.

USD will employ a cohort model for the eMBA, which means that a new class of students will be enrolled every two years and work completely through the program (two years) before the next group of students is enrolled. Traditional recruitment and marketing will not be used for this program as this program is only open to students working for organizations that will provide employee-tuition support.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY26	FY27	FY28	FY29	FY30	FY31
TUITION & FEE REVENUES	132,750	132,750	159,300	159,300	185,850	185,850
PROGRAM EXPENSES	131,263	121,263	106,263	106,263	106,263	111,263
NET (T&F REVENUES LESS PROGRAM EXPENSES)	1,487	11,487	53,037	53,037	79,587	74,587
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	1,487	11,487	53,037	53,037	79,587	74,587

USD indicates there are no significant new resources required for the initiation of this degree program. Two tasks will require a one-time investment which will come from BSB cash reserves, and both are related to faculty development. Each faculty selected to teach in this program will receive:

- A stipend for new course development and
- Specialized educational leadership training in the delivery of curriculum to industry leaders by an experienced contractor.

This program will be limited to two eight-week courses each semester. Current faculty can be re-assigned to teach an 8-week course. Also, there will be opportunities for faculty to co-teach

courses. Delivery mode will be a combination of in-person and online methods. The USD Sioux Falls campus will be used for in-person sessions. Additionally, physical space for fieldtrip sessions may be hosted at a cohort members organization, at no expense to the Business School.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – F (1) DATE: December 11-12, 2024

SUBJECT

Request to Seek Accreditation – SDSU – Council for the Accreditation of Educator Preparation (CAEP)

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2.3.5</u> – Accreditation <u>AAC Guideline 2.3.5.B</u> – 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. South Dakota State University requests approval to seek accreditation from the following accrediting agency:

Accrediting Agency: Council for the Accreditation of Educator Preparation (CAEP)

Program: BS in Elementary Education; BS in Special Education

<u>Advantages:</u> CAEP accreditation offers several advantages for educator preparation programs (EPPs) and their stakeholders, including students faculty, and employers, including: enhanced program quality, rigorous standards, data-drive recognition and prestige, national recognition, increased credibility, graduate employability, accountability and transparency, access to resources and support, funding opportunities, licensure and certification, and transferability of credits.

IMPACT AND RECOMMENDATION

SDSU anticipates a one-time application fee of \$350 for initial accreditation, and an annual fee of \$2,500 to be covered through department funds. SDSU currently offers CAEP accredited programs, and SDSU will continue to pay the annual fee of \$3,605. The addition of the new program will be part of SDSU's review, which will also have a site visit in Fall 2026.

Board staff recommends approval.

DRAFT MOTION 20241211_6-F(1):

I move to approve SDSU's request to seek accreditation from the Council for the Accreditation of Educator Preparation (CAEP) for their BS degrees in Elementary Education and Special Education.

Request to Seek Accreditation – SDSU (CAEP) December 11-12, 2024 Page 2 of 2

ATTACHMENTS

Attachment I – SDSU Request to Seek Accreditation Forms: Council for the Accreditation of Educator Preparation (CAEP) – Elementary Education & Special Education



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.

UNIVERSITY:	SDSU
PROGRAM:	Elementary Education
CIP CODE:	13.1210
UNIVERSITY DEPARTMENT:	School of Education, Counseling, and Human
	Development
UNIVERSITY DIVISION:	College of Education & Human Sciences

University Approval

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

President of the University

9-11-24

- 1. Level of program seeking accreditation (place an "X" in the appropriate box):
 - □ Certificate
- □ Associate
- ⊠ Bachelor's
- □ Doctoral □ Master's

2. Accrediting Agency:

Council for the Accreditation of Educator Preparation (CAEP)

3. What are the advantages of accreditation?

CAEP (Council for the Accreditation of Educator Preparation) accreditation offers several advantages for educator preparation programs (EPPs) and their stakeholders, including students, faculty, and employers. Here are some key benefits:

- Enhanced Program Quality
- Rigorous Standards
- Data-Driven Recognition and Prestige
- National Recognition
- Increased Credibility
- Graduate Employability

Program Forms, Request to Seek Accreditation (last revised 08/2016)

- Accountability and Transparency
- Access to Resources and Support
- Funding Opportunities
- Licensure and Certification
- Transferability of Credits

4. What are the anticipated costs involved in accreditation, including:

A. Costs involved in undergoing self-study and preparing the application for accreditation: Current staff will prepare the self study. Additional costs to prepare the self study are not planned.

B. Out-of-pocket costs related to dues or site visits:

CAEP Annual Fee: \$3,605

- C. Base budget implications including incremental costs and minimum base resources required (dollars and FTE): NA Existing SECHD programs are currently accredited by CAEP. Base costs and minimum base resources are already allocated thru existing CAEP accredited programs.
- 5. What is the source of the revenue needed? Additional revenue sources are not anticipated.

6. What is the estimated date for submission of accreditation application?

We already have CAEP accreditation as an Educator Provider Program (EPP), so we will be adding this program to our review which will entail a self-study in Spring 2026 and a site visit in Fall 2026.



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.

UNIVERSITY:	SDSU
PROGRAM:	Special Education
CIP CODE:	13.1001
UNIVERSITY DEPARTMENT:	School of Education, Counseling, and Human Development
UNIVERSITY DIVISION:	College of Education & Human Sciences

University Approval

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

9-11-24 Date President of the University

- 1. Level of program seeking accreditation (place an "X" in the appropriate box):
 - \Box Certificate \Box Associate \boxtimes Bachelor's
 - \Box Doctoral \Box Master's

2. Accrediting Agency:

Council for the Accreditation of Educator Preparation (CAEP)

3. What are the advantages of accreditation?

CAEP (Council for the Accreditation of Educator Preparation) accreditation offers several advantages for educator preparation programs (EPPs) and their stakeholders, including students, faculty, and employers. Here are some key benefits:

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- Enhanced Program Quality
- Rigorous Standards
- Data-Driven Recognition and Prestige

Program Forms, Request to Seek Accreditation (last revised 08/2016)

- National Recognition
- Increased Credibility
- Graduate Employability
- Accountability and Transparency
- Access to Resources and Support
- Funding Opportunities
- Licensure and Certification
- Transferability of Credits
- 4. What are the anticipated costs involved in accreditation, including:
 - A. Costs involved in undergoing self-study and preparing the application for accreditation: Current staff will prepare the self study. Additional costs to prepare the self study are not planned.

B. Out-of-pocket costs related to dues or site visits:

CAEP Annual Fee: \$3,605

- C. Base budget implications including incremental costs and minimum base resources required (dollars and FTE): NA Existing SECHD programs are currently accredited by CAEP. Base costs and minimum base resources are already allocated thru existing CAEP accredited programs.
- 5. What is the source of the revenue needed? Additional revenue sources are not anticipated.

6. What is the estimated date for submission of accreditation application?

We already have CAEP accreditation as an EPP, so we will be adding this program to our review which will entail a self-study in Spring 2026 and a site visit in Fall 2026.

Program Forms, Request to Seek Accreditation (last revised 08/2016)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – F (2) DATE: December 11-12, 2024

SUBJECT

Request to Seek Accreditation – SDSU – United States Geospatial Intelligence Foundation (USGIF)

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2.3.5</u> – Accreditation <u>AAC Guideline 2.3.5.B</u> – 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. South Dakota State University requests approval to seek accreditation from the following accrediting agency:

Accrediting Agency: United States Geospatial Intelligence Foundation (USGIF)

Program: Geospatial Intelligence (GEOINT) Graduate Certificate

<u>Advantages:</u> Accreditation will give students who earn the graduate certificate a credential when seeking jobs in national security, especially by the geospatial intelligence community. The GEOINT minor at SDSU was previously awarded accreditation by USGIF in April 2024.

IMPACT AND RECOMMENDATION

SDSU anticipates a one-time application fee of \$350 for initial accreditation, and an annual fee of \$2,500 to be covered through department funds. SDSU will only pay one fee for both the minor and the graduate certificate. Other costs would include roughly \$5,000 for travel expenses for the evaluation & site visit.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Request to Seek Accreditation Form: United States Geospatial Intelligence Foundation (USGIF)

DRAFT MOTION 20241211_6-F(2):

I move to approve SDSU's request to seek accreditation from the United States Geospatial Intelligence Foundation (USGIF) for their graduate certificate in Geospatial Intelligence.



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.

UNIVERSITY:	SDSU
PROGRAM:	Geospatial Intelligence (GEOINT) Graduate
	Certificate
CIP CODE:	43.0407
UNIVERSITY DEPARTMENT:	Geography & Geospatial Sciences
UNIVERSITY DIVISION:	Natural Sciences

University Approval

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

Click here to ente -22 tate 202

1. Level of program seeking accreditation (place an "X" in the appropriate box):

Π

 \boxtimes Certificate

- Associate
- □ Bachelor's
- \boxtimes Doctoral \boxtimes Master's
- 2. Accrediting Agency: United States Geospatial Intelligence Foundation (USGIF)
- 3. What are the advantages of accreditation? It will give students who earn the graduate certificate a credential when seeking jobs in national security, especially by the geospatial intelligence community.

The Department of Geography and Geospatial Sciences submitted a self-study to the USGIS for an accredited undergraduate GEOINT Minor. We had the USGIF site visit was 2/29/2024 to 03/01/2024. The GEOINT Minor was awarded accreditation by the USGIF for five years from 04/15/2024 to 04/15/2029.

4. What are the anticipated costs involved in accreditation, including:

Program Forms, Request to Seek Accreditation (last revised 08/2016)

President of the University

- A. Costs involved in undergoing self-study and preparing the application for accreditation: No cost. Will be done by department head.
- B. Out-of-pocket costs related to dues or site visits:
 - \$350 accreditation application fee.
 - \$5,000 on site costs for an accreditation team of three people for travel, hotel, and food.
 - \$2,500 annual fee to USGIF for Institutional Membership while accredited. There will only be *one* annual fee for both the undergraduate minor and the graduate certificate (if accredited).
- C. Base budget implications including incremental costs and minimum base resources required (dollars and FTE):
 - Copying documents and making binders of the report. (\$300 and department head/faculty time)
 - Promotional materials \$500
- 5. What is the source of the revenue needed? Department funds
- 6. What is the estimated date for submission of accreditation application? February 15, 2025.

Program Forms, Request to Seek Accreditation (last revised 08/2016)

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – A DATE: December 11-12, 2024

SUBJECT

FY26 Legislative Session

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 4-7-7</u> – Annual Budget Estimates Submitted by Budget Units <u>SDCL 4-7-9</u> – Preparation and submission of budget report to Legislature

BACKGROUND / DISCUSSION

On the first Tuesday of December, the Governor presents the recommended budget for the next fiscal year to the State Legislature and the public. Governor Noem gave her FY26 budget address on December 3, 2024. She mentioned that while South Dakota remains financially strong, on-going revenues for FY25 have come in lower than anticipated, requiring a \$26.4 million reduction to the on-going revenues available for the current fiscal year. When combined with the FY26 projected on-going revenue growth, the total available revenue growth for FY26 is \$44.2 million. To balance the budget and cover mandatory funding changes, inflation increases, on-going expenses, and continuous appropriations, the Governor proposes \$71.9 million in budget reductions and discretionary changes across state agencies.

To keep pace with market and inflationary pressures, the Governor recommends a 1.25% market adjustment for state employees and a \$537 increase per FTE for state employee health insurance for FY26.

Due to historic growth in unclaimed property receipts, the Governor is recommending \$175.3 million in available one-time revenues for FY25 and proposes using these funds to pay off debt, invest in public safety, and increase rainy day reserves.

IMPACT AND RECOMMENDATIONS

Base General Funding

The Governor is proposing a base general fund decrease of \$10,382,174 for the Board of Regents (BOR) for FY26. Further details are available in Attachment I. The proposed budget includes:

• \$9,088,656 reduction of maintenance and repair funding, to fall from 1.75% to 1.25% of replacement value;

INFORMATIONAL ITEM
FY26 Legislative Session December 11-12, 2024 Page 2 of 2

- \$2,000,000 reduction across the system to address the State's reduced revenues;
- \$400,000 reduction for the dissolution of the Dakota Digital Network (DDN);
- An additional \$104,000 and 1.0 FTE for remote learning IT personnel and software licensing support due to the termination of the DDN;
- \$300,000 and 1.1 FTE for the creation of an emergency medicine clinical department and residency program at the USD Sanford School of Medicine;
- a \$706,848 increase for system-wide utilities;
- and a reduction of \$4,366 for the critical deferred maintenance lease payment.

Proposed FY25 General Bill Amendments

An increase of \$142,146 in general funds for system-wide utilities adjustments has been recommended in the FY25 General Bill amendment.

Proposed FY25 Emergency Special Appropriations

Also recommended is a special appropriation of general funds to pay off the remaining debt associated with the SDSU Precision Agriculture Building. House Bill 1264 in the 2018 Legislative Session authorized a bond issuance for this building. This would save the state over \$4.3 million in interest and fees, while also freeing up \$900,000 in ongoing general funds.

ATTACHMENTS

Attachment I – FY26 Budget Request Summary – Governor's Recommended

South Dakota Board of Regents				
FY26 Board of Regents Request and Gover	nor's Recommende	a		
	Base General Fund	FTE	Base General Fund	FTE
FY25 Base General Fund Budget	\$318,890,170	5,079.4	\$318,890,170	5,079.4
Priorities	Requested		Recommende	d
System - Academic Building Insurance	\$3,196,736	0.0	\$0	0.0
System - Cybersecurity Technology Funding	\$2,750,000	0.0	\$0	0.0
USD/SSOM - Emergency Medicine Residency	\$300,000	1.1	\$300,000	1.1
System - Tuition Inflationary Buy-Down	\$3,500,000	0.0	\$0	0.0
System - Additional General Fund Maintenance and Repair	\$7,429,929	0.0	(\$9,088,656)	0.0
System - General Fund Budget Reduction		0.0	(\$2,000,000)	0.0
RIS - Dakota Digital Network Reduction			(\$400,000)	0.0
RIS/NSU-HSEL - Remote Learning IT Personnel and Software Licensing Support			\$104,000	1.0
Base Budget Maintenance				-
Utilities Adjustment	\$541,635	0.0	\$706,848	0.0
Utilities Adjustment - Addition of USD-SF and BHSU-RC	\$473,126	0.0	\$0	0.0
Lease Adjustment	(\$4,366)	0.0	(\$4,366)	0.0
FY26 Requested and Recommended	\$18,187,060	1.1	(\$10,382,174)	2.1
FY26 Total Base Funding Recommended	\$337,077,230	5,104.5	\$308,507,996	5,105.5
Increase without Salary Policy	5.4%	0.5%	-3.4%	0.5%
One-Time General Fund Req	uests			
System - Academic Building Insurance	\$3,196,736	0.0	\$0	0.0
System - Classroom Innovation	\$5,300,000	0.0	\$0	0.0
System - Student Security Upgrades	\$14,725,500	0.0	\$0	0.0
System - Lab Equipment & Upgrades	\$8,319,000	0.0	\$0	0.0
System - Utilities Adjustments	(\$19,601)	0.0	\$142,146	0.0
System - Utilities Adjustments - Addition of USD-SF and BHSU-RC	\$451,317	0.0	\$0	0.0
SDSU - Precision Agriculture Building Bond Payoff	\$0	0.0	\$15,496,237	0.0
FY26 Tuition Fund Authority R	equests			
Authority Changes	\$2,000,000	3.0	2,000,000	3.0
FY26 Federal and Other Fund Autho	rity Requests			
Authority Changes	\$12,991,000	16.0	14,841,000	16.0
FY26 Informational Federal and Other Fund Authority Requests				
Authority Changes	\$2,000,000	5.0	\$2,000,000	5.0

* The Governor is recommending an FY25 Emergency Special Appropriations for this one-time funding request. ** The Governor is recommending FY25 General Bill Amendment for these one-time funding requests.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – B DATE: December 11-12, 2024

SUBJECT

South Dakota Building Authority Revenue Bonds, Series 2024A

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL § 5-12-10</u> – Transfer of State Property to Authority <u>SDCL § 5-12-13</u> – Lease of Facilities and Sites to State Agencies Authorized <u>SDCL § 5-12-20</u> – Resolutions for Revenue Bonds Authorized

BACKGROUND / DISCUSSION

The South Dakota Building Authority Series 2024A Revenue Bonds will provide \$5,144,644 to help fund the construction, furnishings, and equipping of an expansion of the West River Health Science Center at Black Hills State University – Rapid City (BHSU-RC).

BHSU-RC Project in Rapid City, South Dakota

BHSU-RC was originally constructed as a general classroom and office building in 2011. The existing building supports a wide range of academic functions including offices, classrooms, meeting rooms, tutoring, veteran's assistance, IT help desk, and other student services. BHSU's associate degree in Applied Health Sciences is fully offered at BHSU-

(Continued)

DRAFT MOTION 20241211_7-B:

I move to adopt Special Resolution No. 03-2024 on a roll call vote, which will:

- 1) Request the Building Authority to proceed with the issuance of revenue bonds ("*Revenue Bonds*") to finance costs of constructing, renovating, furnishing, and equipping the BHSU-RC Project in an aggregate amount not to exceed \$5,144,644.
- 2) Authorize the President of the Board and the Executive Director to execute an instrument of transfer to effect the transfer of jurisdiction over the affected real property for the BHSU-RC Project, to the extent not heretofore transferred.
- 3) Authorize the President of the Board and the Executive Director to execute a supplement to the existing lease between the Board and the Building Authority. This lease establishes the basis for the continued occupancy and use of the premises by the Board and outlines the conditions of payment to the Building Authority for such occupancy and use.
- 4) Authorize the officers of the Board and the Executive Director to take such other actions and to execute such other documents as may be required to carry out the actions approved pursuant to such special resolutions.

South Dakota Building Authority Revenue Bonds, Series 2024A December 11-12, 2024 Page 2 of 3

RC. This program offers the pre-nursing curriculum and is fully articulated into SDSU's Bachelor of Science in Nursing (BSN) program. The BSN program currently offers traditional, didactic classes out of BHSU-RC but continues to offer all skills and simulations classes at an older rental building due to lack of space.

The expansion of BHSU-RC will address the need for nursing simulation and skills lab space while maximizing the use of existing gathering, general classroom, office, and service space in the facility. The renovation and expansion of BHSU-RC will create a stateof-the-art nursing education facility that will provide opportunities for students, faculty, and practitioners, and support the healthcare needs of western South Dakota. As identified by Monument Health, the main health care provider in western South Dakota, an acute need for nursing professionals has been identified in the Rapid City area. Providing stateof-the-art nursing education facilities will help these programs respond to that need.

This project will consolidate all South Dakota Regental nursing education in the western part of the state into a single site, providing efficiencies and improvement in space utilization. It will replace outdated and leased, program-limiting facilities in four separate locations in Rapid City, SD with one fully appointed modern educational facility. It will also provide the space necessary to increase the number of nursing graduates needed in Rapid City to address the severe nursing shortage in the region.

The Building Authority advised the Board staff that the Revenue Bonds are expected to be priced and sold within the following parameters:

The Series 2024A Bonds shall be issued in an aggregate principal amount such that not more than \$,144,644 of the proceeds of the Series 2024A Bonds shall finance costs of constructing, furnishing, and equipping the Project.

The last stated maturity date of the Series 2024A Bonds shall not be later than June 1, 2045; (ii) the yield for arbitrage purposes on any Series of the Series 2024A Bonds shall not exceed 5.0%, (iii), the purchase price to be paid by the Underwriter for any Series of Series 2024A Bonds shall not be less than the 98.0% of the principal amount of such Series of Bonds, plus an amount sufficient to pay costs of issuance of the Bonds, and (iv) the Underwriter's discount on any Series of the Series 2024A Bonds (as measured as a percentage of total proceeds of such Series of the Series 2024A Bonds) shall not exceed 0.65%.

IMPACT AND RECOMMENDATIONS

The issuance of the Series 2024A Bonds is subject to the approval by the Governor of the State of South Dakota of the issuance of such Series 2024A Bonds following a public hearing, after due notice, regarding the issuance of such Series 2024A Bonds, all as required by Section 147(f) of the Code.

South Dakota Building Authority Revenue Bonds, Series 2024A December 11-12, 2024 Page 3 of 3

The Board is being asked to adopt a single resolution on roll call vote, that will (1) request the Building Authority to go forward with the BHSU-RC Project, (2) authorize the formal transfer of jurisdiction over the necessary property or structures to the Building Authority, and (3) amend the lease agreement between the Board and the Building Authority to reflect the new transactions.

Property transferred to the Building Authority as collateral for the Revenue Bonds will be reconveyed to the Board once all construction bonds, or refinancing instruments, have been discharged.

Attached are copies of the Special Resolution and a copy of the Twenty-Ninth Supplement to the Lease between the Board and the Building Authority.

ATTACHMENTS

Attachment I – Special Resolution Attachment II – Twenty-Ninth Lease Supplement

SPECIAL RESOLUTION NO. 03-2024

Special Resolution requesting the South Dakota Building Authority (the "Building Authority") to proceed with the sale of its tax-exempt Revenue Bonds (the "Revenue Bonds") in order to finance an aggregate amount of costs of not to exceed \$5,144,644 for the construction, furnishing, and equipping of an expansion of the West River Health Science Center at Black Hills State University – Rapid City (the "Project"), to transfer jurisdiction over the site of the Project, and to authorize the execution of a Lease Supplement to the Lease dated February 1, 1984 with the Building Authority to finance the Project described herein.

RECITALS

WHEREAS, the Board of Regents has previously considered and approved preliminary plans for the construction, furnishing, and equipping of the Project and now wishes to authorize and request financing for the Project with the proceeds of Revenue Bonds to be issued by the Building Authority to provide up to \$5,144,644 of the costs of constructing, renovating, furnishing, and equipping such Project; and

WHEREAS, the Project was authorized by supplemental Section (1) of chapter 198 of the 2022 Session Laws of the South Dakota Legislature, as supplemented by chapter 213 of the 2024 Session Laws of the South Dakota Legislature, with up to \$5,144,644 of the construction costs thereof to be financed through the issuance of revenue bonds by the Building Authority; and

WHEREAS, upon issuance of the Revenue Bonds described and authorized herein, the aggregate amount of construction costs financed by the Building Authority in accordance with Chapter 198 of the 2022 Session Laws of the South Dakota Legislature, as heretofore amended, will not exceed \$15,144,644, in compliance with the provisions of Section 1 of such Chapter 198; and

WHEREAS, the Building Authority will require the Board of Regents to execute a Twenty-Ninth Lease Supplement to the Lease dated February 1, 1984, relating to the site of the Project (herein referred to as the "*Projects Site*"); and

WHEREAS, the requirement by the Building Authority is based upon the expectation of issuing WHEREAS Revenue Bonds which will relate to the Twenty-Ninth Lease Supplement for such Project; and

WHEREAS, the Building Authority has also submitted to the Board of Regents, a form of a proposed Twenty-Ninth Lease Supplement relating to the projects hereinabove referred to; and

WHEREAS, the form of the proposed Twenty-Ninth Lease Supplement provides for the determination of rentals under the formula established by the Building Authority and accepted by the Board of Regents, taking into account appropriations to be made by the South Dakota Legislature from any legally available funds including, without limitation, funds derived from operating revenues or donations with respect to the facilities which constitute the Project; and

WHEREAS, the issuance of the Series 2024A Bonds is subject to the approval by the Governor of the State of South Dakota of the issuance of such Series 2024A Bonds following a public hearing,

after due notice, regarding the issuance of such Series 2024A Bonds, all as required by Section 147(f) of the Code; and

WHEREAS, the Building Authority anticipates delivery of the Revenue Bonds as and when its advisers indicate the municipal bond market appears favorable and therefore requests the execution of the Twenty-Ninth Lease Supplement.

THEREFORE, BE IT AND IT IS HEREBY RESOLVED by the South Dakota Board of Regents, as follows:

- A. That the State Board of Regents does hereby request that the South Dakota Building Authority proceed with the sale of Revenue Bonds in order to finance an aggregate amount of construction costs of not to exceed \$5,144,644 for the construction, furnishing, and equipping of the Project on the campus of Black Hills State University Rapid City (including, to the extent applicable with respect to the Project, heating, air conditioning, plumbing, water, sewer, electric facilities, sidewalks, parking, landscaping, architectural and engineering services, asbestos abatement, and such other services as may be required to accomplish the Project) for lease from the Building Authority to the Board of Regents.
- B. That the Revenue Bonds shall have a final stated maturity of not later than June 1, 2045, and shall result in bond proceeds being made available to finance (a) the costs of the Project being financed as described herein and (b) the costs of issuing the Revenue Bonds.
- C. That, if requested by the Building Authority and to the extent not theretofore transferred, the President and Executive Director of the South Dakota Board of Regents be and they are hereby authorized to execute, acknowledge and deliver in the name and on behalf of the South Dakota Board of Regents an Instrument of Transfer, in a form consistent with the form of the instruments of transfer used in connection with previous bond issues of the South Dakota Building Authority that financed projects of the Board of Regents, transferring jurisdiction of the sites, buildings and the portions of the campus real property comprising the building site described in *Exhibit A* hereto attached and made a part hereof. It is the intent of the Board of Regents that the legal description in *Exhibit A* represents the correct legal description for the property thereon described. If it is determined that any legal description in *Exhibit A* is incomplete or incorrect, the Executive Director is directed to obtain the correct legal description and replace *Exhibit A* therewith.
- D. That the President and Executive Director of the South Dakota Board of Regents be and they are hereby authorized to execute, acknowledge and deliver in the name and on behalf of the South Dakota Board of Regents, such documents as the South Dakota Building Authority may require in connection with the issuance of the Revenue Bonds to be issued to finance the improvements described herein.
- E. That the President and Executive Director of the South Dakota Board of Regents be and they are hereby authorized to execute and acknowledge and deliver in the name of and on behalf of the Board of Regents the Twenty-Ninth Lease Supplement between the South Dakota Board of Regents and the South Dakota Building Authority relating

to the facilities described in the preambles hereto by executing the final form of the Twenty-Ninth Lease Supplement presented to and on file in the office of the South Dakota Board of Regents.

F. All prior Resolutions and other acts or proceedings of this Board which are in any way inconsistent with the terms of this Resolution are hereby amended to the extent necessary to give full force and effect to this Resolution.

ATTACHMENT I 7

Adopted and approved this _____ day of _____, 2024

SOUTH DAKOTA BOARD OF REGENTS

Its: _____

ATTEST:

Executive Director South Dakota Board of Regents

Exhibit A

The preliminary legal description for the Project site is presented below. Once plans for new facilities and their appurtenances have been finalized, new descriptions calling out the metes and bounds of the property subject to the lease may supersede these preliminary descriptions, all as contemplated in Paragraph C of SPECIAL RESOLUTION NO. 03-2024.

Metes and Bounds Description of the West River Higher Education Center

A portion of the S $\frac{1}{2}$ of the SW $\frac{1}{4}$ of Section 27, and a portion of the N $\frac{1}{2}$ of the NW $\frac{1}{4}$ of Section 34 T2N, R8E, BHM Rapid City, Pennington County, South Dakota; more fully described as follows: Commencing at the southeasterly corner of Lot 3 of Block 1 of Heartland Retail Center, and the point of beginning. thence, first course: N00°8'55" E, along the easterly boundary of said Lot 3, a distance of 369.26 feet; thence, second course: S89°51'35"E, a distance of 466.97 feet; thence, third course: N42°04'51"E, a distance of 315.69 feet; thence, fourth course: curving to the right, on a curve with a radius of 514.50 feet, a delta angle of 31°39'56", a length of 284.35 feet, a chord bearing of S29°13'22"E, and chord distance of 280.74 feet; thence, fifth course: S14°00'00"W, a distance of 77.38 feet; thence, sixth course: S89°59'04", a distance of 129.32 feet; thence, seventh course: S00°00'00"W, a distance of 80.61 feet; thence, eighth course: curving to the right, on a curve with a radius of 292.71 feet, a delta angle of 23°45'26", a length of 121.62 feet, a chord bearing of S77°11'31"E, and chord distance of 120.75 feet; thence, ninth course: S03°50'34"E, a distance of 26.52 feet; thence, tenth course: S57°39'08"E, a distance of 46.38 feet; thence, eleventh course: N58°38'19"E, a distance of 26.56 feet; thence, twelfth course: curving to the right, on a curve with a radius of 297.71 feet, a delta angle of 32°24'24", a length of 165.56 feet, a chord bearing of S33°49'15"E, and chord distance of 163.36 feet, to a point on the northerly edge of Chevenne Boulevard right-of-way; thence thirteenth course: N89°51'16"W, along the northerly edge of said Cheyenne Boulevard right-of-way a distance of 942.88' to the southeasterly corner of said Lot 3, and the point of beginning.

Said Parcel contains 341,790 square feet or 7.846 acres more or less.

ATTACHMENT II 9

Draft of November 15, 2024

Document No. 16

THIS TWENTY-NINTH LEASE SUPPLEMENT, dated as of ______, 2024, between the South Dakota Building Authority (the "*Lessor*") and the South Dakota Board of Regents (the "*Lessee*").

WITNESSETH:

WHEREAS, Lessor and Lessee have heretofore executed and delivered that certain Lease, dated as of February 1, 1984, (the "*Original Lease*") under which Lessor leased to Lessee certain parcels of real estate; and

WHEREAS, Lessor and Lessee have heretofore executed and delivered a certain First Lease Supplement (the "First Lease Supplement"), a Second Lease Supplement (the "Second Lease Supplement"), a Third Lease Supplement (the "Third Lease Supplemental"), a Fourth Lease Supplement (the "Fourth Lease Supplement"), a Fifth Lease Supplement (the "Fifth Lease Supplement"), a Sixth Lease Supplement (the "Sixth Lease Supplement"), a Seventh Lease Supplement (the "Seventh Lease Supplement"), an Eighth Lease Supplement (the "Eighth Lease Supplement"), a Ninth Lease Supplement (the "Ninth Lease Supplement"), a Tenth Lease Supplement (the "Tenth Lease Supplement"), an Eleventh Lease Supplement (the "Eleventh Lease Supplement"), a Twelfth Lease Supplement (the "Twelfth Lease Supplement"), a Thirteenth Lease Supplement (the "Thirteenth Lease Supplement"), a Fourteenth Lease Supplement (the "Fourteenth Lease Supplement"), a Fifteenth Lease Supplement (the "Fifteenth Lease Supplement"), a Sixteenth Lease Supplement (the "Sixteenth Lease Supplement"), a Seventeenth Lease Supplement (the "Seventeenth Lease Supplement"), an Eighteenth Lease Supplement (the "Eighteenth Lease Supplement"), a Nineteenth Lease Supplement (the "Nineteenth Lease Supplement," a Twentieth Lease Supplement, (the "Twentieth Lease Supplement"), a Twenty-First Lease Supplement (the "Twenty-First Lease Supplement"), a Twenty-Second Lease Supplement (the "Twenty-Second Lease Supplement"), a Twenty-Third Lease Supplement (the "Twenty-Third Lease Supplement"), a Twenty-Fourth Lease Supplement (the "Twenty-Fourth Lease Supplement"), a Twenty-Fifth Lease Supplement ("Twenty-Fifth Lease Supplement") a Twenty-Sixth Lease Supplement (Twenty-Sixth Lease Supplement"), a Twenty-Seventh Lease Supplement (the "Twenty-Seventh Lease Supplement") and a Twenty-Eighth Lease Supplement (the "Twenty-Eighth Lease Supplement") and all such Lease Supplements being collectively the "Existing Lease Supplements") to the Original Lease, under which Lessor leased to Lessee certain additional parcels of real estate; and

WHEREAS, the Lessor has agreed to issue its Revenue Bond, Series 2024A to finance the construction, furnishing, and equipping of an expansion of the West River Health Science Center at Black Hills State University-Rapid City by entering into this Twenty-Ninth Supplement);

WHEREAS, Lessor and Lessee now desire to amend the Original Lease to include the parcels of real estate described in *Exhibit A* attached hereto and made a part hereof as part of the real estate leased under the Original Lease and to provide for and confirm the term for which such parcel of real estate will be leased and the rental payable by Lessee for and in respect of such parcels of real estate; and

NOW, THEREFORE, in consideration of the terms and covenants herein made and for other good and valuable consideration it is hereby covenanted and agreed by said parties as follows:

Section 1. Lessor, in consideration of the rentals reserved and of the covenants and promises contained in the Original Lease, as supplemented by the Existing Lease Supplements and this Twenty-Ninth Lease Supplement (the "Twenty-Ninth Lease Supplement"), to be kept and performed by the Lessee, does hereby lease to Lessee the parcel of real estate described in *Exhibit A* attached hereto, all improvements, equipment and other facilities located or constructed on such property by Lessor and the BHSU-RC Project described in Exhibit A-1. The parcel described in *Exhibit A and the BHSU-RC Project* are hereinafter referred to as the "Additional Property." Exhibit A may be amended as provided in Section 10 hereof.

Section 2. The term for the Additional Property shall commence on the date hereof, and shall end on June 1, 20__, unless sooner terminated as set forth in the Original Lease and with the privilege of renewal provided for in the Original Lease.

Section 3. The Lessee hereby covenants and agrees to pay Lessor rent for and in respect of such Additional Property in the amounts and on the dates for each of the years set forth in *Schedule A* attached hereto (as to the property described in *Exhibit A*), which *Schedule A* specifies the amount to be paid from appropriations out of the higher education facilities fund established by SDCL §13-51-2 to be made by the legislature of the State of South Dakota with respect to the facilities which constitute the Additional Property at the site identified on *Exhibit A*. In addition, the Lessor agrees to pay such rentals from any other funds appropriated for such purposes. In all cases, the Lessee's obligation to pay rent to Lessor hereunder also includes an obligation, in each case, to pay the costs of insurance and administrative fees pursuant to the Act.

Section 4. This Twenty-Ninth Lease Supplement to the Original Lease shall be construed in connection with and as a part of the Original Lease and the Existing Lease Supplements and all terms, conditions and covenants contained in the Original Lease and the Existing Lease Supplements shall apply to the Additional Property and the rights and obligations of Lessor and Lessee with respect thereto. Wherever in the Original Lease the term "Facilities" is used or referred to said term shall be taken and held to refer to and include "Additional Property" unless the context otherwise requires. All terms used in this Twenty-Ninth Lease Supplement which are defined in the Original Lease shall, unless the context otherwise requires, have the meanings set forth in the Original Lease.

Section 5. Whenever in any notice, certificate or other instrument reference is made or intended to be made to the Lease as amended by this Twenty-Ninth Lease Supplement, it shall be sufficient to refer to the "Lease dated February 1, 1984," and such reference shall include without more a reference to said Lease as supplemented hereby.

Section 6. The Lessee has heretofore transferred jurisdiction rather than title to the Additional Property as authorized by SDCL Section 5-12-10.

Section 7. The Lessor, at the request of the Lessee, has financed the Additional Property through the issuance of the Series 2024A Bonds. The Lessee hereby covenants and

agrees to comply with all applicable terms and conditions of the Internal Revenue Code of 1986, as amended, with respect to Series 2024A Bonds.

Section 8. The Lessee acknowledges that Lessor has provided Lessee with a copy of Lessor's current version of its Post Issuance Compliance Manual (as now or hereafter amended or revised, the "Manual"). Lessee hereby agrees to cooperate with Lessor and to comply with all obligations and responsibilities set forth in the Manual with respect to a user of facilities financed with bonds.

Section 9. The Lessor and Lessee hereby covenant and agree that the Nineteenth Supplement shall remain in full force and effect except to the extent expressly amended by the terms of this Twenty-Ninth Supplement.

IN WITNESS WHEREOF, the South Dakota Board of Regents has caused this Twenty-Ninth Lease Supplement to be executed on its behalf by its President pursuant to due authorization and the authorized seal to be hereunto affixed and attested by its Executive Director and the South Dakota Building Authority has caused this Twenty-Ninth Lease Supplement to be executed on its behalf by its Chairman and its corporate seal to be hereunto affixed and attested by its Executive Secretary, pursuant to due authorization of said Authority, all as of the day and date above written. This Twenty-Ninth Lease Supplement has been executed in several counterparts, each of which may be considered as an original.

SOUTH DAKOTA BOARD OF REGENTS

	By Its:
ATTEST:	
Its	
ISFAL 1	
	SOUTH DAKOTA BUILDING AUTHORITY
	By Chairman

ATTEST:

Its Executive Secretary

[SEAL]

STATE OF SOUTH DAKOTA)

) SS

COUNTY OF _____)

On this the _____ day of _____, 2024, before me, the undersigned, a Notary Public within and for said County and State, personally appeared _____,

______ of the South Dakota Board of Regents, known to me to be the person who is described in and who executed the foregoing instrument and acknowledged to me that he executed the same.

Notary Public

My commission expires:

STATE OF SOUTH DAKOTA)

) SS

COUNTY OF MINNEHAHA)

On this the _____ day of _____, 2024, before me, the undersigned, a Notary Public within and for said County and State, personally appeared Thomas W. Graham, Chairman of South Dakota Building Authority, known to me to be the person who is described in and who executed the foregoing instrument and acknowledged to me that he executed the same.

Notary Public

My commission expires:

[SEAL]

EXHIBIT A

Metes and Bounds Description of the West River Higher Education Center

A portion of the S¹/₂ of the SW¹/₄ of Section 27, and a portion of the N¹/₂ of the NW¹/₄ of Section 34 T2N, R8E, BHM Rapid City, Pennington County, South Dakota; more fully described as follows: Commencing at the southeasterly corner of Lot 3 of Block 1 of Heartland Retail Center, and the point of beginning. thence, first course: N00°8'55" E, along the easterly boundary of said Lot 3, a distance of 369.26 feet; thence, second course: S89°51'35"E, a distance of 466.97 feet; thence, third course: N42°04'51"E, a distance of 315.69 feet; thence, fourth course: curving to the right, on a curve with a radius of 514.50 feet, a delta angle of 31°39'56", a length of 284.35 feet, a chord bearing of S29°13'22"E, and chord distance of 280.74 feet; thence, fifth course: S14°00'00"W, a distance of 77.38 feet; thence, sixth course: S89°59'04", a distance of 129.32 feet; thence, seventh course: S00°00'00"W, a distance of 80.61 feet; thence, eighth course: curving to the right, on a curve with a radius of 292.71 feet, a delta angle of 23°45'26", a length of 121.62 feet, a chord bearing of S77°11'31"E, and chord distance of 120.75 feet; thence, ninth course: S03°50'34"E, a distance of 26.52 feet; thence, tenth course: S57°39'08"E, a distance of 46.38 feet; thence, eleventh course: N58°38'19"E, a distance of 26.56 feet; thence, twelfth course: curving to the right, on a curve with a radius of 297.71 feet, a delta angle of 32°24'24", a length of 165.56 feet, a chord bearing of S33°49'15"E, and chord distance of 163.36 feet, to a point on the northerly edge of Chevenne Boulevard rightof-way; thence thirteenth course: N89°51'16"W, along the northerly edge of said Cheyenne Boulevard right-of-way a distance of 942.88' to the southeasterly corner of said Lot 3, and the point of beginning.

Said Parcel contains 341,790 square feet or 7.846 acres more or less.

EXHIBIT A-1

A project consisting of the construction, furnishing and equipping of an expansion of the West Revier Health Science Center at Black Hills State University- Rapid City (the BHSU-RC Project".

BHSU-RC Project

BHSU-RC was originally constructed as a general classroom and office building in 2011. The existing building supports a wide range of academic functions including offices, classrooms, meeting rooms, tutoring, veteran's assistance, IT help desk, and other student services. BHSU's associate degree in Applied Health Sciences is fully offered at BHSU-RC. This program offers the pre-nursing curriculum and is fully articulated into SDSU's Bachelor of Science in Nursing (BSN) program. The BSN program currently offers traditional, didactic classes out of BHSU-RC but continues to offer all skills and simulations classes at an older rental building due to lack of space.

The expansion of BHSU-RC will address the need for nursing simulation and skills lab space while maximizing the use of existing gathering, general classroom, office, and service space in the facility. The renovation and expansion of BHSU-RC will create a state-of-the-art nursing education facility that will provide opportunities for students, faculty, and practitioners, and support the healthcare needs of western South Dakota. As identified by Monument Health, the main health care provider in western South Dakota, an acute need for nursing professionals has been identified in the Rapid City area. Providing state-of-the-art nursing education facilities will help these programs respond to that need.

This project will consolidate all South Dakota Regental nursing education in the western part of the state into a single site, providing efficiencies and improvement in space utilization. It will replace outdated and leased, program-limiting facilities in four separate locations in Rapid City, SD with one fully appointed modern educational facility. It will also provide the space necessary to increase the number of nursing graduates needed in Rapid City to address the severe nursing shortage in the region.

SCHEDULE A

SCHEDULE OF ADDITIONAL LEASE PAYMENTS TO BE MADE BY DEPARTMENT OF BOARD OF REGENTS OF THE STATE OF SOUTH DAKOTA

INCLUDING A 3.0% ADMINISTRATION/INSURANCE FEE WITH RESPECT TO FACILITIES DESCRIBED ON EXHIBIT A AND FINANCED BY

SOUTH DAKOTA BUILDING AUTHORITY

REVENUE BONDS, SERIES 2024A

(BHSU-RC Project)

(See Attachment II for summary of on the Series 2024A Bonds and actual Schedule for Payment of Rentals Under the Twenty-Ninth Supplement to Lease

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – C DATE: December 11-12, 2024

SUBJECT

DSU Indoor Practice Facility – Facility Program Plan (FPP)

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL § 5-14-1</u> – Classification of Capital Improvements

<u>SDCL § 5-14-2</u> – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

<u>SDCL § 5-14-3</u> – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

<u>BOR Policy 6.4</u> – Capital Improvements BOR Policy 6.6 – Maintenance and Repair

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests approval of its Facility Program Plan (FPP) for an indoor practice facility, with an estimated project cost of \$12,500,000. The project will be wholly funded by private donations.

The Board approved DSU's Preliminary Facility Statement on October 5, 2023. In March of 2024, the Building Committee selected the design team of ISG Architects.

IMPACT AND RECOMMENDATIONS

DSU currently has 541 total student athletes participating in 13 different sports. This facility would enable DSU to expand the number of student athletes in various programs and provide an enhanced training and competition experience. DSU track, cross country, football, softball, and baseball would all benefit greatly from this facility, providing those student athletes with an additional venue that is unlike many other facilities in the area. Other sports would also benefit directly and indirectly from such a facility.

The planned facility would enable sports practice and competition at various levels. The facility would be a permanent dome structure with an accessory building for access and supportive services. Key features of the facility would include:

(Continued)

DRAFT MOTION 20241211 7-C:

I move to approve DSU's Facility Program Plan for an indoor practice to be funded by private donations at a cost not to exceed \$12,500,000.

DSU Indoor Practice Facility – Facility Program Plan (FPP) December 11-12, 2024 Page 2 of 2

- Field turf area that would allow for soccer, football, baseball, softball, and other sports to practice and compete
- A four lane 140-meter track surface that facilitates track practice, and other sports training opportunities
- Long jump and triple jump
- Pole Vault
- Shot put, discus, and weight throw areas
- Batting cages for baseball and softball

The accessory building would include restrooms, changing rooms, offices, ticketing area, concessions, a training room, a lobby, and other spaces to support functions in the indoor practice facility. Additionally, a vehicle airlock and storage building will be connected to the facility.

Projected Project Costs	Amount
Construction Costs	\$10,141,117
Soft Costs (FFE, Technology, testing, planning and design, etc.)	\$1,572,312
Contingency	\$786,571
Total Project Cost	\$12,500,000

The Board of Regents requires a plan to provide funding for maintenance and repair at an amount equivalent to 2% of the replacement value of the building. DSU will meet this requirement by creating an endowment within the DSU Foundation with the proceeds of that endowment dedicated toward M&R of this facility.

ATTACHMENTS

Attachment I – DSU Indoor Practice Facility - Facility Program Plan (FPP)

Facility Program Plan

Indoor Practice Facility | Dakota State University



Dakota State University requests approval of this Facility Program Plan for the construction of an Indoor Practice Facility or Dome facility. The Board approved DSU's <u>Preliminary Facility Statement</u> for the Indoor Practice Facility October 5th, 2023. In March of 2024, the Building Committee selected the design team of ISG Architects. The total estimated cost of the facility is \$12,500,000. Funding for the project will come from private donations.

Fund Sources

The DSU Indoor Practice Facility will be funded entirely from private dollars. The DSU Foundation has launched a campaign to meet the funding required for construction of the project, and the ongoing maintenance of the facility. Additional details are provided in the Initial Cost Estimates and Funding Sources section of this Facility Program Plan.

Programmatic Justification for Discrete Spaces

The new Indoor Practice Facility would provide DSU with the ability to host practices and training for soccer, baseball, softball, track and field, cross country and football. It would also provide the possibility for the expansion to other sports, such as golf. This facility would alleviate practice challenges within the Memorial Fieldhouse. At present, volleyball and basketball practice and compete at the Fieldhouse, however it is used for practice for all other sports when unable to practice outside.

The new proposed facility would also enable DSU to host softball games from youth, high school and collegiate levels. Baseball games could be held in the new facility at youth levels. Soccer games could be held within the facility at all levels.

Gross Square Footage

The Indoor Practice Facility is proposed to have 129,570 gross square feet of space within the dome structure. The accessory building would have an additional 3,050 square feet.

Site Analysis

The location for the new Indoor Practice Facility is directly west of the Dan Beacom Track and Field. <u>Appendix A – Site Analysis</u> shows the layout of the entire DSU Athletics Masterplan.

Description of Key Building Features

The planned facility would enable sports practice and competition at various levels. The facility would be a permanent dome structure with an accessory building for access and supportive services. Key features of the facility would include:

- Field turf area that would allow for soccer, football, baseball, softball and other sports to practice and compete
- A four lane 140-meter track surface that facilitates track practice, and other sports training opportunities
- Long jump and triple jump
- Pole Vault
- Shot put, discus, and weight throw areas
- Batting cages for baseball and softball

The accessory building would include restrooms, changing rooms, offices, ticketing area, concessions, a training room, a lobby and other spaces to support functions in the indoor practice facility. Additionally, a vehicle airlock and storage building will be connected to the facility.

Illustrative Floor Plans

The Indoor Practice Facility would include a permanent dome structure, and an auxiliary building attached. The layout and floorplan of each can be found in <u>Appendix B – Illustrative Floor Plans</u>.

Initial Cost Estimates and Funding Sources

The initial cost estimates of the Indoor Practice Facility, which includes the dome structure, auxiliary facility, and expanded parking is \$12,500,000. The budget is outlined in the following table:

Projected Project Costs	Amount
Construction Costs	\$10,141,117
Soft Costs (FFE, Technology, testing, planning and design, etc.)	\$1,572,312
Contingency	\$786,571
Total Project Cost	\$12,500,000

Maintenance and Repair

The Board of Regents requires a plan to provide funding for maintenance and repair at an amount equivalent to 2% of the replacement value of the building. DSU will meet this requirement by creating an endowment within the DSU Foundation with the proceeds of that endowment dedicated toward M&R of this facility.

On-going Operational Costs

The annual operating costs of the facility include, but are not limited to janitorial, utilities and other related costs. DSU estimates these costs on an annual basis to be:

Category	Description	Annual Cost
Utilities	Gas, electric, garbage, water	\$126,000
Custodial/Grounds	Staffing to support facility	\$32,000
Custodial/Grounds Supplies	Cleaning and other supplies for the facility	\$24,000
Other Misc. Expenses	Other expenses	\$20,000
Total		\$202,000

The additional operating costs will come from within DSU's operating budget. Costs of camps, events, and games are not included in this estimate as those are independent of the operation of the facility itself, and the facility is not reliant upon those funding sources for on-going operational costs.



Appendix A – Site Analysis



Appendix B – Illustrative Floor Plans

AERIAL IMAGERY - DOME EXTERIOR



DSU INDOOR ATHLETIC FACILITY I MADISON , SD

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – D DATE: December 11-12, 2024

SUBJECT

USD Churchill-Haines Laboratory Renovation Facility Program Plan (FPP)

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL § 5-14-1</u> – Classification of Capital Improvements

<u>SDCL § 5-14-2</u> – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

<u>SDCL § 5-14-3</u> – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

<u>BOR Policy 6.4</u> – Capital Improvements BOR Policy 6.6 – Maintenance and Repair

BACKGROUND / DISCUSSION

The University of South Dakota (USD) seeks approval for its Facility Program Plan to renovate the Churchill-Haines Laboratory building, with an estimated budget of \$10,400,000. Significant updates are essential throughout the facility to meet modern standards and address necessary maintenance and repairs. This renovation will comprehensively revamp all previously unrenovated labs, classrooms, offices, corridors, conference rooms, restrooms, greenhouses, and the animal research area.

The proposed project will feature new finishes, doors and hardware, casework and countertops, plumbing fixtures, piping, HVAC systems, and electrical services, including outlets and switches. Additionally, it will enhance fire alarm systems, upgrade LED lighting in the greenhouses, install a larger generator, and improve audio/visual equipment and IT infrastructure, along with furniture, fixtures, and equipment (FF&E).

The building accommodates the Departments of Biology and Chemistry, including their research laboratories.

USD, in collaboration with the Office of State Engineer, has selected EAPC Architects Engineers through a competitive solicitation process to oversee design, estimation, and construction administration for this total project of \$10.4 million.

(Continued)

DRAFT MOTION 20241211 7-D:

I move to approve USD's Facility Program Plan for the renovation of the Churchill-Haines Laboratory Building at a cost not to exceed \$10,400,000.

USD Churchill-Haines Laboratory Renovation Facility Program Plan (FPP) December 11-12, 2024 Page 2 of 2

IMPACT AND RECOMMENDATIONS

South Dakota's Churchill-Haines Laboratory building was originally built in 1977. The planned improvements will modernize the building, increase energy efficiency, and increase the overall performance of the facility for students, faculty, staff, and visitors.

Funding Sources

Source of funding for the Churchill-Haines Laboratory building renovation will come from the following sources:

- i. \$9,015,027 in one-time FY25 M&R HEFF funds
- ii. \$1,034,973 in additional Campus M&R funds
- iii. \$350,000 in local funds

Cost Estimate

Total Estimate of Probable Construction Costs	\$9,000,000
A/V & IT Allowance	\$100,000
FF & E Allowance	\$250,000
A & E Fees	\$740,000
OSE Fees / USD Fees	\$165,000
Owner's Contingency:	\$145,000
PROJECT TOTAL	\$10,400,000

ATTACHMENTS

Attachment I – USD Facility Program Plan – Churchill-Haines Laboratory Renovation

FACILITY PROGRAM PLAN

Churchill-Haines Laboratory Renovation

THE UNIVERSITY OF SOUTH DAKOTA

a. Programmatic justification for discrete spaces:

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

The building and spaces support everything from freshman chemistry courses to sophisticated research programs funded by the South Dakota Research and Commercialization Council, the National Science Foundation, and the US Department of Energy. Although structurally sound, the building's interior spaces need modernization.

The proposed project will address critical building deficiencies and issues. These would include, but not limited to, a complete renovation of the entire building including labs (not previously renovated), classrooms, offices, corridors, conference rooms, restrooms, greenhouses, animal research, etc. The proposed project would include new finishes, new doors & hardware, new casework and countertops, new acoustical ceilings, paint throughout, new toilet partitions and toilet accessories, new plumbing fixtures, piping, etc., new HVAC systems, new electrical service, outlets, switches, fire alarm, and LED lighting, upgrades to the two (2) Greenhouses, and new, larger generator, upgrades to audio/visual equipment and IT items, as well as upgraded FF&E items.

b. Gross Square Footage:

Total gross square footage for the Churchill-Haines is estimated to be 74,273 gross square feet and 1.70 acres.

c. Site Analysis:

The Churchill-Haines Laboratory is located on the USD Vermillion campus, directly north of Arthur M. Pardee Laboratory and east of Akeley Lawrence Science Center.

d. Description of Key Building Features:

Churchill-Haines laboratory consists of masonry block and brick walls with steel bar joist and metal deck for the roof structure. The interior houses the Biology and Chemistry departments as well as research laboratories.

e. Illustrative floor plans:

Floor plan and an overall aerial picture of the building showing the relationship of Churchill-Haines Laboratory to existing campus are attached for your review. See exhibits.

f. Initial Cost Estimates:

The initial cost estimate is \$10,400,000. The following presents the breakdown of the cost estimates.

Total Estimate of Probable Construction Costs	\$9,000,000
A/V & IT Allowance/BIT	\$100,000
FF & E Allowance	\$250,000
A & E Fees	\$740,000
OSE Fees / USD Fees	\$165,000
Owner's Contingency:	\$145,000
PROJECT TOTAL	\$10,400,000

g. Impact to M&R:

The Churchill-Haines Laboratory is classified as an academic building. The renovation will utilize one-time FY25 M&R HEFF funds, campus M&R funds, and local funds to complete the renovation. The renovation is expected to last approximately 2 years and be completed in two-phases.

h. Budget for ongoing operational costs:

The ongoing operational costs will be covered by the University.

i. Proposed funding sources for costs of (i) construction (ii) ongoing operations and (iii) maintenance and repair:

- (i) Source of funding for the Wellness Center Expansion is outlined below:
 - i. \$9,015,027 in one-time FY25 M&R HEFF funds
 - ii. \$1,034,973 in additional Campus M&R funds
 - iii. \$350,000 in local funds

(ii) Operating costs will be covered with USD's operating funds.

Aerial of Site:



Churchill-Haines Laboratory Floor plan:



CHURCHILL-HAINES BUILDING RENOVATION - 10/30/24

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – E DATE: December 11-12, 2024

SUBJECT

SDSU Campus Energy Performance Preliminary Facility Statement (PFS)

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL § 5-14-1</u> – Classification of Capital Improvements

<u>SDCL § 5-14-2</u> – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

<u>SDCL § 5-14-3</u> – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

BOR Policy 6.4 – Capital Improvements BOR Policy 6.6 – Maintenance and Repair

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval of this Preliminary Facility Statement to engage an energy service company (ESCO) in an energy performance contract (EPC) to complete a systems audit, documentation of existing conditions, design, and bid for campus wide energy conservation improvements. SDSU requests a building committee be formed to select an energy service company.

SDSU Facilities & Services will engage an Energy Service Company (ESCO) to conduct a comprehensive investment-grade energy audit of campus buildings and infrastructure. The audit will include an in-depth study of building energy usage, system performance, and areas for potential energy conservation improvements, including but not limited to mechanical, electrical, domestic water, sanitary sewer, and building envelope systems.

The university will utilize a guaranteed savings model under an Energy Performance Contract (EPC), a commonly adopted approach in North America and one that has been implemented at other Board of Regents (BOR) institutions. Through the EPC, the ESCO will commit to installing necessary equipment, building improvements, and upgrades, providing the university with guaranteed energy savings, which serve as a source of

(Continued)

DRAFT MOTION 20241211_7-E:

I move to approve SDSU's Preliminary Facility Statement to engage in an energy performance contract funded by conservation loans repaid with energy savings or financed by the ESCO. A building committee representative should be appointed to select the ESCO.

SDSU Campus Energy Performance Preliminary Facility Statement (PFS) December 11-12, 2024 Page 2 of 2

revenue for the ESCO. The ESCO will structure ongoing payments to be less than the financial savings achieved from the energy conservation projects. The EPC will have a maximum term of 15 years, though it may be shorter depending on the energy conservation measures implemented. Project financing options will be determined as the university gains a clearer understanding of the improvements to be implemented.

IMPACT AND RECOMMENDATIONS

This project will combine a series of planned maintenance and repair projects to improve safety, reliability, and performance of facility systems and utility infrastructure across campus. The outcome will improve service performance, reliability, ease burdens on surrounding infrastructure and reduce emergency costs for the university and State of South Dakota.

FUNDING

The SDSU Energy Performance project would be candidates for energy conservation loans or financed by ESCO. The financing will be repaid using the guaranteed energy savings generated by the energy conservation projects.

ATTACHMENTS

Attachment I – SDSU Campus Energy Performance PFS

	South Dakota State University
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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: CAMPUS ENERGY PERFORMANCE CONTRACT

For consideration	by the Board of Regents at the	December 2024	meeting.
i or combractation	by the bound of fregenes at the		_ meening.

Date & Contact: 10/29/24, Facilities & Services – Jeni Kindt #5961 (*

Recommended by:

Department Contact	Date	Dean, Director or Vice President	Date
(As applicable)			
DocuSigned by:			
Basthi	10/29/2024 16:1	3 CDT	
AVP, Facilities & Services	Date		
Endorsed by:			
Michael Holbeck	10/30/2024 08:1	.7 PDT	
Michael Holbeck	Date		
Vice President for Finance &	Budget		
DocuSigned by:			
Dennis Hedge	10/30/2024 10:2	8 CDT	
dennis Hedge	Date		
Provost/VP for Academic Af	fairs		
Approved:			
Lany H.Dunn	10/30/2024 10:4	1 CDT	
Barry H. Dunn	Date		
President			
Approved at the		Board of Regents Me	eting

PRELIMINARY FACILITY STATEMENT CAMPUS ENERGY PERFORMANCE CONTRACT SOUTH DAKOTA STATE UNIVERSITY PREPARED: OCTOBER 29, 2024

South Dakota State University (SDSU) requests approval of this Preliminary Facility Statement to engage an energy service company (ESCO) in an energy performance contract (EPC) to complete a systems audit, documentation of existing conditions, design, and bid for campus wide energy conservation improvements. SDSU requests a building committee be formed to select an energy service company.

1. GENERAL PROGRAMMATIC NEEDS TO BE ADDRESSED:

SDSU Facilities & Services will engage an Energy Service Company (ESCO) to conduct a comprehensive investment-grade energy audit of campus buildings and infrastructure. The audit will include an in-depth study of building energy usage, system performance, and areas for potential energy conservation improvements, including but not limited to mechanical, electrical, domestic water, sanitary sewer, and building envelope systems.

The university will utilize a guaranteed savings model under an Energy Performance Contract (EPC), a commonly adopted approach in North America and one that has been implemented at other Board of Regents (BOR) institutions. Through the EPC, the ESCO will commit to installing necessary equipment, building improvements, and upgrades, providing the university with guaranteed energy savings, which serve as a source of revenue for the ESCO. The ESCO will structure ongoing payments to be less than the financial savings achieved from the energy conservation projects.

The EPC will have a maximum term of 15 years, though it may be shorter depending on the energy conservation measures implemented. Project financing options will be determined as the university gains a clearer understanding of the improvements to be implemented.

2. Analysis of the Student Body or Constituents to be Served:

This project will combine a series of planned maintenance and repair projects to improve safety, reliability, and performance of facility systems and utility infrastructure across campus. The outcome will improve service performance, reliability, ease burdens on surrounding infrastructure and reduce emergency costs for the university and State of South Dakota.

3. Additional Services to be Offered:

This project involves maintenance and repair work, consisting of improvements and/or upgrades to existing building systems and utility services. The scope of work includes enhancing mechanical, electrical, and plumbing systems within buildings, as well as upgrading the campus steam, chilled water, domestic water, sanitary sewer, and electrical infrastructure. These improvements will increase system reliability and efficiency, while reducing emergency maintenance costs, ultimately creating a better environment for students, faculty, and staff.

4. Compliance With Campus Master Plan:

This project addresses campus utility needs identified in specific utility studies conducted for the domestic water, sanitary sewer, and storm sewer systems throughout the campus. The ESC comprehensive energy audit and recommended upgrades will also align with the university's sustainability goals. All work will serve existing facilities and comply with the overall objectives of the campus Master Plan.

5. Analysis of Needs Assessment Based on the Facilities Utilization Report:

Not Applicable.

6. Location:

The projects will address campus energy conservation needs in multiple areas and buildings across the university. Work will be phased to provide coordinated outages and minimize impact to university functions. All projects implemented by the ESC will have a combined payback of not more than 15 years per SDCL Administrative Rule 31:01:03:02 Criteria for energy conservation loans.

7. Reallocation of Old Space, If Any:

Not applicable

8. Proposed Funding Source/Sources:

The projects will be candidates for energy conservation loans or financed by the ESCO. The financing will be repaid using the guaranteed energy savings generated by the energy conservation projects.

9. Budget for Development of a Facility Program Plan:

Preliminary planning work will be funded by the ESCO and FY25 M&R funds allocated to campus project planning.
Budget and Finance

REVISED AGENDA ITEM: 7 – F DATE: December 11-12, 2024

SUBJECT

SDSU Swine Unit, Wean to Finish Barn Addition Facility Program Plan (FPP)

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 5-14-1 – Classification of Capital Improvements

<u>SDCL § 5-14-2</u> – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

<u>SDCL § 5-14-3</u> – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

<u>BOR Policy 6.4</u> – Capital Improvements <u>BOR Policy 6.6</u> – Maintenance and Repair

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval of this Facility Program Plan (FPP) and formation of a building committee. The Preliminary Facility Statement (PFS) was approved at the July 30-August 1, 2024, Board of Regents meeting.

IMPACT AND RECOMMENDATIONS

To support the growing needs and success of the swine unit, a new 600-head wean-to-finish barn will be constructed. The barn will consist of two rooms, each capable of holding 300 animals. In addition to the animal holding areas, the facility will include a locker room, laundry, bagged feed storage, and load-out areas to support the swine unit's operations. Currently, the university produces 1,200 more pigs per year than it has the capacity to finish. This expansion will provide an economic benefit to the College of Agriculture, Food, & Environmental Science (CAFES) by allowing the university to finish all pigs farrowed on the farm. The increased capacity will also create more opportunities for graduate students and expand the scope for grant-funded research. In addition to research the expanded facility will offer more hands-on learning opportunities, closely replicating the experience of a private production facility.

(Continued)

DRAFT MOTION 20241211_7-F:

I move to approve the Facility Program Plan for SDSU's barn addition at an amount not to exceed \$1,600,000 to be funded with private donations. A building committee representative should be appointed to oversee this project.

SDSU Swine Wean to Finish Barn Addition FPP December 11-12, 2024 Page 2 of 2

The project involves expanding the existing wean-to-finish at the Swine Unit, located north of the SDSU main campus in Brookings. The new building will connect to the existing utilities for power, water, and sanitary sewer. The project will increase the capacity of the existing wean-to-finish barn by 50%, enabling the College of Agriculture, Food, and Environmental Sciences to operate more efficiently and expand research and educational opportunities.

The addition will connect to the existing wean-to-finish barn entry and maintain biosecurity protocols, including shower-in locker rooms and isolated access corridors leading to the animal handling areas in each barn. The new barn will be divided into two rooms, each holding up to 300 animals.

Approximately 9,500 total square feet will be added, at a cost of approximately \$1,600,000.

The project budget is as follows:

Description	Cost (\$)	
General Construction Costs		
General Construction	\$	1,280,000
Subtotal		1,280,000
Incidental Costs		
Equipment & Fixtures	\$	100,000
Construction Contingency Subtotal	\$	120,000
		220,000
Soft Costs		
Professional Services, Testing, Excise	\$	100,000
Subtotal		100,000
PROBABLE PROJECT COST	\$	1,600,000

Probable Project Cost

Additional details of the Facility Program Plan can be reviewed in Attachment I.

ATTACHMENTS

Attachment I – SDSU Swine Wean to Finish Barn Addition FPP

FACILITY PROGRAM PLAN FOR WEAN-TO-FINISH BARN ADDITION SOUTH DAKOTA STATE UNIVERSITY MAIN CAMPUS, BROOKINGS, SD

DATE: October 29th, 2024

SDSU requests approval of this Facility Program Plan and formation of a building committee.

The Preliminary Facility Statement (PFS) was approved at the July 30th - August 1st, 2024, Board of Regents meeting.

a. Programmatic justification for discrete spaces

To support the growing needs and success of the swine unit, a new 600-head wean-to-finish barn will be constructed. The barn will consist of two rooms, each capable of holding 300 animals. In addition to the animal holding areas, the facility will include a locker room, laundry, bagged feed storage, and load-out areas to support the swine unit's operations. Currently, the university produces 1,200 more pigs per year than it has the capacity to finish. This expansion will provide an economic benefit to the College of Agriculture, Food, & Environmental Science (CAFES) by allowing the university to finish all pigs farrowed on the farm. The increased capacity will also create more opportunities for graduate students and expand the scope for grant-funded research. In addition to research, the expanded facility will offer more hands-on learning opportunities, closely replicating the experience of a private production facility.

b. Gross Square Footage

Program Function	Space Use Code*	Gross Square Footage (GSF)	Notes
Animal Facilities**	570	8,400	Animal handling area, 600 head wean-to-finish barn, load-out, feed storage
Building Service	XXX	950	Restrooms, Custodial, Vending, IT, Electrical and Mechanical
Circulation Space	WWW	150	General Building Circulation and Entrance Lobby
	Total CSE	0.500	

Wean-to-Finish Barn Addition Space Program

Total GSF 9,500

*Space use codes as defined by the National Center for Education Statistics Facilities Inventory and Classification Manual (FICM) **All spaces will be heated and ventilated. Animal facilities will not be mechanically cooled.

c. Site Analysis

The project involves expanding the existing wean-to-finish at the Swine Unit, located north of the SDSU main campus in Brookings. The new building will connect to the existing utilities for power, water, and sanitary sewer. Excavation will be necessary for footings, top-soil removal, the barn's deep-pit manure collection system, and the expansion of access drives. The current access drives will be extended to the east to facilitate access to feed bins, manure pump-out ports, and the animal load-out chute in the new barn.

Animal waste from the new barn will be stored in a deep-pit structure constructed designed in compliance with the South Dakota Department of Agriculture and Natural Resources (DANR) regulations. These regulations are outlined in SD DANR's general water pollution control permit for Concentrated Animal Feeding Operations (CAFO). The facilities must provide a minimum of 270 calendar days of storage, but the design objective is to provide 365 days of storage. This additional capacity offers greater flexibility in implementing nutrient management activities.

The project will increase the capacity of the existing wean-to-finish barn by 50%, enabling the College of Agriculture, Food, and Environmental Sciences to operate more efficiently and expand research and educational opportunities.

d. Description of key building features

The addition will connect to the existing wean-to-finish barn entry and maintain biosecurity protocols, including shower-in locker rooms and isolated access corridors leading to the animal handling areas in each barn. The new barn will be divided into two rooms, each holding up to 300 animals. The pens within the animal handling areas will be designed for flexibility to accommodate various research group sizes. The barn will feature a side wall and soffit ventilation system to cool the animals and maintain healthy air quality, along with a suspended rail feeder system and automated waterers for hydration and cooling.

The facility will be constructed with a concrete footing and foundation system, deep-pit manure collection, precast floor slats, an insulated wood frame superstructure, and metal panel exterior cladding to match the existing structure. The interior will be finished with industrial grade materials commonly used in agricultural facilities. The barn will be designed to allow access for agricultural machinery and will provide adequate space for animal handling, storage, and equipment servicing.

e. Illustrative floor plans

A conceptual floor plan and sections of the barn addition and support spaces are attached.

f. Initial cost estimates

Probable Project Cost

The probable construction cost is \$1,200,000. The project is currently in the schematic design phase. Updated cost estimates will be developed with the design build contractor as the project progresses through design development and construction documentation.

Description Cos		lost (\$)		
General Construction Costs				
General Construction	\$	1,280,000		
Subtotal		1,280,000		
Incidental Costs				
Equipment & Fixtures	\$	100,000		
Construction Contingency	\$	120,000		
Subtotal		220,000		
Soft Costs				
Professional Services, Testing, Excise	\$	100,000		
Subtotal		100,000		
PROBABLE PROJECT COST	\$	1,600,000		

g. Impact to M&R

Estimated annual funding for maintenance, repair, and capital renewal for this type of agricultural production facility would be equal to 1% to 1.5% of the construction costs or the building replacement value. The annual M&R allocation is estimated to be between \$12,000 and \$18,000 to support the lifecycle maintenance and repairs of the facilities.

h. Budget for ongoing operational expenses

The entry and locker rooms will be ventilated and heated. Annual utility expenses for the addition are estimated to be \$2,000 and routine maintenance expenses are estimated to be approximately \$1,200 based on similar facility types. The simplicity of the facility, connection to the existing wean-to-finish barn, and basic mechanical systems may reduce these estimated operational expenses.

i. Proposed funding sources

Funding Sources

Construction		
Private Donations	\$ 1,600,000	
Total	\$ 1,600,000	
Utilities, Operations, Maintenance & Repairs		
Agriculture Experiment Station & Production Revenue	\$	15,000
Total	\$ 15,000	

End of report

SITE PLAN



FLOOR PLAN



BUILDING SECTIONS









Budget and Finance

AGENDA ITEM: 7 – G DATE: December 11-12, 2024

SUBJECT

SDSU Master Ground Lease Amendment

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.3 – Agreements and Contracts

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests that the Board authorize an amendment to the Master Ground Lease between the SDBOR and the South Dakota State College Development Association. The lease was executed in June 2010 for the purpose of the association developing a residential site for fraternities and sororities at South Dakota State University. The lease has been amended on four previous occasions since 2010, most recently in <u>October 2021</u>, to clarify the rights and obligations of sublessees and to amend the legal description of the property subject to the lease. The current proposed amendment requests to amend the legal description of property subject to the lease for the purpose of removing empty lots from the leased premises in order to convert those lots into parking.

The existing property description is: Lot 1, Block One and Lots 3, 4, 5, 106, 107, 8 and 9, Block 2 in University First Addition and Lots 3, 4A and 5A, Block 1 in State Village Addition. SDSU proposes to remove four (4) lots from this description. The amended description would be: Lot 1, Block One and Lots 3, 4, 5, 106, 107, 8 and 9, Block 2 in University First Addition and Lot 5A, Block 1 in State Village Addition

IMPACT AND RECOMMENDATIONS

Aside from the amended property description, the amendment does not impact the remaining provisions of the lease.

Staff recommends approval.

ATTACHMENTS

Attachment I – Draft Fifth Amendment to the Master Ground Lease (SDSU)

DRAFT MOTION 20241211_7-G:

I move to approve the Fifth Amendment to the Master Ground Lease between the Board and South Dakota State College Development Association, included as Attachment I; and to authorize the Executive Director to execute any additional documents or actions necessary to effectuate the foregoing.

FIFTH AMENDMENT TO MASTER GROUND LEASE

On June 25, 2010, the South Dakota Board of Regents and the South Dakota State College Development Association entered into a Master Ground Lease to facilitate development of a residential site for fraternities and sororities at South Dakota State University ("Master Ground Lease"). On August 12, 2010, the parties entered into a First Amendment to the Master Ground Lease in order to clarify provisions relating to the rights and obligations of Sublessees whose tenancy may be affected by circumstances affecting their organizational status and to assure that non-disturbance agreements may survive termination of the Master Ground Lease by mutual agreement. On December 17, 2010, the parties entered into a Second Amendment to the Master Ground Lease in order to clarify provisions relating to the rights and obligations of Sublessees under clauses stating requirements for indemnification, liability insurance and waivers of subrogation. On April 2, 2015, the South Dakota Board of Regents approved a Third Amendment to the Master Ground Lease but that Third Amendment was not executed. On August 14, 2017, the parties entered into a Revised Third Amendment to Master Ground Lease. On April 22, 2022, the parties entered into a Fourth Amendment to the Master Ground Lease. The South Dakota Board of Regents and the South Dakota State College Development now amend the Master Ground Lease to revise the definition of "Leased Premises" and the parties agree the following enumerated sections of the Master Ground Lease shall read as follows:

<u>Section 1.2 Parties to the Lease</u>: shall remain unchanged except that the real property described hereafter is revised and shall amend the definition of "Leased Premises" as follows:

LOT 1, BLOCK 1, AND LOTS 3, 4, 5, 106, 107, 8 & 9, BLOCK 2, UNIVERSITY FIRST ADDITION AND LOT 5A, BLOCK 1, STATE VILLAGE ADDITION, IN THE SW ¹/₄ OF THE SE ¹/₄ OF SECTION 24, T110N, R50W OF THE 5th P.M., CITY OF BROOKINGS, BROOKINGS COUNTY, SOUTH DAKOTA

IN WITNESS HEREOF, the Lessor and Lessee have signed and sealed this lease effective the day and year first above written.

[The remainder of this page was intentionally left blank]

SOUTH DAKOTA BOARD OF REGENTS

By: ______ Its: _____

ACKNOWLEDGEMENT

STATE OF SOUTH DAKOTA)

: SS COUNTY OF _____)

I, ______, a Notary Public in and for said County and State, do hereby certify ______, of the South Dakota Board of Regents to be the person whose name is subscribed to the within instrument, and personally came before me this day and acknowledged that they are the ______ of the South Dakota Board of Regents, and by authority duly given and as the act of deed of said entity. IN WITNESS HEREOF, I have hereunto set my hand and official Notarial Seal, this the _____ day of _____, 2024.

(SEAL)

Notary Public – State of South Dakota My Commission Expires: _____

SOUTH DAKOTA STATE COLLEGE DEVELOPMENT ASSOCIATION

By: ______ Its: _____

ACKNOWLEDGEMENT

STATE OF SOUTH DAKOTA)

: SS COUNTY OF)

I, ______, a Notary Public in and for said County and State, do hereby certify ______, of the South Dakota State College Development Association to be the person whose name is subscribed to the within instrument, and personally came before me this day and acknowledged that they are the ______ of the South Dakota State College Development Association, and by authority duly given and as the act of deed of said entity. IN WITNESS HEREOF, I have hereunto set my hand and official Notarial Seal, this the ______ day of ______, 2024.

(SEAL)

Notary Public – State of South Dakota My Commission Expires: _____

Budget and Finance

AGENDA ITEM: 7 – H DATE: December 11-12, 2024

SUBJECT

South Dakota State University - New Parking Lot Work Request

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL § 5-14-1</u> – Classification of Capital Improvements

<u>SDCL § 5-14-2</u> – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

<u>SDCL § 5-14-3</u> – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution <u>BOR Policy 6.4</u> – Capital Improvements

BOR Policy 6.6 – Maintenance and Repair

BACKGROUND / DISCUSSION

South Dakota State University requests approval to add a 200 to 270 stall parking lot in the southeast residential district of the main campus in Brookings. Due to continued growth in first-time freshmen over the past four years, including a record-breaking first-year class in Fall 2024, increasing parking capacity in this area is crucial for serving our students. In response to this year's class size, we converted a commuter parking lot near Daktronics Engineering Hall into a residential lot to accommodate freshmen parking, which has shifted general commuter parking further to the periphery of campus.

IMPACT AND RECOMMENDATIONS

Building additional parking in the southeast portion of campus will offer several benefits. It will provide the necessary parking for students living in the southeast residential district, the most densely populated on-campus living area. The proximity of this parking to most residence halls will offer a more convenient option for on-campus residents. Additionally, returning the converted commuter lot to its original purpose will better serve commuter students, faculty, and staff on the south side of campus, where parking near academic buildings is limited.

The new lot will be located at the southeast corner of the intersection of Jackrabbit Avenue and 8th Street. The site was formerly home to married student housing units and currently

(Continued)

DRAFT MOTION 20241211 7-H:

I move to approve SDSU's work request for a parking lot at an estimated cost of \$1,330,700 utilizing available auxiliary fund cash and future bonding.

SDSU New Parking Lot Work Request December 11-12, 2024 Page 2 of 2

contains two small parking lots and green space. The project will remove the existing small parking lots and replace them with a new lot measuring approximately 200 by 444 feet, accommodating around 265 parking stalls.

The lot will have two access drives, one from 8th Street and one from Jackrabbit Avenue. These access points will align roughly with the current access drives to the existing small parking lots. The paved areas will be constructed in accordance with SDDOT guidelines for asphalt-paved surfaces and concrete curbs and gutters. Pedestrian crossings will be directed to a midblock crossing on 8th Street and the existing crossing at the intersection of Jackrabbit Avenue and 8th Street. All pedestrian crossings will follow ADA and SDDOT design guidelines.

A decorative fence and landscape buffer will be added along Jackrabbit Avenue and 8th Street to guide pedestrians to these crossings and to enhance the campus's aesthetic along these heavily trafficked thoroughfares. Interior landscape islands will also be included to define drive lanes and further improve the visual appeal of the parking lot. Stormwater drainage will be directed to stormwater catch basins and landscaped detention areas to minimize the impact on the existing stormwater system. Lighting and cameras will be added to enhance safety and security in the new parking lot.

The total estimated cost of this project is \$1,330,700. If approved, it will be financed through a \$1 million bond issued in Spring 2025, with the remaining funds covered by parking revenues. Future debt service for the project will be funded through parking revenues.

ATTACHMENTS

None

Budget and Finance

AGENDA ITEM: 7 – I DATE: December 11-12, 2024

SUBJECT

Revised BOR Policy 1.7.2 – Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 1.7.2</u> – Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

BACKGROUND / DISCUSSION

The proposed revisions to BOR Policy 1.7.2 provide clarity around the structure of naming request associated with gifts or recognition of the outstanding contributions of individuals, families, or organizations to a BOR institution. As campus facilities grow and evolve, there are more available spaces for possible naming requests. The proposed revisions provide guidance for institutions to process naming requests associated with outdoor facilities and spaces, in addition to indoor facilities and complexes. The proposed edits to 1.1.1 and 1.1.3 also propose to remove the monetary threshold of \$250,000 in construction costs as the guidepost for which naming requests require Board approval. That amount is outdated and does not align with the remainder of the policy.

Finally, the proposed revisions seek to improve readability and clarity of the policy overall.

IMPACT AND RECOMMENDATION

The proposed revisions to BOR Policy 1.7.2 provide additional guidance to institutions on naming requests associated with outdoor campus areas, in addition to the processes currently in place for indoor areas. Additionally, outdated dollar amounts have been removed to provide appropriate flexibility to the Board in considering future naming requests.

Staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 1.7.2 (Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors)

DRAFT MOTION 20241211_7-I:

I move to approve the first reading of the proposed revisions to BOR Policy 1.7.2, as presented in Attachment I.

<u>Policy Manual</u>

SUBJECT: Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

NUMBER: 1.7.2

A. <u>PURPOSE</u>

To set parameters for the naming of institutional facilities, programmatic units, or funded academic honors.

B. DEFINITIONS

None

C. <u>POLICY</u>

1. Overview

The Board has a long-standing tradition of naming institutional facilities, programmatic units, and funded academic honors in recognition of persons or entities who have made important contributions to enable or to advance the missions of the institutions. All naming in recognition of an honoree must be consistent with the Board's role as a public trust. Accordingly, all such proposals shall be reviewed and approved in accordance with this policy.

The Board shall approve the names of all new or existing campus facilities, such as roadways and buildings and additions (if they are to carry a different name from the original building), costing more than \$250,000, if the name is in recognition of a person, family or organization.

<u>1.1 The Board shall approve namings in recognition of a person, family, or organization in the following circumstances:</u>

- 1.1.1 New campus facilities, such as roadways and buildings, costing more than \$250,000;
- 1.1.2 Existing campus facilities, such as roadways and buildings, being named or renamed;
- 1.1.3 Additions to existing campus facilities costing more than \$250,000, if they are to carry a different name from the original building;
- <u>1.1.4</u><u>It shall also approve the naming of pP</u>rogrammatic units such as colleges, schools, institutes, centers, or departments made in recognition of a person, family, or organization.

Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

- <u>1.2 Presidents and superintendents may name facilities and programmatic units in the following circumstances:</u>
 - <u>1.2.1</u> The presidents and superintendents may name <u>f</u> acilities and programmatic units that are not in recognition of a person, family, or organization and which bear a generic descriptive name that is logically related to the use, offering(s) and/or location;, and
 - 1.2.2 <u>aAll wings</u>, halls, rooms or other areas within <u>a building</u>;s, and
 - <u>1.2.3</u> chairs, lecture series or other funded academic honors. Outdoor facility spaces that are within the bounds of outdoor facility complexes (including but not limited to plazas, walking paths, seating areas, or field press boxes); and
 - 1.2.4 Chairs, lecture series, or other funded academic honors.

Any such naming of new facilities by presidents and superintendents shall be included in the applicable facility plan approval(s) pursuit to BOR Policy 6.4.

2. Criteria for Naming

- 2.1. When naming a facility or programmatic unit for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
 - 2.1.1. Serving the university in an academic or administrative capacity with high distinction, or
 - 2.1.2. By contribut<u>inged</u> in other exceptional ways to the welfare and reputation of the university, to education, or to the community in genera<u>l</u>.
- 2.2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, the naming shall be for a defined <u>term of yearsperiod of time</u>, commensurate to the level of the gift. The duration of the naming may not exceed the expected useful life of the facility or the designated use of the area. Consideration shall be given to the following factors:
 - 2.2.1. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - 2.2.1.1. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - 2.2.1.2. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
 - 2.2.1.3. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.

- 2.2.1.4. If a <u>fund raisingfund-raising</u> drive or a contractual agreement may involve naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
- 2.2.1.5. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 - 2.2.1.5.1. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.
- 2.2.2. The urgency or need for the project or program, or continuing support for the program,
- 2.2.3. The standing of the individual, family, or entity in the community or profession,
- 2.2.4. The nature and duration of the relationship of the proposed honoree to the university.
- 2.3. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:
 - 2.3.1. The proposed name will bring additional honor and distinction to the institution,
 - 2.3.2. The recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and
 - 2.3.3. Any philanthropic commitments connected with the naming can be realized.
- 2.4. A name will generally not extend beyond the useful life of the facility or the designated use of the area. If a facility must be replaced or substantially renovated, or the use of an area re-designated, it may be named for a new person, family, or organization, subject to the specific terms and conditions set forth in any gift agreements related to the prior naming action.
- 2.5. Under ordinary circumstances, serving Regents, elected officials, and institution employees are not eligible for a naming.
- 2.6. The Board may make exceptions to the standards and practices ordinarily required under this policy where, in its discretion, circumstances justify such departures to serve what it deems to be the best interests of the particular school or university or the system.

Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors Page 3 of 4

- 2.7. A naming conferred in recognition of a pledge is contingent on fulfillment of that pledge and will be approved on that condition. Related gift agreements must acknowledge this condition.
- 2.8. If the institution proposes to change the function of a named facility or area, it must document the review of related gift agreements to determine if the proposed use is consistent with the restrictions that may have been previously stipulated. If the proposal for change in use is inconsistent, the institution shall consult with the General Counsel.
- 2.9. Notwithstanding any contractual provision to the contrary, if at any time following the approval of a naming, circumstances change substantially so that the continued use of that name may compromise the public trust, the Board may authorize an institution to discontinue use of the name.

FORMS / APPENDICES:

<u>Naming Request Form</u>

SOURCE:

BOR June 1994, formerly Board Policy 6:10 (Naming of Campus Facilities); BOR August 2006; June 2017 (Clerical); BOR December 2021; BOR June 2022; October 2023 (Clerical).